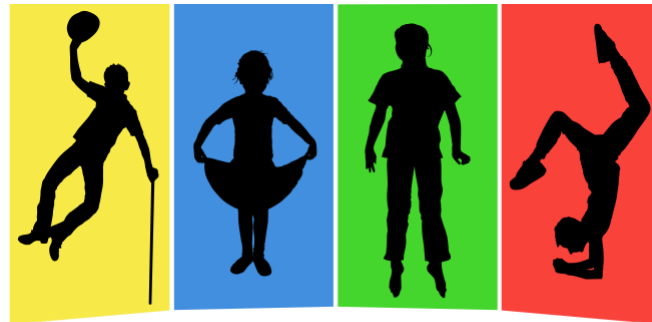




Colours of Dance



Colours of Dance

Policy for
Safeguarding and the
Protection of
Children and Vulnerable Adults



Colours of Dance

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POLICY STATEMENT

Colours of Dance fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2018). All Associate Teachers staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Associate Teachers and Staff should read the above document together with 'Annex A' of 'Keeping Children Safe in Education' (September 2018) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Everyone at Colours of Dance shares an objective to uphold the commitment of Colours of Dance to safeguard and promote the welfare of children, young people and vulnerable adults by:

- Providing a safe environment to learn in
- Identifying and responding to children, young people and vulnerable adults in need or support and / or protection
- Supporting children's development in ways which will foster a sense of self esteem and independence
- Fostering a learning environment in which every pupil feels valued and able to articulate their wishes and feelings in their preferred method of communication in an atmosphere of acceptance and trust.

This policy sets out how Colours of Dance discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school and includes volunteers at external or special events (such as the annual performances). Teaching assistants, backstage helpers/chaperones and office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school.

It is consistent with the Safeguarding Children Board (SCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN. Processes are followed to ensure that those who are unsuitable to work with children are not employed.

Colours of Dance has a Designated Safeguarding Lead (DSL) responsible for the maintenance and regular review of this policy in accordance with legal and statutory guidelines, as well as ensuring that all staff have read and agreed to abide by this policy. The DSL for Colours of Dance is the Principal, Imogen Knight. Colours of Dance also has two Deputy DSLs whose responsibilities are to support the DSL in her duties, and to step into the role of DSL in the absence or unavailability of the DSL.

This policy is available to parents on request and is on the school website.



Section 1 – Prevention

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes

It should be noted that whilst the regulatory framework for reporting and/or caring for children and vulnerable adults varies, it is the policy of Colours of Dance that all students and families at Colours of Dance are people for whom we care and will treat openly and courteously at all times. It is our policy that all Colours of Dance Staff, Teachers and Volunteers will care will promote and safeguard the well being of all Colours of Dance Students, whether child, adult and/or considered vulnerable.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

We will endeavour to ensure that children and vulnerable adults are protected from harm while they visit or are attending classes on our property. We will do this by:

9. Making sure our staff are carefully selected
10. Providing appropriate training for staff on safeguarding issues and child protection
11. Ensure all staff (including teaching staff, administrators and ancillary staff) undergo an Enhanced DBS check
12. To establish and maintain an ethos where children and young people feel secure and are encouraged to talk, and feel listened to
13. Taking all reasonable steps to ensure the health, safety and welfare of any child or vulnerable adult
14. Taking all reasonable steps to prevent any staff member, persons working for us or member of the public from putting any child or vulnerable adult in a situation in which there is an unreasonable risk to their health and safety
15. Taking all reasonable steps to prevent any staff member, persons working for us or member of the public from physically, emotionally or sexually abusing any child or vulnerable adult
16. Reporting to the Principal any evidence or reasonable suspicion that a child or vulnerable adult has been physically, emotionally or sexually abused in contact with us or anyone in our organisation
17. Referring to statutory authorities all incidents reported to the Principal or Administrator
18. Implementing this policy in conjunction with our Health and Safety guidelines already in place

Everyone working or applying to work for Colours of Dance is to be made aware of our policy for children's welfare. Furthermore, this document will be issued to all staff and other people who are likely to have contact with children as part of their work with us. All staff and volunteers will read and sign that they agree to abide by this policy before they start work at Colours of Dance.

