



SCULPTURE

Dance Arts

Safeguarding & Child Protection Policy

Safeguarding and Child Protection Policy

Purpose

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility and is defined in Working together to safeguard children as:

- Protecting children from maltreatment.
- Preventing impairment of mental and physical health and 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.

Child Protection is part of safeguarding and refers to the activity that is undertaken to protect children who are suffering or likely to suffer significant harm. Child: The Children's Act defines anyone under the age of 18 as a child. Here at Sculpture Dance Arts students between the ages of 16-19, will come under the scope of this policy and its attendant operating procedure. Appropriate considerations will be taken when supporting those students over the age of 18 (see appendix B)

The purpose of this policy is to protect young people and adults who use Sculpture Dance Arts services. This policy will provide students, parents, staff and volunteers with the overarching principles that guide our approach to child protection and safeguarding. This policy applies to anyone working on behalf of Sculpture Dance Arts, including senior leaders, paid staff, volunteers, temporary staff, agency staff and students.

Sculpture Dance Arts recognises that it has a statutory obligation in accordance with the guidance outlined in (KCSIE) Keeping Children Safe in Education (which is reviewed and updated on an annual basis) to ensure that students who attend Sculpture Dance Arts are safeguarded as defined by The Children's Act, the Safeguarding Vulnerable Groups Act, the Counter Terrorism and security Act (includes the Prevent Duty) and the Equality Act. In achieving this Sculpture Dance Arts will seek to provide a safe learning environment and, where incidents or suspicions of a safeguarding nature are reported, operate procedures to ensure these are dealt with fairly, sensitively, respectfully and quickly. The acts complement Sculpture Dance Arts responsibility in student welfare, equality and diversity and the safety of students and staff. A single point of contact is established with regard to safeguarding and Prevent via the Designated Safeguarding Lead (DSL)

At Sculpture Dance Arts we believe that all of our students should be able to study in an environment that is safe, supportive and conducive to learning. Our students should never experience abuse of any kind, we have a responsibility to promote the welfare of all students, to keep them safe and to practice in a way that protects them.

At Sculpture Dance Arts we recognise that the welfare of the student is paramount and all students, regardless of age, disability, gender reassignment, race, religion or belief, sex,



or sexual orientation have a right to equal protection from all types of harm or abuse. Some students are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues and working in partnership with students, their parents, carers and other agencies is essential in promoting student welfare.

We seek to keep our students safe by:

- Valuing, listening to and respecting them.
- Having a Safeguarding Lead, a Designated Safeguarding Lead (DSL)
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- Developing and implementing an effective online safety policy.
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Recording and storing information professionally and securely.
- Sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions.
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately.
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

Roles and Responsibilities

Sculpture Dance Arts's Designated Safeguarding Lead (DSL): Gary Houghton Rogers
(safeguarding@ksdance.ac.uk)

Sculpture Dance Arts's Designated Safeguarding Officer (DSO): Mariella Bonanno
(safeguarding@ksdance.ac.uk)

Sculpture Dance Arts has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that Sculpture Dance Arts complies with them. Sculpture Dance Arts should also ensure that the policy is made available to parents and carers by publishing this on Sculpture Dance Arts website or in writing if requested.

Sculpture Dance Arts will ensure that Sculpture Dance Arts contributes to multi-agency working with the new safeguarding partner arrangements in line with statutory guidance Working Together to Safeguard Children and that Sculpture Dance Arts's safeguarding arrangements are fit for purpose. It is the responsibility of Sculpture Dance Arts to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our College and that Sculpture Dance Arts has procedures for appropriately managing allegations of abuse made against members of staff in line with the statutory guidance set out in Part 4 of Keeping Children Safe in Education (KCSIE).

Sculpture Dance Arts will ensure that there is a named College Lead for safeguarding (DSL) who has lead responsibility for safeguarding and child protection.

The Designated Safeguarding Lead (DSL) will be responsible for liaising with appropriate partner agencies in the event of suspected or alleged incidents of child abuse from the Artistic Director or other senior post holders.

Sculpture Dance Arts will undertake an annual review of its Safeguarding Children policies and procedures. Sculpture Dance Arts will also undertake an annual review of how it is fulfilling its duty to safeguard and promote the welfare of children under section 175 of the Education Act 2002.

All new members of Sculpture Dance Arts, other than student members and staff members who have been DBS checked as a requirement of their employment, must agree to Enhanced DBS Checks. Sculpture Dance Arts members will receive training to enable them to discharge their responsibilities for child protection and Prevent effectively. This training will take the form of the Safeguarding Children Awareness online Educare training platform

An annual safeguarding report will be presented to the board of Sculpture Dance Arts in order to make an assessment of and, if necessary, take action on, any implications arising out of the report. Staff should be aware that College policies provide a channel for individuals to raise genuine or legitimate concerns about any issues linked to child protection. Any deficiencies or weaknesses in child protection arrangements that are brought to College's attention will be remedied without delay.

The Artistic Director and Senior Leadership Team (SLT) will ensure that the policies and procedures adopted by the Sculpture Dance Arts are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

Designated Safeguarding Lead (DSL) will ensure commitment to this policy and effective, speedy, confidential and sensitive operation of the attendant procedure.

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex B of KCSIE) and the DSL will fulfil those responsibilities and carry out those activities whenever necessary. The DSL will be from Sculpture Dance Arts's SLT and have the appropriate status and authority to carry out the duties of the post. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The Safeguarding Lead will be expected to:

- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.
- Be available during College hours for staff to discuss any safeguarding concerns.
- Lead on liaising with other agencies and setting up inter-agency assessment where early help is appropriate.
- Liaise as necessary with the Local Authority Personal Adviser appointed to support any care leavers attending the school regarding any issues of concern affecting them.
- Undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.

All staff have a responsibility to provide a safe environment in which students can learn; all staff will be expected to:

- Read and ensure they understand Part One of Keeping Children Safe in Education.
- Familiarise themselves with the systems within College which support safeguarding, including the safeguarding and child protection policy, the code of conduct, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies).
- To be aware of the different types of abuse and neglect so that staff are able to identify cases of students who may be in need of help or protection.
- To know what to do if a child tells them he/she is being abused or neglected.
- To know of the process for making referrals to appropriate agencies in the absence of their DSL.
- Any disclosures or allegations made against the Designated Safeguarding Lead or the Artistic Director should be directed to the Safeguarding Board Adviser, Bernard Pierre-Louis, whose contact details are provided in this policy.
- Be aware of and understand the Early Help procedure and their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.
- Act immediately on any concerns they have about a student's welfare.

