



Child Protection Policy

Introduction

The following documents form part of the overall policy together with their Appendices

Section 1: Child Protection Policy Statement

Section 2: Child Protection Policy

Section 3: Code of Conduct.

Appendix A: Signs and Indicators of Abuse, will help to be alert to the signs of possible abuse.

Appendix B: Guidelines for Reporting Suspected Abuse, describes the process to follow if there is concern about a possible abuse situation

Appendix C: Responding to suspected Abuse within an School Setting is a flow charts which outline the process to follow if abuse is suspected within an School

Appendix D: Responding to Suspected Abuse Outside an School Setting, Involving a child or young person who participates in School activities is a flow charts which outline the process to follow if abuse is suspected outside the School but involving a child or young person who participates in School activities

Appendix E: Incident Report Form, which should be used to record details of any concerns raised

Hasland School of Dance & Performing Arts



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144-146 Kings Road, Herne Bay, Kent. CT6 5RG

SECTION 1

1. Policy Statement

- 1.1 The Hasland School of Dance (the School) is committed to creating an environment that enables children and young people to learn and develop in a safe, understanding and encouraging environment.
- 1.2 The School recognizes that it is a privilege to work with children and young people and that it is also a great responsibility. Parents/Guardians trust the School to look after their children, and to care for them, give leadership, and keep them safe. The School needs to ensure that we honour their trust.
- 1.3 “Children & young people” refers to persons under the age of 18. However, information and advice in this policy also applies, in spirit, to those young adults over the age of 18 who are deemed to be “vulnerable” (see appendix A for definition of vulnerable adults)
- 1.4 The School will take *appropriate* steps to ensure that children and young people are not exposed to *reasonably* foreseeable risk of injury, whether to their physical or mental health and wellbeing. The School is committed to the protection from harm and the safeguarding of all children and young people who attend its activities.

2. The School endeavours to safeguard children and young people by, recognizing its ‘Duty of Care’, by adopting child protection guidelines through:

- 2.1 Ensuring that staff, assistants, helpers and volunteers are aware of who holds “Designated Officer” responsibility for child protection.
- 2.2 Ensuring that staff, assistants, helpers and volunteers respond appropriately should abuse be discovered or disclosed and that any reported incidents of abuse are fully recorded.
- 2.3 Disseminating information to children and young people, parents/guardians, carers, staff, assistants, helpers and volunteers about child protection and good practice with children and young people.

Autumn 2008

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

- 2.4 A child protection code of conduct for staff, assistants, helpers and volunteers.
- 2.5 Establishing clear procedures for complaints and concerns.
- 2.6 Ensuring that procedures for recruitment and selection of staff, assistants, helpers and volunteers are rigorous, clear, fair and uniformly applied.
- 2.7 Providing effective management for staff and assistants, helpers and volunteers through supervision, support and training.
- 2.8 Developing links with relevant agencies, sharing information where necessary and involving parents/guardians, children and young people appropriately.
- 2.9 Monitoring and reviewing the Child Protection Policy

3. This policy will work in tandem with

- 3.1 The School's Health and Safety Policy, Equal Opportunities & Diversity Policy, Data Protection Policy and Disciplinary Procedures, as well as the School's Criminal Records Bureau Policy Statement and Policy on the Recruitment of Ex-offenders.

4. This policy aims to comply with the requirements of :

- The Children Act 1989
- The Human Rights Act 1998
- The United Nations Convention on the Rights of the Child (Ratified by the UK Government in 1991)
- The Protection of Children Act 1999,
- The Criminal Justice & Court Services Act 2000
- The Children Act 2004.
- As well as the Promoting Children's Welfare and Safeguarding Guidelines as recommended by: National Society for the Prevention of Cruelty to Children (NSPCC) 'Safe From Harm' Guidelines, Home Office Recommendations.

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

SECTION 2

1.1 Policy Aims

This policy aims to:-

Demonstrate the School's commitment to protecting all children and young people who use our services.

- Provide information and support to staff, assistants and volunteers in relation to child protection.
- Provide a clear and effective framework for staff, assistants and volunteers for safeguarding children.
- Provides clear procedures for reporting and recording suspicions, disclosures and allegations of abuse, including allegations against the School's personnel.