This policy applies to:

- All children under the age of 18, whether their responsible adult is present or not
- We recognise that vulnerable people of any age will benefit from similar safeguards. Wherever the policy refers to children, this broader meaning applies
- All staff, contractors, freelance staff, volunteers and consultants working within Colours of Dance or on our premises. In the case of contractors and consultants it is incumbent upon the Principal or Administrator to ensure that they are made aware of these guidelines



The school will therefore:

1. Establish and maintain an environment where children feel safe, are encouraged to talk and are listened to.
2. Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse. **All** forms of peer on peer abuse are unacceptable and will be taken seriously.

The school will therefore:

1. Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.
2. Provide access to training for staff and Associate Teachers about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse
3. Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
4. Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

Section 2 - Procedures

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Board 'Inter-Agency Procedures'. A copy of these procedures can be found on the SCB website: <http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/>.

1. **The Designated Safeguarding Lead for Child Protection is:**

Imogen Knight (Principal)

2. **The following members of staff have also received the Designated Person training:**

Charlotte Middleton (Associate Teacher)

Lili Kurcsis School – wef Sep 2019 (Administrator & Associate Teacher)

3. **The Principal will:**

- 3.1 be DSL and will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Designated Personnel, DP), the lead responsibility for child protection remains with the DSL and cannot be delegated.
- 3.2 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B'). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.



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- 3.3 Ensure that in addition to the formal training set out above, the DSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.
- 3.4 Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.
 - 3.4.1 *Staff members are required to complete a logging concern form and pass it in person or electronically to the DSL/DP immediately*
 - 3.4.2 *Staff and Associate Teachers must carry their reminder card with them whenever they are teaching*
 - 3.4.3 *Staff and Associate Teachers must carry least two copies of the Logging a Concern form with them at all teaching times*
- 3.5 Ensure that the DSL or DP are always available to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DPs are not available.
- 3.6 Ensure every member of staff knows:
 - 3.6.1 the name of the designated person/s and their role;
 - 3.6.2 how to identify the signs of abuse and neglect;
 - 3.6.3 how to pass on and record concerns about a pupil;
 - 3.6.4 that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DP;
 - 3.6.5 that they have a responsibility to provide a safe environment in which children can learn;
 - 3.6.6 where to find the Inter – Agency Procedures on the SCB website;
 - 3.6.7 their role in the early help process;
 - 3.6.8 the process for making referrals to children’s social care.
- 3.7 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually**.
- 3.8 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 3.9 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school
- 3.10 Ensure that this policy is available publicly either via the school website or on the studio noticeboard.

4. Liaison with Other Agencies

Due to the after-school nature of the Colours of Dance teaching context, we accept that we are not always told by our students and their families of their particular care circumstances in spite of asking for information and encouraging a respectful and safe environment. We understand that through knowledge of the children over time it is likely that the school will become aware of specific student circumstances and that when this is a safeguarding issue, that the Associate Teacher will ensure this is reported to the DSL and via them to other agencies as necessary. It is our experience that other agencies will not generally consider contacting us and will not seek our input, but this will not change our professional and open approach to liaison as is needed for the benefit of the individual involved.

The school will:

1. Continue to work to develop effective links with relevant services to promote the safety and welfare of all pupils.
2. Co-operate as required, in line with ‘Working Together to Safeguard Children,’ (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
3. Notify the relevant Social Care Team immediately if:



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- 3.1 it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - 3.2 there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
 - 3.3 there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
4. When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately, if we know the school. The Child Protection Chair and Social Work Team will also be informed.