Equality Statement

This policy applies to all college staff regardless of age, race, disability, religion or belief, gender, sexual orientation, marital or civil partnership status, gender reassignment, pregnancy or maternity, or any other status. All individuals will be treated in a fair and equitable manner recognising any special needs where adjustments can be made. No individual will suffer any form of discrimination, victimisation, harassment or bullying as a result of this policy.

Abuse

Abuse: According to the Children's Act abuse is defined as one or more of the following;

1. Neglect
2. Physical abuse or injury (including bullying)
3. Sexual abuse
4. Emotional abuse (including bullying)

If a member of staff either suspects abuse to a student or has had abuse disclosed to them by a student, then the member of staff must take the complaint, allegation or suspicion seriously, seeking guidance as soon as possible from the Designated Safeguarding Lead. If in any way concerned, staff should refer to Department of Health Guidelines "[What to do if you are worried a child is being abused.](#)"

Promises of confidentiality should NOT be given to any person disclosing information as the matter may develop in such a way that these cannot be honoured.

A written record of the nature of the allegation or suspicion must be completed in the presence of the complainant or as soon as possible after the allegation is made. Preferably on the same working day.

College records of allegations should be kept for at least 6 years from the student's 18th birthday. This period should apply whether or not any action is taken in respect of the allegation. This record must be entered in Sculpture Dance Arts system where it will be securely stored.

Disclosure - If an allegation of abuse is disclosed to you, you should observe the following guidelines:

- Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student.
- Stay calm.
- Reassure them that they are doing the right thing in informing someone.
- Take him/her/them seriously.
- Questions should be kept to a minimum, and leading questions should be avoided. The use of leading questions can cause problems for any subsequent investigation and any court proceedings.
- It is important that you remain impartial. You need to find a way of separating your issues and feelings on the matter from those of the student.
- If they do not wish to disclose and you feel uncomfortable listening, you can refer them/take them to the Designated Safeguarding Lead or deputies.
- Refrain from making comments or judgements.
- The student may prefer to approach other sources of support with you rather than alone. If this is the case, please help the student by being present at these meetings.
- Promises of confidentiality should not be given, as the matter may develop in such a way that these cannot be honoured.
- Be aware that a student may not accept the offer of help immediately but may do later and this may be the best course of action at that time.
- Be aware that hearing about abuse can be stressful, and that you might need help to de-brief afterwards. The safeguarding team are available to help and will signpost accordingly.
- Individual staff should never deal with abuse disclosures in isolation and should always refer to the Designated Safeguarding Lead or deputies.

Staff should be aware that children may not feel ready to or know how to tell someone they are being abused, exploited or neglected. They may not recognise their experiences as harmful, for example, children may feel embarrassed, humiliated or they may be being threatened.

This could be due to their vulnerability, disability and or sexual orientation and language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL/DDSL if they have any concerns. It is also important that staff determine how best to build a trusting relationship with children and young people which facilitate communication.

A disclosure of abuse must be reported on Sculpture Dance Arts reporting systems – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.

In rare instances, staff in educational institutions including colleges have been found

responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. Sculpture Dance Arts recognises that such allegations may or may not be true. Those dealing with such an allegation should maintain an open mind and ensure that investigations are thorough and not subject to delay. They will also need to handle the situation with sensitivity and to act in a careful, measured way.

Receiving an allegation from a young person - A member of staff who receives an allegation about another member of staff from a young person should follow the guidelines set out in this document.

If the allegation is against a member of staff, the Designated Safeguarding Lead should be informed as soon as possible, who in turn should inform the Artistic Director.

Any disclosures or allegations made against the Designated Safeguarding Lead or the Artistic Director should be directed to the Safeguarding Board Adviser, Bernard Pierre-Louis, whose contact details are provided in this policy.

The Designated Safeguarding Lead should:

- Obtain written details of the allegation, signed and dated, from the person who received it.
- The written details should be countersigned and dated by the Designated Safeguarding Lead
- Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the Designated Safeguarding Lead - the Designated Safeguarding Lead should make an initial assessment of the allegation, consulting with Local Safeguarding Children Partnership / LADO as appropriate.

Where the issue, about which an allegation is made, is considered to be either a potential criminal act or indicates that the young person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the Local Safeguarding Children Partnership / LADO.

It is important that the Designated Safeguarding Lead does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the young person. The matter should be referred to the Artistic Director to be addressed in accordance with the Staff Disciplinary Procedure
- The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and investigations - child protection enquiries by children's social care or the police should not be confused with internal disciplinary enquiries by Sculpture Dance Arts. Sculpture Dance Arts may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct Sculpture Dance Arts to act in a particular way. However, Sculpture Dance Arts should assist the agencies with their enquiries.

Sculpture Dance Arts should hold in abeyance its own internal enquiries while the formal police or children's social care investigations proceed: to do otherwise may prejudice the investigation. No internal enquiries, including those resulting from disciplinary proceedings, should be instigated until the external investigations are completed. During external investigation, suspension of a member of staff may be appropriate. Any suspension would take place at the discretion of the Artistic Director, according to the Staff Disciplinary Procedures.

Where the person being investigated is the Artistic Director or another senior post-holder, suspension, where appropriate, would take place at the discretion of the Board.

If there is an investigation by an external agency, for example the police, the Designated Safeguarding Lead should be involved in and contribute to the inter-agency strategy discussions. The Designated Safeguarding Lead is responsible for ensuring that Sculpture Dance Arts gives every assistance with the agency's enquiries.

They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Designated Safeguarding Lead shall advise the member of staff that he/she should consult with a representative, for example, their professional association.

Subject to objections from the police or other investigating agency, the Designated Safeguarding Lead shall:

- Inform the young person or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- Ensure that the parents/carers of the young person making the allegation have been informed that the allegation has been made and what the likely process will involve.
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- Keep a written record of the information in connection with the allegation
- Inform the Artistic Director of the outcome of any external investigation to allow any internal investigation or action to be commenced.

On completion of any external investigation, Sculpture Dance Arts will consider whether any action needs to be taken.

Maintaining records of allegations - as regards personnel records, whether or not an allegation is found to be founded, a record that an allegation was made; a summary of that

allegation; that it was investigated and the outcome of that investigation, should be kept for a period of six years as a separate file.

Child on Child Abuse

A key theme within the Keeping Children Safe in Education document is around Child-on-Child abuse and in particular, sexual violence and sexual harassment.