1.2 Definitions

The School recognizes the following definitions of child abuse, which are based on those from "Working Together to Safeguard Children." (Department of Health, Home Office, Department for Education and Employment, 1999). (For Recognizing Signs and indicators of Abuse see Appendix A)

Physical Abuse - this may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or the threat of physical abuse. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. Physical abuse as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

Emotional Abuse - the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

Sexual Abuse – this involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of or consents to what is happening. Sexual abuse may also include noncontact activities, such as involving children in looking at or in the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people, and by people from all different walks of life.

Neglect - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, leaving a young child home alone or the failure to ensure a child gets appropriate medical care or treatment. It may also include neglect of or unresponsiveness to, a child's basic emotional needs.

Abuse of Vulnerable Adults (i.e. persons eighteen years or over) –

Vulnerable adults are defined as people aged 18 years or over who are, or may be, in need of community care services because of mental disability or other disability, age or illness, and who are, or may be, unable to take care of themselves or unable to protect themselves against significant harm or exploitation. The School is also aware of the vulnerability to abuse of vulnerable adults with whom they may work and will seek direction from the Designated Officer to address concerns about abuse of these people.

Abuse of Position of Trust - This guidance is primarily intended to protect young people over the age of sexual consent but under 18 years of age and vulnerable adults where a relationship of trust, with an adult exists. The Sexual Offences Act 2003 states that it is a criminal offence for any person aged 18 years or over, who is in a position of trust (i.e. an School staff member, assistant or volunteer), developing a sexual relationship with a person under 18 years.

The principles and guidance apply, irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable in a position of trust.

Note: *Bullying is not an official category of child abuse but is damaging, harmful and oppressive. It is vital not to underestimate the damage that can be caused by bullying. The School acknowledges that regardless of who the perpetrator might be, that signs of bullying should be reported and appropriate action taken anti-bullying strategies should be enforced.*

Note: *Children from minority ethnic groups, children with learning difficulties, deaf children and children with other disabilities are more vulnerable to abuse and may be targeted.*

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

2 General Principles

- 2.1 The School recognizes that it is a privilege to work with children and young people; and that it is also a great responsibility. Parent's trust us to look after their children, and to care for them, give leadership, and keep them safe. We need to ensure that we honour their trust.
- 2.2 The School recognizes that child abuse can occur in all cultures, religions and all social classes. All children have the right to be protected. Children who have been abused deserve care, respect and sensitivity.
- 2.3 The School will take appropriate steps to ensure that children/young people are not at risk of injury, whether to their physical or mental health and wellbeing.
- 2.4 The School is committed to the protection from harm and safekeeping of all children/young people who attend our activities ensuring that leaders and workers respond appropriately should abuse be discovered or disclosed and any concerns about abuse is fully recorded.
- 2.5 The School is committed to a Child Protection Code of Conduct for all workers including staff, assistants, helpers and volunteers to ensure positive interaction between workers / and children./young people.
- 2.6 The School is committed to having suitable and adequate supervision of children/young people at all times while children/young people are attending School activities.

3 Implementation

3.1 Designated Officer:

Karen Harris is designated as the Designated Child Protection Officer. This role includes taking responsibility for handling disclosure or suspicions of abuse, coordinating referrals and investigations and liaising with relevant agencies.

3.2 Access to Policy: The policy is available on the School's website and is displayed in a public place at Reception.

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

3.3 Guidelines: Guidelines on the procedures on how to implement this Policy will be made available to all staff, assistants, helpers and volunteers through training and a flowchart for how to respond to allegations or concerns regarding child abuse. (See Appendix C: A Guide to Reporting Suspected Abuse within an School setting and Appendix D: A guide to procedures if abuse is suspected outside the School setting but involving a child or young person who participate in School activities)

Procedures for recruitment and selection of workers and will be rigorous, clear, fair and uniformly applied, in accordance with the School's Recruitment and Selection policy and procedures.

Effective management for Designated officers and workers will be given through supervision, support and training.

3.4 Assessment and Monitoring of Policy:

The School will continually monitor the implementation of this policy, its practices and procedures and review the policy on an annual basis. The School undertakes to make and retain a full and detailed record of any reported incident or suspicion of abuse.

SECTION 3

1. Code of Conduct

This Code of Conduct applies to all School employees, independent contractors, helpers, volunteers and any other individuals who come into contact with children and young people (under the age of 18), whether as part of their administrative, teaching, examining or ancillary duties.