5. Record Keeping

- 5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- 5.2 Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location.
- 5.3 The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- 5.4 Make parents aware that such records exist except where to do so would place the child at risk of harm.
- 5.5 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

6. Confidentiality and information sharing

The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

- 6.1 Ensure staff, teachers and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 6.2 Ensure staff & teachers are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018)
- 6.3 Ensure that if a member of staff or Associate Teacher receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.
- 6.4 Ensure staff & teachers are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Personnel will:

- 6.5 Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- 6.6 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- 6.7 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- 6.8 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

7. Communication with Parents/Carers

The school will:



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- 7.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website.
- 7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.
- 7.3 Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- 7.4 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence

8. Dealing with Sexual Violence and Sexual Harassment between children

The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

- 8.1 Be clear that sexual violence and sexual harassment will not be tolerated.
- 8.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment
- 8.3 Make decisions on a case-by-case basis.
- 8.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 8.5 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review
- 8.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 8.7 Liaise closely with external agencies, including police and social care, when required.

Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2018), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

9. Reporting a Concern

If you are concerned about a student or anyone at Colours of Dance, a specific incident occurs, or a situation arises that causes you concern, then you should report it as soon as is possible. If the incident is serious then after taking appropriate steps to protect the child and/or yourself you should phone the DSL immediately, and complete a Cause for Concern Form after that.

If the issue is minor or non-urgent, then you should phone the DSL and complete a Cause for Concern Form within 24 hours. The DSL can advise you on the details if needed, but it is best to state as clearly as possible what occurred, without 'colouring' or bias, what was said by whom and if possible, verbatim. The DSL will then decide whether this is an issue that requires further escalation, or should simply be logged/added to a student's record.

Safeguarding Referrals will be made by the DSL as is required in Cambridgeshire:

1. By phone to Children's Social Care Services
2. Emergency Duty Team (Out of Hours)



3. Or by contacting the police in the event of a serious emergency or life-threatening situation using the 999 service

Where a referral needs to be made, the DSL will discuss this with the parents/guardian beforehand, unless there is a reason why the child would be put in harm's way if this discussion took place.

Section 3 – Supporting Children

The school recognises that **any** child may be subject to abuse and neglect and as such will support all children by:

1. Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
2. Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
3. Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
4. Developing productive and supportive relationships with parents/carers.

The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for:

A. Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

B. Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will:

- seek to identify young carers;
- offer additional support internally;
- signpost to external agencies;



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- be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

C. Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

The School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

D. Children Frequently Missing

The School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities

The school monitors attendance of individual pupils to aid early identification of concerning patterns of absence.

E. Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

F. Children at Risk of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the SCB Child Exploitation Checklist and refer to Social Care if there is a concern that a young person may be at risk of CSE.



G. Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

H. Children Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

I. Children at risk of 'Honour- Based' Violence including Female Genital Mutilation

So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as



appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

J. Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Board 'Inter - Agency Procedures.'

K. Children showing signs of Abuse and/or Neglect

The School recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

School will provide access to training for teachers and staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

L. Children at Risk of Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

The Principal will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

M. Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.

N. Children who have Family Members in Prison

When we are made aware, the school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.



The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

Section 4 – Preventing unsuitable children from working with children

1. The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2018).
2. Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to Chrissie Moore. The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2018).
3. The DSL will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Principal should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
4. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
5. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
6. Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
7. The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries with all children, especially those with a disability or who are vulnerable.
8. All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (October 2015).
9. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
10. The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.