All staff should be aware that children can abuse other children, often referred to as child-on-child abuse. It can happen both inside and outside of college and online. All staff should be clear as to Sculpture Dance Arts's policy and procedures with regards to child-on-child abuse and the important role they must play in preventing it and responding and reporting where they believe a child may be of risk.

All staff should understand that even if there are no reports in their school or college it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their Designated Safeguarding Lead.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Instances of Child-on-Child abuse must be recorded on Sculpture Dance Arts safeguarding form and may be addressed in line with our Behaviour Management Policy. The Safeguarding Team will make a judgement on the most appropriate course of action.

Child on Child abuse includes but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between children, sometimes known as 'teenage relationship abuse'.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- For further information about sexual violence and sexual harassment see

KCSIE Part 5 and Annex B

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) UKCIS Guidance, Sharing nudes and Semi Nudes Advice for Education Settings.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; For further information about upskirting see Annex B; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Serious violence - All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement a number and its Criminal exploitation of children and vulnerable adults-county lines.

Sexual Violence and Harassment - sexual violence and sexual harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

What is sexual violence and sexual harassment?

Keeping Children Safe in Education defines sexual violence as.

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching

and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment: when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos.
 - sexualised online bullying.
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Procedure – Student Disclosure/Concern - the initial response to a report from a student is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should note that any child who is subjected to any harassment, violence and/or abuse may breach the child's rights as set out in the Human Rights Act.

If staff have a concern about a student or a student makes a report to them, they should follow the referral process as set out in the safeguarding policy.

A disclosure of abuse must be reported via Sculpture Dance Arts safeguarding reporting system

Prevention - We will minimise the risk of allegations against other students by:

- Ensuring all students are aware of Sculpture Dance Arts's respect agenda and what is expected of each student in relation to this.
- All students sign a learner agreement when they enrol. The learner agreement clearly outlines Sculpture Dance Arts expectations.

Guidelines:

- Child on Child abuse should always be treated seriously and never just seen as 'banter' or part of growing up.
- Any incidents of Child-on-Child abuse will be recorded via college safeguarding form / recording system
- The DSL will be notified via safeguarding concern form and in person.
- A detailed log of this incident and any previous incidents will be recorded, including dates and times (where possible).
- Your most helpful role in such cases is to listen; not to judge, rescue, give advice or act on behalf of the student.
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made. These notes should then be entered into Sculpture Dance Arts safeguarding form.
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing

an image is unavoidable. See links below.

- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.
- Informing the Designated Safeguarding Lead as soon as practically possible, if the Designated Safeguarding Lead is not involved in the initial report.

Investigation – The DSL will investigate any allegations of Child-on-Child abuse and follow the Behaviour Management Policy if internal disciplinary action is required. The DSL will inform the police or children's social care where necessary.

Support - discussions will take place with the victim and their family and the alleged perpetrator and their family to explore and identify support services.

eSafety – Staying Safe Online

The purpose of this section is to:

- ensure the safety and wellbeing of children and young people is paramount when students are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

Guiding Principles

- Students should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are always kept safe.

The online world provides everyone with many opportunities; however, it can also present risks and challenges.

- We have a duty to ensure that all students are protected from potential harm online.
- We have a responsibility to help keep students safe online, whether or not they are using Sculpture Dance Arts's network and devices.
- Providing clear and specific directions to staff and volunteers on how to behave online through our online behaviour code for staff.
- Supporting and encouraging parents and carers to do what they can to keep their children safe online.

Our teaching and support staff will....

- Work in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.
- Support and encourage the young people using our service to use the internet,

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social media and mobile phones in a way that keeps them safe and shows respect for others.

- Developing an online safety agreement for use with young people and their parents/carers.

Our IT management and safeguarding teams will....

- Develop clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person. This will usually be managed through our Behaviour Management System.
- Review and updating the security of our information systems regularly.
- Ensure that usernames, logins, email accounts and passwords are used effectively.
- Ensure personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate.
- Ensure that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given.
- Provide supervision, support and training for staff and volunteers about online safety.
- Examine and risk assess any social media platforms and new technologies before they are used within the organisation.
- Have clear and robust safeguarding procedures in place for responding to abuse (including online abuse).

Filtering and Monitoring

At Sculpture Dance Arts, we utilise several solutions to ensure all student, staff, and visitor activity is filtered and monitored. When using an iOS, MacOS, Windows, or Chromebook device that belongs to the school, our systems will filter and monitor activity when connected on premises or externally; This ensures the safety of users in any location when using a device issued by the school. For personal BYOD (Bring Your Own Device) or guest devices, these devices are filtered and monitored only when connected to the school network / Wi-Fi.

Filtering and monitoring are crucial components of a comprehensive safeguarding strategy, particularly in educational settings. Filtering systems proactively block access to harmful online content, while monitoring systems track user activity to identify potential risks and concerns.

Effective filtering and monitoring, informed by risk assessments and regularly reviewed, are essential for keeping children and young people safe online.

Role and responsibilities in relation to Filtering and Monitoring.

The Designated Safeguarding Lead (DSL) has overall, responsibly for the management of Sculpture Dance Arts's response to ensuring appropriate filtering and monitoring tools are in place.

If you find an issue with the filtering and/or monitoring system, please report this immediately to the Designated Safeguarding Lead (DSL). This will allow the Sculpture Dance Arts to investigate the issue and resolve it as soon as possible.

Staying Safe Online

Staying Safe online - non-statutory guidance from the Department for Education has been issued with regards to teaching online safety in schools and colleges. It outlines how schools/colleges can ensure their students understand how to stay safe and behave online as part of existing curriculum requirements.

Support is also available via the following external agencies:

Childline - for support

UK Safer Internet Centre - to report and remove harmful online content

CEOP - for advice on making a report about online abuse

Information, Advice and guidance is available to parents via the following websites:

Internet matters - for support for parents and carers to keep their children safe online

London Grid for Learning - for support for parents and carers to keep their children safe online

Net-aware - for support for parents and careers from the NSPCC

Parent info - for support for parents and carers to keep their children safe online

Thinkuknow - for advice from the National Crime Agency to stay safe online

UK Safer Internet Centre - advice for parents and carers

Criminal and Sexual Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at a higher risk of sexual exploitation.



It is important to note that child sexual exploitation can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to having sex.

Children can be trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons including knives or begin to carry a knife as a sense of protection from harm from others.

Children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.

County lines drug running is an example of criminal exploitation. If you have any concerns about CSE and CCE then please follow the safeguarding referral process.

Domestic Abuse

What is Domestic Abuse?

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse.

