

CHARLOTTE JACQUELINE  
School of Dance

**CHILD PROTECTION AND  
SAFEGAUARDING POLICY**

## CHARLOTTE JACQUELINE SCHOOL OF DANCE STATEMENT OF POLICY FOR SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

*The Charlotte Jacqueline School of Dance believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people by a commitment to practice which protects them. We aim to provide safe participatory and creative opportunities for all the children and young people who use our facilities.*

In order to do this we recognise that:

- The welfare of the student is paramount.
- All children and young people whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to equal protection from all types of harm or abuse.
- Working in partnership with children and young people, their parents, carers and other agencies is essential in promoting their welfare.

The purpose of the policy is:

- To provide protection for the children and young people who receive services from the Charlotte Jacqueline School of Dance including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.
- This policy applies to all staff, volunteers and seasonal workers, students or anyone working on behalf of the Charlotte Jacqueline School of Dance.

We will endeavour to safeguard children and young people by:

- Valuing them, listening to and respecting them.
  - Adopting child safeguarding guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely ensuring all necessary checks are made
- Sharing information about child safeguarding and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, involving parents and children appropriately.

We are also committed to reviewing our policy and good practice annually.

Charlotte Jacqueline School of Dance Child Protection and Safeguarding Policy Contents:

1. Safeguarding Procedures
  - Definition of children and young people
  - Statement of values and principles
  - Designated persons
  - Supervision procedures
  - Project Planning, Supervision, Risk Assessment and Risk Management
  - Photographic procedures
  
2. Response Procedures:
  - Responding to signs or suspicions of abuse
  - Responding to allegations of abuse against a member of staff, worker or volunteer
  - Responding to a child disclosing abuse
  - Recording and Information Sharing
  - Confidentiality Policy
  - Retention and storage of documentation
  
3. Also Included:
  - Definitions of Abuse
  - Checklist for reporting suspected abuse
  - Protection of Vulnerable Adults
  - Anti-Bullying Policy

## 1. Safeguarding Procedures

### 1.1 Charlotte Jacqueline School of Dance and Young People.

*Children and young people means any individual up to the age of 18 years, those over 19 years who are receiving services as care leavers, and those between 19 and 25 years with learning difficulties.*

### 1.2 Statement of Values and Principles

Charlotte Jacqueline School of Dance believes that:

- All organisations have a duty of care to children and young people who use their services or take part in their activities.
- All children and young people should be encouraged to fulfil their potential and inequalities should be challenged.
- Everybody has a responsibility to support the care and protection of children.

### 1.3 Designated Persons

Designated persons are those members of the Charlotte Jacqueline School of Dance staff who have specific responsibility for ensuring effective safeguarding and protection procedures.

The role of the designated person is to:

- Receive and record information from staff, volunteers, children or parents/carers who have child protection concerns.
- Assess the information properly and carefully, clarifying or obtaining more information about the matter as appropriate and consulting with other colleagues if necessary.
- Consult initially with a statutory child protection agency to test out any doubts or concerns as soon as possible.
- If necessary, to make a formal referral to a statutory child protection agency without delay.

### 1.4 Project Planning, Supervision, Risk Assessment and Risk Management

Charlotte Jacqueline School of Dance recognises that making arrangements for the proper supervision of children is one of the most effective ways of minimising opportunities for children to suffer harm whilst in our care.

### 1.5 Photographic Procedures:

- Avoid using children's full names in photographic captions.
- Always use a parental permission form to obtain consent for a child to be photographed / videoed
- Only use images for the specific purpose which has been agreed with the parents/carers and child. Additional use without specific permission is not acceptable.
- All images of children must be stored safely and securely. Storing them in limited access files on your computer is advisable.
- Only use images of children in suitable dress to reduce the risk of inappropriate use. Some activities – including dance – present a greater risk of potential misuse.

- Do not allow photographers unsupervised access to children.

## Response Procedures

*Charlotte Jacqueline School of Dance recognises the importance of having clear procedures to enable staff to handle situations where an appropriate response is needed to a child protection concern.*

### 2.1 Responding to a child disclosing abuse

- Stay calm
- Listen carefully to what is said
- Find an appropriately early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Allow the child to continue at his/her own pace
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said using the child's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Contact your designated person

**REMEMBER:** It is important that everyone in the organisation is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. That is a task for the professional child protection agencies following a referral to them of concern about a child.

### 2.2 Responding to signs or suspicions of abuse.

### 2.3 Responding to allegations of abuse against a member of staff, worker or Volunteer

### 2.4 Recording and Information Sharing

In all situations, including those in which the cause of concern arises from a disclosure made in confidence, it is vitally important to record the details of an allegation or reported incident, regardless of whether or not the concerns are shared with a statutory child protection agency.