Section 5 - Roles & Responsibilities of Staff & Associate Teachers and Other Related Policies

All staff and volunteers will be required to:

- Take all reasonable steps to protect all Colours of Dance students & carers from hazards
- Strictly observe the code of behaviour in this document
- Take appropriate action if an accident occurs
- Take all reasonable steps to prevent abuse of children or vulnerable adults in contact with anyone within the school
- Report any incident or suspicion of abuse immediately to the DSL

ROLES AND RESPONSIBILITIES FOR ALL STAFF

- Safety of participants and staff is of prime consideration at all times
- All accidents involving anyone should be recorded in the accident book located in the office, immediately or as soon as practicably possible
- Staff are responsible for familiarising themselves with building/facility safety issues, such as, fire procedures, location of emergency exits and first aid equipment
- Staff are responsible for reporting suspected cases of child abuse to the named responsible person and/or agencies
- In the event of any child experiencing distress, upset or accident during a class, staff will contact their parent or guardian using the emergency contact details.
- Staff should ensure that their activities start and end on time
- Staff are expected to promote, demonstrate and incorporate the values of fair play, trust and ethics throughout their activities
- Staff should ensure that they are adequately insured, to protect against claims of negligence, through their organisation or their own personal insurance if acting as a self employed agent

PHOTOGRAPHING STUDENTS

Photographs or video footage of any student should only be taken if consent has been obtained in advance from the student themselves or in the case of a child under the age of 13, from a parent or guardian.

From time to time, it is necessary to take photographs of students in class, expressly for the purpose of teaching that class, or for assessment of that class by the Principal. A privacy notice should be given verbally and in an age appropriate manner each time this teaching tool is used. Colours of Dance Associate Teachers are allowed to use the video function on the register tablets to record photos or video clips. These clips or photos must not be shared off that tablet except to the secure Colours of Dance server. Clips of photos should either be deleted immediately, or handed to a Colours of Dance administrator to do the same when the clips or videos have been transferred.

Photos and videos will be taken as part of the annual performances, and will be advised each year at the time of signing up to the event, so that the parents of those involved will have given permission in advance or chosen not to take part.

Occasionally a photograph captured for teaching or performance reasons may be suitable to be used for contextual marketing purposes (around the studio and in print, or on the website) and in this case, those captured



will be asked if they are willing to give their explicit permission to use that image in a different way than for the reason it was captured.

SOCIAL MEDIA

It is forbidden for a Colours of Dance staff member or Associate Teacher to connect with a currently registered Colours of Dance student on Facebook or other Social Media. Facebook or other such media pages of staff or Associate Teachers should be kept private and not publicly visible. When interacting with social media staff & Associate Teachers should remember their responsibility to uphold the reputation of themselves, the School and the Principal, taking care to express themselves in an appropriate manner at all times.

It is the policy of Colours of Dance that images of children are not used in its social media feeds.

PERSONAL PHONES/IPADS/TABLETS

It is understood that many teachers carry music needed for teaching on their iPads/Tablets and phones, and that as such, these are used and present in class. Where these devices carry cameras, it is expressly forbidden for the Associate Teachers to take images or videos of their students, of whatever age.

It is understood that students may need to carry their phones with them when they come to classes for reasons of safety or personal choice. Phones should be switched off when students come to the studio, they should not be used to take pictures of themselves or anyone else on studio premises (particularly in the changing room) and if they are brought into class then they should be switched off. Associate Teachers and group leaders are asked to remind the relevant-aged children from time to time about this.

CHANGING

It is occasionally necessary to escort or assist young children in toileting when they need to go to the bathroom during a lesson. Whenever this occurs, the teacher or adult teaching assistant in that class should help the child leave the class and go to find the child's parent (who should be waiting relatively close by) together. The parent can then take the child to the bathroom and return the child to class when ready.

If, however, the parent is not available, or the situation is urgent, then the (adult) teaching assistant or teacher should assist the child by taking them to the bathroom. At all times, the adult should ask the child to determine the support they need and act accordingly. Most appropriate is that the child enters the bathroom by themselves and the adult waits outside the door for them to finish.