They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

Prevent Duty - Challenging Extremism

What is Prevent? Prevent Duty arises from the Counter Terrorism and security Act 2015. Prevent aims to safeguard our students, staff and College to keep them safe and within the law. In raising awareness of the issues of radicalisation and extremism Sculpture Dance Arts will support the development of students in non-extremist ways and in procedures to act on regarding concerns.

The Prevent Strategy has three specific objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Prevent duty: Departmental Advice for schools and childcare providers states that, "as a minimum, the Designated Safeguarding Lead must undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from risk of radicalisation". This training must be refreshed every two years.

The Prevent duty should be seen as part of Sculpture Dance Arts's wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised

Prevent duty guidance: for England and Wales (click here).

Section 21 of the Counter-Terrorism and Security Act places a duty on certain bodies, including educational institutions, to have "due regard to the need to prevent people from being drawn into terrorism". The Prevent Duty is not about preventing students from having political and religious views and concerns.

The exemplification of British Values and the preventing of radicalisation and extremism must be integrated into the pastoral system and curriculum provision. Sculpture Dance Arts will maintain and review (yearly) its risk reduction planning and training for staff and College members in meeting the requirements of the Prevent Duty.

Preventing radicalisation – Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can

occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a referral to the Channel programme.

Channel process - Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The aims of Channel are to support and protect people who may be susceptible to radicalisation and ensure they have the resilience to resist all forms of violent extremism. Channel is not about prosecuting or stigmatising individuals who have been referred.

Definitions

Extremism: Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values: British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs", and institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act.

Additional support - the DfE has published advice on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is also guidance regarding the use of social media for online radicalisation; this has been developed for schools highlighting how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq. The guide:

- Includes a short summary of some of the main Islamic State of Iraq and the Levant (ISIL) propaganda claims.
- Identifies social media sites which ISIL is using.
- Advises what actions schools and teachers should take to protect pupils.

Educate against hate [Educate Against Hate- Click here](#)

The website gives parents, teachers and education leader's practical advice on protecting children from extremism and radicalisation, it holds information for schools, colleges and parents to tackle the "spell of twisted ideologies".

Low level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of Sculpture Dance Arts may have acted in a way that:

- Is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work.
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with learners.
- Having favourites.
- Taking photographs of learners on their mobile phone, contrary to college policy.
- Engaging with a learner on a one-to-one basis in a secluded area or behind a closed door.

Low level concerns must always be discussed with the DSL and a decision must be made as to the appropriate course of action to be taken. This might include discussion with the home and host Local Authority if there is any doubt about the status of the concern.

Honour-Based Violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions - if staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

A disclosure of extremism must be reported on Sculpture Dance Arts safeguarding form

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding. Please see link below regarding multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults.

Multi Agency Statutory Guidance on FGM

FGM mandatory reporting duty for teachers - whilst all staff should speak to the designated safeguarding lead or deputy regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with Sculpture Dance Arts’s Designated Safeguarding Lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty:

[New duty for health and social care professionals and teachers to report female genital mutilation \(FGM\) to the police \(click here\)](#)

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges.

[Multi-agency practice guidelines: Handling cases of Forced Marriage \(click here\)](#)

Staff should always discuss any concerns with the Designated Safeguarding Lead/Officer.

College staff can contact the Forced Marriage Unit if they need advice or information:
Contact: 020 7008 0151 or email fmu@fco.gov.uk

Vulnerable Children

The Children and Social Work Act 2017 has extended the role of the virtual school heads and designated teachers to certain previously looked-after children as they continue to experience educational challenges after leaving care.

Definitions:

Any child may require support; however, some children are particularly vulnerable to harm, they include children who:

- are disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan EHCP).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

Children Looked After (CLA)

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 (paragraph 2) of the Care Planning, Placement and Case Review (England) Regulations 2010 as amended. The PEP must include the contact details of the (VSH) for the authority that looks after the child.

The designated CLA Co-ordinator within Sculpture Dance Arts College is the Designated Safeguarding Lead. Their role is to promote the educational achievement of CLA (and previously CLA), and they will receive appropriate training to enable them to do so.

The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child and should work closely with the designated teacher.

Previously Looked After Children/Care Leavers

Previously looked-after children are those who:

- are no longer looked after by the local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) or because.
- they are the subject of an adoption, special guardianship or child arrangements order, or
- 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Care leavers

Local Authorities appoint personal advisers for young people who cease to be looked after and become care leavers. DSLs should:

- Have details of the personal adviser appointed to support a care leaver
- Liaise with the personal adviser as necessary regarding any issues of concern affecting the care leaver.
- For further information please click on the following link to promoting the education of looked after and previously looked after children.

[Promoting the education of looked-after children and previously looked-after children](#)

Early Help

The term 'Targeted Early Help' describes a co-ordinated, partnership approach to working with children, young people and families whose needs and circumstances might make them more vulnerable. In order for Targeted Early Help to be successful, there needs to be a firm commitment from all agencies to work in partnership to meet the needs of children, young people and families at the earliest opportunity.

Targeted Early Help is a partnership model of working which is based on the consent of the child, young person or family.

Under the Targeted Early Help Approach, a Lead Practitioner should co-ordinate a multi-agency Early Help Assessment and Plan in order to better understand the family's needs and identify the most appropriate support for the child, young person or family, at the right time.

The DSL will generally lead on liaising with other agencies; however, teachers may need to provide information to form part of any assessments undertaken by early help. Teachers must provide requested information promptly (within 5 working days)

Children missing in education/Children absent from education (CME)

It is important that staff are aware that children and young people going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

It is also important to understand that being absent, as well as missing from education can be a warning sign of a range of safeguarding concerns. Staff must report any concerns they may have about a student to the safeguarding team via the safeguarding reporting system.

Staff should be aware of Sculpture Dance Arts's unauthorised absence process. The attendance of vulnerable students will be monitored by the Safeguarding team and any concerns will be acted upon.

The safeguarding team will liaise with the Vulnerable, exploited, missing and trafficked team (VEMT) team whenever concerns for students are raised.

Mental Health

How do we support student mental health?

Negative experiences and distressing life events can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of students' work when they return to College following a prolonged absence. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies.

What to do if you have a concern?

If staff have mental health concerns about a child that is also a safeguarding concern, immediate action should be taken, following Sculpture Dance Arts's child protection policy and speaking to the DSL.

Self-Harm/Suicidal Thoughts

Self-harm- Information from NSPCC Self-harm ([click here](#))

Self-harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help.

Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So, whatever the reason, it should be taken seriously.