An accurate note should be made of:

- Date and time of the incident or disclosure
- Parties who were involved
- What was said or done and by whom
- Any action taken by the organisation to investigate the matter
- Any further action e.g. suspension of a worker
- Where relevant, reasons why there is no referral to a statutory agency
- Names of persons reporting and to whom reported

The record should be clear and factual as it may be needed by child protection agencies investigating the incident and may, in the future, be used as evidence in court. Keeping such a record may also help protect the Charlotte Jacqueline School of Dance

## 2.5 Confidentiality Policy, and Retention and Storage of documentation:

*As a general rule, all personal information that is acquired or held in the course of working with children and young people should be treated as confidential and stored securely. Particular care should be taken with sensitive information. Consideration should also be given to the Data Protection Act 1998 which requires that information is obtained and processed fairly and lawfully; that it is accurate, relevant and not held for longer than is necessary; and kept securely. Handling and Safekeeping of Disclosure Information As an organisation using the Criminal Records Bureau (CRB) Disclosure service to help assess the suitability of applicants for positions of trust, the Charlotte Jacqueline School of Dance complies fully with the CRB Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure Information.*

What is abuse?

Government guidelines in Working Together to Safeguard Children categorises abuse as:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

What is physical abuse?

Physical abuse includes hitting, shaking, throwing, poisoning or misuse of medications, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child whom they are looking after.

What is emotional abuse?

Emotional abuse is the persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on that person's emotional development. It may involve making the individual feel or believe that they are worthless, unloved or inadequate. It may also involve causing the person to feel often frightened or in danger. It may involve exploitation or corruption.

What is sexual abuse?

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of, or consents to, what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. Sexual abuse also includes non-contact activities such as involving children or young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways. Sexual

abuse may be same sex or opposite sex, may be by other children, young people or adults. People from all walks of life may be sexual abusers.

What is neglect?

Neglect is the persistent failure to meet a child's or young person's basic physical and or/psychological needs, likely to result in the severe impairment of the person's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child or young person from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

Checklist for Reporting Suspected Abuse

Name of child

Age and date of birth

Religion Ethnicity

First Language

Disability

Any special factors?

Parents/carers name(s)

Home address and phone number (if available)

Are you reporting your own concerns or passing on those of somebody else?

Brief Description of what has prompted the concerns:

Include dates, times etc. of any specific incidents.

Any physical signs?

Behavioural signs?

Indirect signs?

Have you spoken to the child?

If so, what was said?

Have you spoken to the parent(s)?

If so, what was said?

Has anybody been alleged to be the abuser? If so, give details.

Have you consulted anybody else? If so, give details.

Your name and position:

To who reported and date of reporting:

Signature

Today's date

## Safeguarding of Vulnerable Adults

### Definition of a Vulnerable Adult:

*A vulnerable adult is someone who is aged 18 years or over who 'is or may be in need of community care services by reasons of mental health or other disability, age or illness' and 'is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.*

A vulnerable adult may be a person who:

- Is elderly or frail
- Has learning disabilities
- Suffers from mental illness
- Has a physical disability
- Is a substance mis-user
- Is homeless
- Is in an abusive relationship

It should be noted that disability or age alone does not signify that an adult is vulnerable. Abuse of Adults can consist of a single or repeated act of harm or exploitation. It may be perpetrated as a result of deliberate intent, negligence or ignorance. Abuse can be verbal, physical, emotional, psychological, or a result of neglect or an omission to act. Abuse can also occur when a vulnerable adult is persuaded to enter into a financial arrangement or sexual relationship to which they have not, or could not, consent to or understand e.g. as a result of physical or mental incapacity.

What to do if abuse is suspected:

If abuse is suspected or reported, employees should act in line with local policies and procedures to:

- Take reasonable steps to ensure the adult is in no immediate danger
- Contact the police if it is believed a crime may have been committed
- Obtain permission from the vulnerable adult before disclosing confidential information about them
- If, after discussion, abuse or neglect is still considered to be a possibility, referral should be made to the Social Services Department.

## Anti-Bullying Policy (Statement of Intent)

*We are committed to providing a caring, friendly and safe environment for all of our pupils so they can participate in dance activities in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all participants should be able to tell and know that incidents will be dealt with promptly and effectively.*

### What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

### Bullying can be:

- Emotional; being unfriendly, excluding, tormenting.
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera and video facilities.

### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

### Objectives of this Policy:

- All staff, tutors, participants and parents/carers should have an understanding of what bullying is.
- All staff and tutors should know what the organisation's policy is on bullying, and follow it when bullying is reported.
- All participants and parents/carers should know what the organisation's policy is on bullying, and what they should do if bullying arises.