Occasionally a child needs more assistance – for example if they wet themselves during a class. In this case, the adult needs to assist the child by finding another adult to seek alternative clothes for the child to put on, after having ensured that the child has been able to clean themselves appropriately. Where a child needs to change clothes to an intimate level, this should be done privately with a second adult close by as witness and a cause for concern form should be completed to log the incident. The parent should be advised of the incident immediately/on pickup and any concerns addressed. At all times, any anxiety or concern seen in or voiced by the child should be addressed kindly and considerately. Sensitivity to the child's age and gender should be considered at all times.

Changing facilities are available at the Studios, but not always in other venues where classes are taught. It is the parents' responsibility to ensure that their child is cared for appropriately when changing for and after a class. The changing facilities at the Studios comprise 2 large single use lockable bathrooms and a single general 'changing room'. The changing room at the studios is not gender specific, but a general one, so that parents of both genders may assist children of both genders. Nudity is not considered appropriate outside a closed/locked bathroom.



DROPPING OR COLLECTING CHILDREN

Children need to be dropped off inside the studio/hall where the class is taking place, unless they are over 11. They should not be dropped off at the door or in the car park. The same applies for picking up at the end of class. At the Studios, there will usually be a member of office staff to assist in ensuring that children are brought up the stairs and do not leave without an adult. If you are teaching at an Outreach location, a teacher won't have that administrative support so they will need to be more aware at the start and end of lessons, and if necessary speaking directly to parents so they know what we ask of them to help keep their children safe. You should keep a child in the class with you if their parents do not come to the door to collect them, and if someone else arrives to take the child home without their parent letting you know, then you will need to get consent from the parent first before letting the child go. If in doubt, contact Imogen.

SAFEGUARDING RISK ASSESSMENT

From time to time it may be considered sensible and necessary to complete a Risk Assessment for an individual – either teacher or pupil – in order to address specific concerns or risks that might be associated with them being in class or at the CoD studios. For example, if a student or teacher is pregnant, then their continuing involvement in dance classes should be assessed, discussed and limits & responsibilities agreed up front. Another such example might be in the case of a student suffering from epilepsy or other medical condition that is known, and where the symptoms and/or treatment would have a severe impact on the normal operating processes of the school.

Section 6 - Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views



- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



Colours of Dance

SOURCES OF FURTHER INFORMATION

The booklet 'Safe from Harm': Code of Practice for safeguarding the welfare of Children in Voluntary Organisations in England and Wales' is available from the Home Office web-site www.homeoffice.gov.uk

The following urls provide links to local and national bodies offering advice and guidelines for identifying and reporting safeguarding or protection issues:

<http://www4.cambridgeshire.gov.uk/lscb/>

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

<http://www4.cambridgeshire.gov.uk/lscb/report>

<http://www.nwgnetwork.org/>

<https://www.nspcc.org.uk/preventing-abuse/>

The NSPCC is a registered charity established to prevent cruelty to children. Help line for concerns about a child's welfare. 0808 800 5000 [24 hours], website www.nspcc.org.uk.

Links to specific information about Children and Vulnerable Adult Policy can be found by visiting:

www.nspcc.org.uk/Inform/research/questions/answers_wda48954.htm

Useful Contacts

Education Safeguarding Team – ECPSGeneral@cambridgeshire.gov.uk

Early Help Hub (EHH) Tel: 01480 376666

Customer Service Centre – referrals Tel: 0345 045 5203

Emergency Duty Team (Out of hours) Tel: 01733 234724

Police Child Abuse Investigation Unit Tel: 101

Local Authority Designated Officer (LADO) Tel: 01223 727967

Amanda Harrison
Lynn Chesterton

Named Senior Officer for allegations
Education Adviser - Chris Meddle Tel: 01223 703564
Education Adviser – Diane Stygal Tel: 01223 507115

Cambridgeshire and Peterborough Safeguarding Children Board – Safeguarding Inter-Agency Procedures
<http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/>

Relevant Documents

“Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools” (July 2018)



“Guidance for Safer Working Practice for those working with children and young people in education settings” (October 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)