How to spot the warning signs

Young people will go to great lengths to cover self-harm scars and injuries. If you do spot them, they might be explained away as accidents.

The signs to look for divide into the physical and emotional.

Physical signs of self-harm

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns
- bald patches from pulling out hair

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

Emotional signs of self-harm

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern.

- depression, tearfulness and low motivation
- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Suicidal thoughts- Information from [NSPCC Suicidal thoughts \(click here\)](#)

Some children may feel like there is no hope or might think about ending their life.

Whilst thinking about suicide is relatively common, very few young people will actually attempt to take their own lives. However, even having suicidal thoughts clearly shows someone is unhappy and needs help and support.

It can be difficult to understand what causes suicidal feelings, but they're often triggered by upsetting experiences such as:

- living with mental illness
- experiencing abuse
- being bullied
- bereavement after losing a loved one
- being forced to marry
- having very low self-worth

Somebody who is feeling suicidal might: information from [Childline mental-health-suicide \(click here\)](#)

- be feeling depressed or withdrawn (they might stop wanting to see their friends or do things they normally like doing)
- start doing dangerous things like taking drugs or drinking alcohol
- give away things they own
- stop looking after themselves (they might not wash as often or care about their appearance as much as they used to)
- Somebody who is feeling suicidal might say things like:
 - "It'll be over soon"
 - "I'm better off dead"
 - "I don't want to be here anymore"

- “I won’t be missed”

Guidelines

If a student discloses suicidal thoughts or self-harming behaviours or a member of staff suspects self-harm, they must follow the guidelines set out below.

- Staff must report the concern to the DSL and record the information on Sculpture Dance Arts safeguarding form
- If there is immediate risk to life, the staff member present must call the emergency services and then request a member of the safeguarding team assist.
- If self-harm or suicidal thoughts are disclosed to an external agency, it is important that students are made aware that that would result in a confidentiality breach and the safeguarding team will be informed to enable them to safeguard the student.

Parents will be informed unless there is a child protection concern. Where appropriate, the student should be encouraged to call their parents to talk about what has happened. If a student is reluctant to contact their parents, college staff must take responsibility and alert parents that their child may be at risk of harming themselves in the future. It is recommended that Sculpture Dance Arts provides parents with both community and web-based resources for understanding and effectively addressing self-injury. Only in exceptional circumstances would this not be undertaken.

If current self-harm or active suicidal thoughts are disclosed a risk assessment meeting will be undertaken with both student and parent. This will look at what steps need to be taken by Sculpture Dance Arts to safeguard and support the student whilst on Sculpture Dance Arts site. In some cases, the student may be required to stay off site until the risk assessment is completed. A breach of the risk assessment may result in a student being asked to remain off site until a further meeting can take place.

If a student discloses suicidal thoughts, please identify with the student the following information as this is vitally important for CAMHS to make an informed decision regarding their immediate course of action:

Frequency - How often are they having suicidal thoughts?

Intensity - Scale from 1-10

Duration - How long do the thoughts last and do they pass?

Context - TRIGGERS- What has led up to those thoughts? Has anything significant happened?

Plan - Does the student have a plan re how/when?

Intent - Does the student intend to follow through with those thoughts?

Reasonable force/restraint (statutory requirement)

For the purpose of this policy, staff will physically separate pupils found fighting or causing risk of harm to another member of Sculpture Dance Arts. As a College, we recognise our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Reasonable force can be used to prevent pupils from:

- hurting themselves or others,
- damaging property,
- causing disorder.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a conflict situation.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Reasonable force can be used to:

- prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a student from attacking a member of staff or another student, or to stop a fight.
- restrain a student at risk of harming themselves through physical outbursts.

The following government link provides guidance on the use of reasonable force [Use of reasonable force advice \(click here\)](#)

Chaperones

Chaperones play a vital role during college productions and shows, onsite and offsite by ensuring the safety and well-being of all participants, providing support and guidance, and helping to maintain a positive and organised environment throughout the event.

- All chaperones are licenced by Warrington Borough Council and are valid for three years.

- All chaperones are Disclosure and Barred Service (DBS) checked by Warrington Borough Council.
- All chaperones must carry their chaperone licence when performing the duties of a chaperone for Sculpture Dance Arts College
- A list of all chaperones is held at Sculpture Dance Arts and is updated annually

key do's and don'ts for being a child chaperone: Do's:

1. Be Approachable: Create a friendly atmosphere where children feel comfortable coming to you with questions or concerns.
2. Set Clear Boundaries: Establish and communicate clear rules and expectations for behaviour during the event or activity.
3. Stay Vigilant Keep a watchful eye on the children at all times to ensure their safety and well-being
4. Communicate Effectively: Use clear and positive language when interacting with children and listen actively to their needs.
5. Encourage Participation: Foster an inclusive environment by encouraging all children to participate and engage in activities.
6. Model Appropriate Behaviour: Set a good example by demonstrating respectful and responsible behaviour.
7. Be Prepared: Familiarize yourself with emergency procedures, first aid, and any specific needs of the children in your care.
8. Maintain Professionalism: Treat your role seriously and maintain a professional demeanour while chaperoning.

Don'ts:

1. Don't Show Favouritism: Avoid giving preferential treatment to any child to ensure everyone feels valued and included.
2. Don't Engage in Inappropriate Conversations: Keep conversations age-appropriate and steer clear of personal or sensitive topics.
3. Don't Leave Children Unattended: Never leave children alone without supervision, even for a short period.
4. Don't Use Physical Punishment: Avoid any form of physical discipline; instead, use positive reinforcement and guidance.
5. Don't Share Personal Information: Maintain boundaries by not sharing personal details about yourself or encouraging children to do the same.
6. Don't Ignore Concerns: Address any issues or concerns promptly, whether they involve safety, behaviour, or emotional well-being.
7. Don't Get Distracted: Avoid distractions from phones or other devices while supervising children to ensure their safety.
8. Don't Overstep Boundaries: Respect the children's personal space and privacy and avoid intrusive behaviour.

By following these do's and don'ts, chaperones can create a safe and supportive environment for children during events and activities.



Staff Training – Sculpture Dance Arts Requirements

All staff are required to be trained to an appropriate standard that is specific and proportionate to their roles. There is an updated staff training plan available for staff to access via the DSL.

