



Child Safeguarding Policy,  
Procedures and Codes of  
Practice

28 February 2018-  
27 February 2019

## IDENTITY DANCE STATEMENT OF POLICY FOR SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

Identity 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 or hired facilities.

In order to do this we recognise that:

- The welfare of the child/young person 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 Identity 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 Identity 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.

# Identity Dance Child Safeguarding Procedures & Codes of Practice

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## 1. Safeguarding Procedures

### 1.1 Identity Dance and Young People

Children and young people means children and young people up to the age of 18 years, those over 19 years who are receiving services as care leavers (young people who have been 'looked after' children), and those between 19 and 25 years with learning difficulties.

### 1.2 Statement of Values and Principles

Identity 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 Identity 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 Code of Conduct

All Identity Dance staff must:

- Treat all children and young people with respect.
- Provide an example of good conduct you wish others to follow.
- Ensure that whenever possible there is more than one adult present during activities with children and young people or at least that you are within sight or hearing of others.

- Respect a young person's right to personal privacy/encourage young people to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well intentioned.
- Be aware that physical contact with a child or young person may be misinterpreted.
- Recognise that special caution is required when you are discussing sensitive issues with children or young people.
- Be familiar with the Identity Dance's anti-bullying policy.
- Challenge unacceptable behaviour and report all allegations/suspensions of abuse.
- Employees should give guidance and support to inexperienced helpers, for example, volunteer assistants who may be working with them temporarily.

Staff must not:

- Have inappropriate physical or verbal contact with children, young people or vulnerable adults.
- Allow yourself to be drawn into inappropriate attention-seeking behaviour/make suggestive or derogatory remarks or gestures in front of children or young people.
- Jump to conclusions about others without checking facts.
- Either exaggerate or trivialise child abuse issues.
- Show favouritism to any individual.
- Rely on your good name or that of the organisation to protect you.
- Believe "it could never happen to me".
- Take a chance when common sense, policy or practice suggests another more prudent approach.

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

Identity 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.

#### 1.5.1 Planning

- Workshop co-ordinators should plan and prepare a detailed programme of activities for the children involved in the project.
- Planning should ensure that all children should be adequately supervised and engaged in suitable activities at all times.
- Organisers should obtain, in writing, parental consent to children joining an organised project. The purchase of a ticket or place on a project shall be deemed to be such consent.
- Parents should be given full information about a project, including details of the programme of events, the activities, and the supervision ratios.

### 1.5.2 Supervision

- Project Managers must be satisfied that those workers and adults who work on projects are fully competent to do so and that appropriate checks have been made.
- Children must be supervised at all times, preferably by two or more adults however one teacher can take a dance class by themselves if help is nearby.
- Children must not be left unsupervised at any venue, indoors or out.
- Workers should know at all times where children are and what they are doing.
- Any activity using potential dangerous equipment should have constant adult supervision.
- Dangerous behaviour by children should not be allowed.

### 1.5.3 Risk Assessment in relation to child protection

The principle of risk assessment is to consider:

- The practical details of a project
- Things that could go wrong in a project
- The likelihood of things going wrong
- Impact of these things going wrong

Once this is done:

- You can identify measures to reduce the risk
- You can decide what to do if things go wrong
- You can allocate roles to monitor and manage child protection.

Risk assessment and risk management should be carried out for every project

### 1.6 Photographic Procedures

- Avoid using children's names in photographic captions. If the child is named, avoid using his or her photograph. If the photograph is used, avoid naming the child.
- Always use a parental permission form to obtain consent for a child to be photographed / videoed
- Where possible, obtain the child's permission to use their image.
- 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 drama – present a greater risk of potential misuse.
- Address the use of images of children on the organisation's website and with agencies who use our photographs in publicity material. Avoid personal information about children which could be used by an individual to learn more about a child.
- Always issue written expectations of professional photographers or the press who are invited to an event, making clear the organisation's expectations of them in relation to child protection.
- Do not allow photographers unsupervised access to children.

- Do not approve photography sessions outside the event or at a child's home.

#### 1.7 Recruitment Procedures

Identity Dance has clearly defined recruitment procedures. In order to prevent unsuitable people working with children in the organisation, we will ensure:

- That posts are clearly defined and those necessitating an Enhanced Criminal Record Bureau check is clearly advertised as such.
- A copy of our Child Safeguarding Policy Statement will be sent with the recruitment literature for these posts.
- All applicants for these posts will be asked to sign a declaration stating that there is no reason why they would be considered unsuitable to work with children and MUST declare all previous convictions which are then subject to DBS checks, as well as any cases pending against them. All such information will be treated in confidence and will not be used against applicants unfairly.
- At interview for these posts, a question pertaining to good practice in Child Protection will be asked.
- Referees should be asked specifically about the applicant's suitability to work with children. It is acceptable to tell applicants for posts involving child safeguarding that you reserve the right to approach all of their past employers.
- Enhanced Disclosure and Barring Service checks must be obtained by Identity Dance for all new members of staff in these posts. The appointment can only be formally confirmed after this check is received. DBS checks should be renewed every 2 years. Freelance staff must supply or obtain their own DBS check. In this instance, checks must be no more than 2 years old.