2. Child Protection Policy Statement

The Hasland School of Dance:

- Is committed to creating an environment that enables children and young people to learn and develop in a safe, understanding and encouraging environment.
- Recognizes that it is a privilege to work with children and young people; and that it is also a great responsibility. Parents/Guardians trust the School to look after their children, and to care for them, give leadership, and keep them safe.

The School needs to ensure that we honour their trust and -

- Will take *reasonable* steps to ensure that children and young people are not exposed to a *reasonably* foreseeable risk of injury, whether to their physical or mental health. The School is committed to the protection from harm and safekeeping of all children and young people who attend its activities ensuring that staff, assistants and volunteers respond appropriately should abuse be discovered or disclosed and any reported incidents of abuse are fully recorded.

Autumn 2008

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

- Is an equal opportunities organisation and has a policy of open access to courses and activities for children and young people, regardless of sex, sexual orientation, marital status, religion, socioeconomic background, colour, race, nationality, ethnic origin, age or disability.

3. Guidelines

- 3.1 Children and young people should be treated equally and, with respect and dignity
- 3.2 Workers should at all times provide an example of good conduct and be an excellent role model. This includes refraining from smoking, drinking alcohol or swearing in the company of children and young people
- 3.3 Workers should build balanced relationships with all children and young people and should not have inappropriate physical or verbal contact with children or young people
- 3.4 Workers should give enthusiastic and constructive feedback and not negative criticism. Workers should not show favouritism to any individual, resort to bullying tactics or reduce a child to tears as a form of control
- 3.5 Workers should ensure that whenever possible there is more than one adult present during activities with children and young people, or at least that they are within sight or hearing of others
- 3.6 Workers should recognize the developmental needs and capacity of children and young people, avoiding excessive training and not pushing them against their will
- 3.6 Workers should put the welfare of each child and young person before achieving goals
- 3.7 Workers should challenge unacceptable behaviour and report all allegations and suspicions of abuse to the School's Child Protection Officer or appropriate Manager.
- 3.8 Workers should record any injury that occurs in the official Accident Book, along with details of any treatment given.
- 3.9 Workers should give guidance and support to inexperienced

Autumn 2008

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

assistants, helpers or volunteers

- 3.10 Workers should not jump to conclusions about others without checking facts.
- 3.11 Workers should not exaggerate or trivialize child abuse issues.
- 3.12 Workers should not rely on the good name of the Hasland School of Dance to protect them.
- 3.13 Workers should not take a chance when common sense, policy or practice suggests another more prudent approach.

4. Physical Contact

- 4.1 Workers should respect a child and young person's right to personal privacy and encourage them all to have concern for others, especially where unsound or unacceptable behaviour is concerned.
- 4.2 Workers may from time to time be required to undertake tasks of a personal nature for children/young people (e.g. assist with dressing and visits to the toilet). In performing these tasks workers should be responsive to the child's/young person's reactions. If they are fully dependent on you, talk about what you are doing and give choices where possible. Workers should not do things for a personal nature that a child can do for themselves.
- 4.3 Workers should ensure that any form of physical interaction, if required, is always appropriate to the situation and never against a child's/young person's will.

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

Appendix A

The Signs and Indicators of Abuse

Recognizing child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place, or if a child is at risk. You do, however, have a responsibility to act if you have a concern, in order that the appropriate agencies can investigate and take any necessary action to protect a child. It must be recognized that you are not an expert or professional in the areas of child protection or social work. It is important that you do not assume this role.

The following information will help you to be more alert to the signs of possible abuse:

Physical Abuse

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. However, some children will have bruising which can almost only have been caused non-accidentally. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

Emotional Abuse

This can be difficult to measure and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually in cases of sexual abuse it is the child's behaviour, which may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important therefore, that they are listened to and taken seriously.

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

Neglect

This can be a difficult form of abuse to recognise, yet has some of the most lasting and damaging effects on children. Physical signs of neglect can include inappropriate dress for the conditions, changes in behaviour or even mentioning being left alone or unsupervised.

Abuse of Position of Trust:

This guidance is primarily intended to protect young people over the age of sexual consent but under 18 years of age and vulnerable adults where a relationship of trust, with an adult exists. The Sexual Offences Act 2003 states that it is a criminal offence for any person aged 18 years or over, who is in a position of trust (i.e. an School staff member, assistant or volunteer), developing a sexual relationship with a person under 18 years. The principles and guidance apply, irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable in a position of trust.