Internal Referral Guidelines

If staff have any concerns about a child's welfare, they should act on them immediately. Sculpture Dance Arts College referral guidelines flowchart will be followed by all members of staff (Appendix C)

Contact Information for the Designated Safeguarding Lead (DSL)

Name: Gary Houghton Rogers

Job Title: Designated Safeguarding Lead (DSL)

Phone: 07756 426483

Email: safeguarding@ksdance.ac.uk

In the absence of the DSL staff should follow the procedure in appendix A,C & D and contact the Designated Safeguarding Officer (DSO)

Contact Information for the Designated Safeguarding Officer (DSO)

Name: Mariella Bonanno

Job Title: Designated Safeguarding Officer (DSO)

Email: safeguarding@ksdance.ac.uk

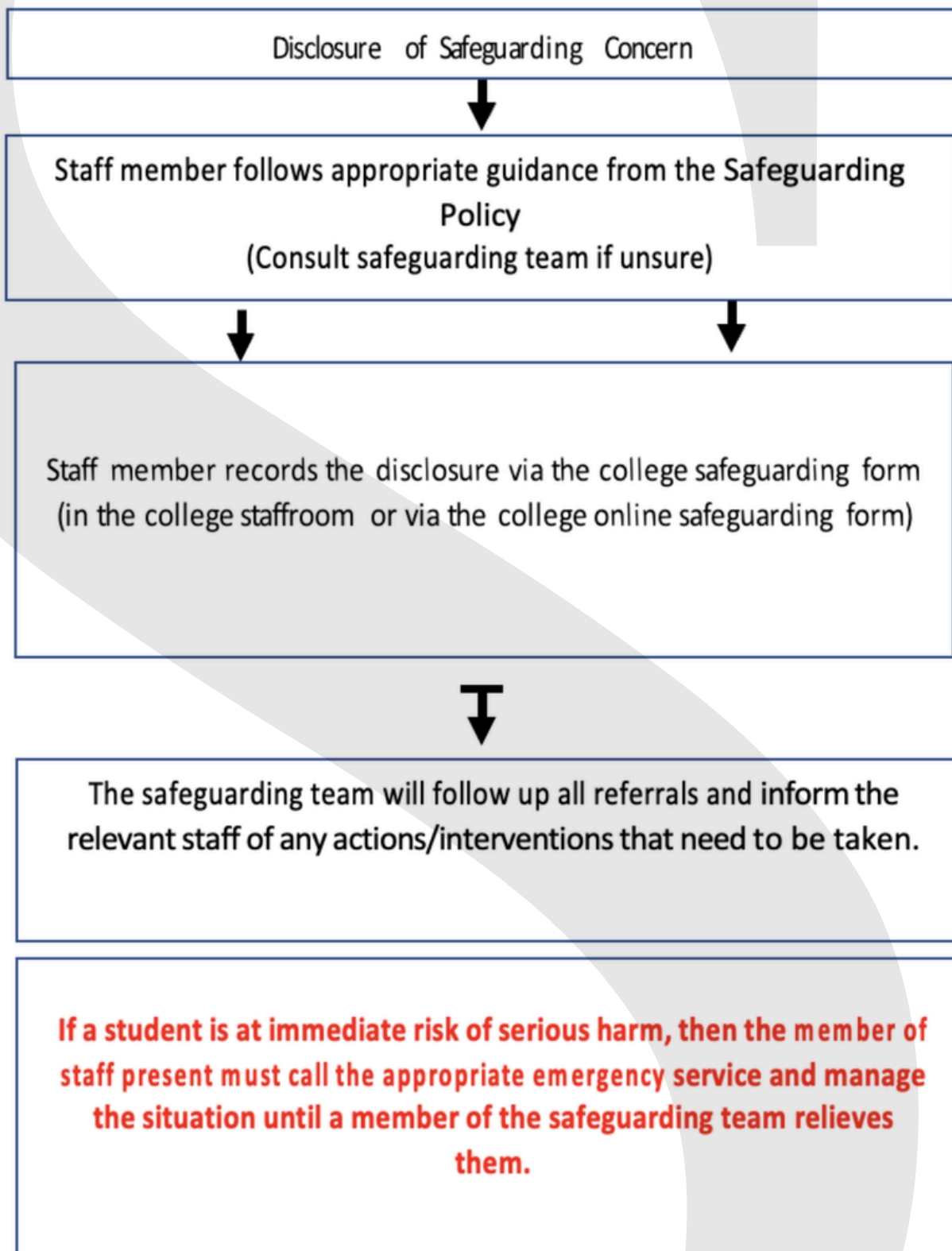
Contact information for the Board Safeguarding Advisor

Name: Bernard Pierre-Louis

Title: Board Safeguarding Advisor

Email: bernard.pierre-louis@ksdance.ac.uk

Appendix A - How to report a safeguarding concern



Appendix B - Safeguarding Vulnerable Adults Policy and Procedure

Purpose and scope

Sculpture Dance Arts College recognises that it has a statutory obligation to safeguard and promote the welfare of its students. This document offers guidance and outlines procedures that should be followed in cases of suspected abuse and situations of serious risk involving 'vulnerable adults'. It applies to Sculpture Dance Arts students aged 18 or over who meet the definition below and should be followed by all members of staff and volunteers.

Equality statement

This policy applies to all college staff regardless of age, race, disability, religion or belief, gender, sexual orientation, marital or civil partnership status, gender reassignment, pregnancy or maternity, or any other status. All individuals will be treated in a fair and equitable manner recognising any special needs where adjustments can be made. No individual will suffer any form of discrimination, victimisation, harassment or bullying as a result of this policy.

Definitions

We are all potential victims of crime or abuse, but certain conditions increase our vulnerability. The term '**vulnerable adult**' in this document is used to refer to any Sculpture Dance Arts student aged 18 years and over who:

1. Is or may be in need of community care services by reason of mental health or other disability, age or illness and.
2. Is or may be unable to take care of himself or herself; or
3. Unable to protect himself or herself against significant harm or serious exploitation

For the purpose of this policy and its attendant procedures, 'abuse' of a vulnerable adult is defined as; "...the physical, sexual, financial, emotional or psychological harm or neglect of a vulnerable person".

'Significant harm' refers to:

"...ill-treatment (including sexual abuse and forms of ill-treatment that are not physical); the impairment of or an avoidable deterioration in, physical or mental health and the impairment of physical, emotional, social or behavioural development." (Law Commission, 1995).

Policy Guidelines

The Care Act 2014

Highlights, “Adult safeguarding means protecting a person’s right to live in safety, free from abuse and neglect” and “all organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and the SAB (Safeguarding Adults Board).