#### 1.8 Training

Identity Dance will provide suitable training to all staff and volunteers in the organisation that is relevant to their particular role. This will include:

- Induction Training which includes familiarisation with the organisation's Child Safeguarding Policy
- Particular skills training
- Comprehensive Child Safeguarding Training available on request to all staff

#### 1.9 Other Identity Dance Policies

Additional recommendations for Health and Safety in arts practice include:

- Groups should not have more than 30 participants.
- An appropriate number of legally responsible adults are present.
- There must be adequate space.
- There must be access to a telephone in the building.
- Equipment must meet safety standards.
- Risk assessments must be carried out.

- There must be a First Aid box which meets current Health and Safety (First Aid) regulations and a member of staff trained in First Aid.
- Regular and appropriate food and drinks are provided.
- Special needs are catered for.
- No child under 5 years of age should be left at events unless the parent/carer or responsible older sibling stays with the child or nearby and the teacher has knowledge of their whereabouts and a contact number for emergencies.
- No school group, youth group or group from a care setting (i.e. a group which operates in loco parentis) should be left without a legally responsible staff member present e.g. a teacher for a school group.
- The artists/arts facilitators should know the evacuation procedures and should tell the group.
- Children and young people should have a 'named person' to whom they may report any worries or concerns.
- Contact names and telephone numbers for 'named people' should be visibly displayed.
- Staff and children should use separate toilets wherever possible, or if this is not possible, they should not use them at the same time as one another.



## Response Procedures

Identity 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 Identity 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 & GDPR 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 Disclosure and Barring Service (DBS) to help assess the suitability of applicants for positions of trust, Identity Dance complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure Information.

Identity Dance is not a DBS Registered Body and therefore will only record the date of a Disclosure, the body through which the Disclosure was made, and its reference number. As a matter of good practice:

- Disclosure information will never be kept in an applicant's personnel file and is only passed to those who are authorised to receive it.
- We recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.
- We do not keep disclosure information for any longer than is absolutely necessary. This is generally a period of up to six months to allow for consideration and resolution of any disputes.

# Risk Management

Project Name:

Project Leader:

Date Produced:

Participants:

List each risk and identify actions to reduce probability and/or impact

Risk

1

2

3

4

5

Risks Probability (On a Scale of 1-10 with 10 being very probable)

1

2

3

4

5

Impact

1

2

3

4

5

Actions to reduce probability  
and/or impact

1

2

3

4

## Consent Form for the Use of Photographs and Video

Identity Dance recognises the need to ensure the welfare and safety of all children.

In accordance with our Child Safeguarding Policy we will not permit photographs, video or other images of children and young people to be taken without the consent of the parents/carers and children.

Identity Dance will follow the guidance for the use of photographs.

We will inform as to where photographs will be used.

Identity Dance will take all steps to ensure these images are used solely for the purposes they are intended, and are stored safely and securely. If you become aware that these images are being used inappropriately, you should inform Identity Dance immediately. You have the right to ask for the removal of photographs involving you or your child at any time.

I ..... (parent/carer) consent to Identity Dance

photographing or videoing .....

(name of child)

during their involvement in .....(event).

Signature:..... Date: .....

I ..... (name of child) consent to Identity Dance photographing or  
videoing my involvement in

.....(event).

Signature: ..... Date: .....

## 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

Abuse 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 drama and 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. We are a *TELLING* organisation. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## 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 (e.g. hiding books, threatening gestures)
- 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.



- As an organisation we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- All staff, tutors, participants and parents/carers should have an appreciation of the signs and indicators of bullying.

#### Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling to go to drama/dance sessions
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- feels ill before their drama/dance sessions
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- is frightened to say what's wrong
- gives improbable excuses for any of the above

Or, in more extreme cases, if a child:

- Starts stammering
- Cried themselves to sleep or has nightmares
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

#### Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

### Recommended Action

If a parent decides it is appropriate for them to deal with the situation they should follow the procedure outlined below:

- 1) Reconciliation by getting the parties together. It may be that a genuine apology solves the problem.
- 2) If this fails, a meeting should take place including a lead staff member for the project, parents/carers and child alleging bullying to get details of the allegation. Minutes should be taken for clarity which should be agreed by all as a true account.
- 3) The same persons should meet with the alleged bully and parents/carers and put the incident raised to them to answer and give their view of the allegation. Minutes should be taken and agreed.
- 4) If bullying has in their view taken place the individual should be warned and put on notice of further action i.e. temporary or permanent suspension. Consideration should be given as to whether a reconciliation meeting is appropriate at this time.
- 5) In some cases the parent/carers of the bully or bullied participant can be asked to attend sessions, if they are able to do so, and if appropriate. The committee should monitor the situation for a given period to ensure bullying is not repeated.
- 6) All tutors involved with both individuals should be made aware of the concerns and the outcome of the process.

In the case of adults reported to be bullying anyone aged under 18

- 1) The Designated Person should always be informed and will advise on action to be taken where appropriate.
- 2) The organisation's Child Safeguarding training may be recommended.
- 3) In more serious cases, referrals may be made to the police or to Social Services.

### Prevention

- Lead staff will raise awareness about bullying and why it matters, and if issues of bullying arise in our classes, they will be dealt with openly and constructively.

This anti-bullying policy is based on guidance for schools provided by KIDSCAPE, and guidance provided for clubs by the Football Association.