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Appendix B

Guidelines for procedures for reporting suspected abuse

The following documents describe the process to follow if you are concerned about a possible abuse situation:

Please remember, it is not your responsibility to decide whether abuse is taking place, but it is your responsibility to share any concern you have.

Appendix C, is a guide to responding to suspected abuse within an School setting.

Appendix D, is a guide to responding to suspected abuse outside the School setting but involving a child or young person who participates in School activities

Incident Report Form (Appendix E) should be used to document concerns raised relating to suspected abuse whether in an School setting or outside an School setting. The form should be used for all levels of concern, even if no immediate action may be taken. There is no time limit on the submission of allegations or incidents of a child protection nature. The guidelines are relevant whether you are informed directly by a child or young person, via a third party or through your own observation in an School setting

Outlined below is a summary of the key procedures illustrated in Appendix C and Appendix D.

- Stay calm and ensure the immediate safety of the child or young person.
- If the child or young person needs immediate medical attention call ambulance and inform paramedics there is a suspected child protection issue.
- Report concerns to the designated person or Child Protection Officer immediately, unless the concern is about that individual.
- If concerns are related to the person in charge or the Child Protection Officer, report your concerns to the Local Social Services, the Police or NSPCC Child Protection line: 0800 800 5000. These agencies will be able to advise whether formal referral to Social Services is necessary.

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

Appendix C : Responding to suspected abuse within a School setting

NO	Could the concern be child abuse?	YES
<p><i>Is it poor practice/breach of the School Code of Conduct</i></p>	<p>If concern is not serious and you have no suspicions about the individual, refer concern to designated person/ Child Protection Officer, as a disciplinary matter</p>	<p><i>If child requires immediate medical attention call an ambulance – inform paramedics there is a potential child protection issue</i></p>
<p>YES</p>	<p>Report incident to designated person/ Child Protection Officer</p>	<p><i>Report concerns to designated officer/Child protection Officer who will report to Social Services/Police. Police/ Social Service to contact parents/guardians.</i></p>
<p><i>Report incident to designated person/ Child Protection Officer</i></p>	<p>OR referred to social services/police</p>	<p><i>If designated person/child protection officer is involved refer your concern to the School Principal. If she is unavailable contact the Police or Social Services direct</i></p>
<p><i>Possible outcomes</i></p> <ul style="list-style-type: none"> · No case to answer · Recommendation for training · Implementation of School Disciplinary procedures 	<p>OR referred to social services/police</p>	<p><i>Possible outcomes:</i></p> <ul style="list-style-type: none"> · Child protection investigation · Police enquiry and criminal proceeding · Police/Social Services enquiry and referred to School for disciplinary proceedings · Possible civil proceedings

Hasland School of Dance & Performing Arts



Established 1942

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Appendix D :

Responding to suspected abuse outside the School setting involving a child or young person who participates in School activities.

Is the child/young person in need of medical attention?

YES

NO

***Call ambulance. Inform the doctor
that there is a child protection concern***

Can you contact the HSD Child Protection Officer?

YES

NO

***Inform person in charge? Child
Protection Officer immediately
and they will.....***

***Inform person in charge/Child
Protection Officer as soon as
possible, meanwhile.....***

Seek advice from social services or the Police whether it is appropriate to discuss the matter with the parents/guardians.

***Complete HSC Incident Report Form. Give a copy to
the relevant external agency and the person in charge/Child
Protection Officer.***

***Indicate clearly whether or not the allegation refers to
someone outside the School setting.***

Hasland School of Dance & Performing Arts



Established 1942

144-146 Kings Road, Herne Bay, Kent. CT6 5RG

Incident Report Form

Appendix E

This form should be used to record details of any concerns raised. The Child Protection Officer should hold a copy. If there is more than one alleged victim separate forms should be completed. All efforts will be made to keep the form confidential. The information should only be shared with those parties who need to know if, it is in the best interest of the alleged victim. This form should be used for all levels of concern, even if no immediate action may be necessary.

DETAILS OF THE PERSON COMPLETING THE FORM

Name: _____

Position _____

Relationship to child/youngperson: _____

Address _____

Post Code _____ Contact Nos _____

DETAILS OF THE PERSON WHO RAISED CONCERN

Name: _____

Position: _____

Address _____

Post Code _____ Contact Nos _____

DETAILS OF ALLEGED VICTIM

Name: _____

Age at time of alleged incident : _____ Date of birth _____

Name of parent/carer _____

Address _____

Post Code _____ Contact Nos _____