Within Sculpture Dance Arts’s duty of care, it has a responsibility to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take any action. Thus, Sculpture Dance Arts has a responsibility to provide information to Social Care or other appropriate agencies, when the vulnerable adult requests it or the situation necessitates it. Although it is not Sculpture Dance Arts’s responsibility to lead investigations of allegations or suspicions of abuse, Sculpture Dance Arts will contribute to investigations made by the agency leading the investigation.

Sculpture Dance Arts will ensure the vulnerable adult disclosing abuse is offered all possible support.

The Designated Safeguarding Lead, (DSL) with responsibility for the protection of vulnerable adults will be appointed.

Sculpture Dance Arts will provide appropriate staff training to ensure that staff are aware of the issue of protecting vulnerable adults from abuse and the procedures to follow.

Sculpture Dance Arts will review and monitor the policy and its procedures as set out below, working together with the relevant local authority.

Procedure

The aim of this procedure is to prevent the abuse of vulnerable adults and support individuals to come forward to report any suspected abuse.

1. When a student discloses to a member of college staff that abuse has taken place individual staff should:
 - Listen
 - Stay calm
 - Take him/her seriously
 - Ask clarification questions
 - Inform him/her that they will need to tell someone else
 - A member of staff should not question the student in depth. This is because asking leading questions or attempting to investigate the allegations could jeopardise any criminal investigation that may follow.
 - Re-assure the student that they are doing the right thing in telling but avoid making comments or judgements.

n.b. staff cannot make guarantees of confidentiality and should be open and honest with students and/or parents/carers about this.

2. If the 'vulnerable adult' wishes to continue to disclose the abuse, the member of staff should:

- Refer the 'vulnerable adult' to the DSL.
- Inform them of the action that would follow the conversation and assure them that they will be kept informed of developments.
- Record the information via safeguarding concern form and alert the Safeguarding Team.
- Ensure information recorded is factual, concise and recorded by 4:30pm on the day the student shared their concerns.
- Individual staff should never deal with abuse disclosures in isolation and should always refer to the DSL. This is the only person who should make the decision whether to report suspected abuse to Social Care or the Police.

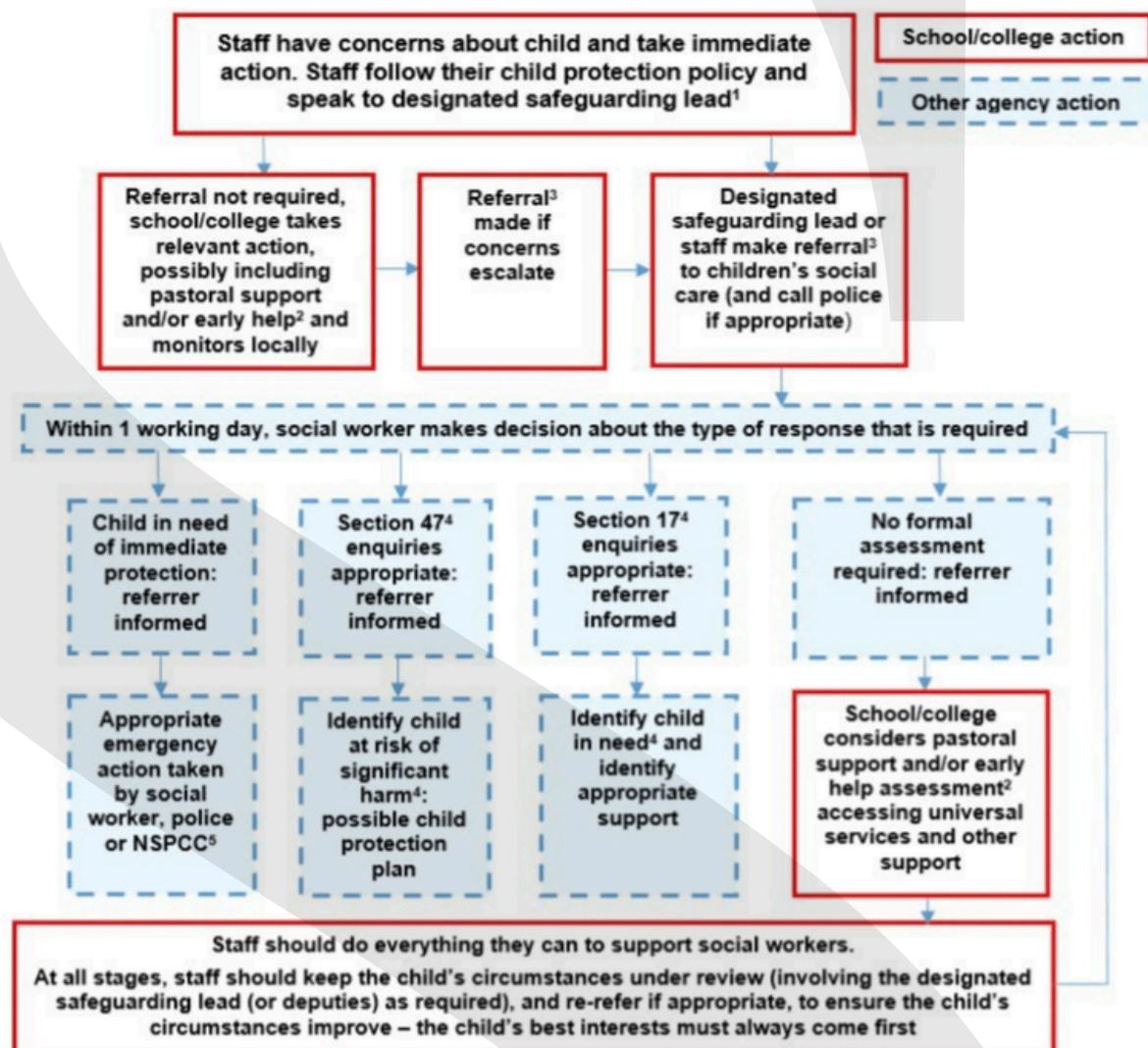
3. Once a referral is made to the DSL they will undertake the following:

- Seek medical attention for the student if they are suffering from a serious injury.
- Ask the student to repeat the disclosure they have made. The student will be asked if there are younger children or other vulnerable adults at risk, but the DSL will avoid asking leading questions and will not attempt to investigate the allegations. A written account of the disclosure will be made and the student asked to sign it. This will be attached to the original safeguarding incident log.
- If the student wishes to take the allegation forward, the DSL will support the student in contacting Social Care, the Police.
- When the student is not sure about taking the allegation forward, the SDP DSL can, without necessarily identifying the person in question, discuss concerns with Social Care or the Police, so that an informed decision can be made.
- Following consultation, the DSL will ask for the student's views if it is clear that they can understand the significance and consequences of a referral. However, it remains the responsibility of the DSL to take whatever action is necessary to ensure the student's safety (and that of any other children or 'vulnerable adults' who may be at risk).
- Where practicable, concerns will be discussed with a parent or guardian unless this may place the student at risk of harm.
- In the event of a decision to report, the DSL should inform the student of the proposed action and the reasons for this. This should happen before the referral (unless doing so would place the 'vulnerable adult' at further risk). The student should then be asked to give their written consent for information sharing by signing the form

- The DSL will contact the Social Care Department by telephone in the first instance and record the date and time that this took place on Sculpture Dance Arts reporting system. The DSL and receiver of referral will agree what the student and parents will be told, by whom and when. The DSL will make a confirmation of the referral in writing within 48 hours, completing the referral form.
- All concerns, discussions, decisions made and reasons for those decisions will be recorded via Sculpture Dance Arts reporting system.

4. A review of the Protection of Vulnerable Adults Policy and Procedures and associated training will be conducted annually.

Appendix C External Referral Guidelines



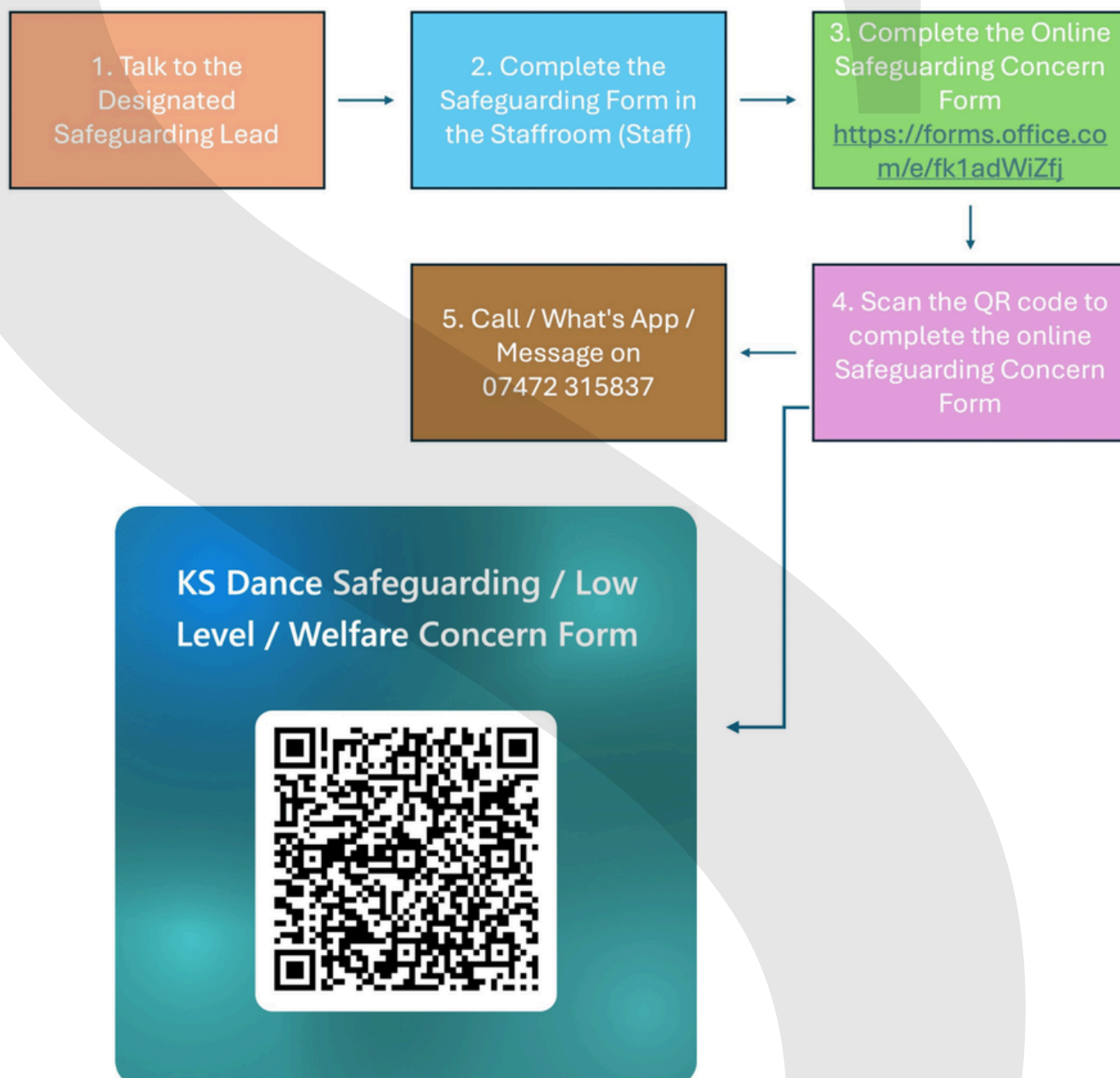
All Other Situations

If staff members have any concerns they should act on them immediately; they should follow the safeguarding and child protection policy and speak to the designated safeguarding lead (DSL); the options that then exist (managing any support for the child internally, an early help assessment or a referral for statutory services) are outlined and KCSIE explains that staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If you have any doubt about what action to take in a safeguarding situation, then always refer to the DSL

Appendix D

Sculpture Dance Arts Staff / Student ways to report a safeguarding Concern



Appendix E

Related

Documents External

Documents

- [Keeping Children Safe in Education \(KCSIE\) 2025](#)
- [Working Together to Safeguard Children \(2023\)](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Prevent Duty Guidance 2023](#)
- [Equality Act 2010](#)
- [Children and Social Work Act 2017](#)
- [Multi-Agency Statutory Guidance on FGM 2018](#)
- [Multi-agency practice guidelines: Handling cases of Forced Marriage](#)
- [Searching screening and confiscation advice \(for schools\)](#)
- [UKCCIS sexting advice \(for schools and colleges\)](#)
- [Promoting the education of looked-after children and previously looked-after children 2018](#)
- [Reducing the need for restraint and restrictive intervention 2019](#)
- [Use of reasonable force guidance July 2015](#)

Internal Policies

- Staff Code of Conduct
- Whistleblowing Policy
- College IT Policy
- Behaviour Management Policy

Monitoring and Review

- This policy will be monitored by the SLT and DSL.
- This policy will be reviewed annually.

Date: June 2026

Review Date: June 2027

Responsible Lead: SLT / Designated Safeguarding Lead (DSL)