

Greenford School of Dance

Safeguarding Policy

Ratified on	1 st May 2018
Last reviewed	21 st July 2023
To be reviewed	Summer 2024

Our school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

This policy applies to all staff and volunteers working in the school. It reflects current legislation, accepted best practice and complies with government guidance.

Designated Child Protection and Safeguarding Lead (DCPSL)	Miss Rachael Greenall- Principal
Local Authority Designated Officer (LADO)	Local Authority Designated Officer 07890940241 / 020 8825 8930

1. Purpose

At Greenford School of Dance we recognise the fundamental importance of safeguarding and its centrality to all of our work. We believe that all children have the right to live and learn in a safe environment.

To do this, staff must know how to work to keep children safe, identifying risks, signs of harm or potential harm, and know how to seek advice from the school’s Designated Child Protection and Safeguarding Lead (DCPSL).

Staff and volunteers at Greenford School of Dance are aware that many children are the victims of different kinds of abuse and that they can be subjected to social factors that have an adverse impact upon their lives – including domestic violence, substance misuse, bullying, mental health and radicalisation. We also acknowledge that safeguarding incidents could happen anywhere and staff should maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

This policy should be read alongside and in conjunction with our Child Protection Policy, Code of Conduct (*which includes our Hands on Policy*), Privacy Information Notice and Intimate Care Policy.

2. Definitions

The school adopts the definition of safeguarding and promoting the welfare of children from the Children Act 2004 and from ‘Working Together to Safeguard Children’. This can be summarised as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development

- Ensuring that children are growing 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 this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. Please refer to our Child Protection Policy.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is 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.

Children include everyone under the age of 18.

Safeguarding relates to a wide range of aspects of school life which are interconnected, including:

- health and safety including that of the pupils
- Hands on Policy
- Pupil attendance and wellbeing.
- meeting the needs of pupils with medical conditions
- educational visits
- intimate care
- supervision including changing or taking child to toilet,
- e-safety and acceptable use of technology
- safe use of images/ videos
- physical intervention or approach (the use of reasonable force or restraint)
- working alone with others
- visitors, parents/carers, volunteers, contractors on site
- Safer Recruitment and DBS checks
- allegations against staff
- first aid
- equality and diversity

3. Aims

The aims of this policy are to:

- Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Support children's development in ways that will foster security, confidence and independence, equipping them with the skills needed to keep safe
- Raise awareness in both teaching and non-teaching staff of the need to safeguard children, and of their responsibilities in identifying and reporting possible cases of abuse.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse which will be followed by all members of the school community in cases of suspected abuse
- Establish a safe environment in which children can learn and develop.
- Emphasise the need for good levels of communication between all members of staff.

- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Identify children who may benefit from early help, and take appropriate action to support as soon as a problem emerges.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

5. Procedures

Greenford School of Dance ensure the following:

- Ensure we have a designated person for child protection who continually receives appropriate training– Rachael Greenall (Principal)
- Ensure all staff and volunteers knows the name of the designated senior person responsible for Child Protection and Safeguarding (DCPSL) and their role
- Ensure all staff, pupils and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DCPSL
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by having this policy on the school website.
- Keep records of concerns about children in the school incident book, even where there is no need to refer the matter immediately
- Ensure all records are kept securely and hard copies of child protection files are in a secure location
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer, and report to the Local Authority Designated Officer (LADO), as appropriate
- Ensure safe recruitment practices are always followed by ensuring all staff and volunteers are DBS checked at the appropriate level .

6. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff and volunteers in the school.

6.1 All staff

All staff will read and understand the schools Safeguarding, Child Protection, Code of Conduct, Privacy Information Notice and Intimate Care policy and review this guidance annually.

All staff will be aware of:

- Our systems which support safeguarding, including the Code of Conduct and the role of the DCPSL
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, county lines and radicalisation

6.2 The Designated Child Protection and Safeguarding Lead

Our Designated Child Protection and Safeguarding Lead is Rachael Greenall- Principal. The DCPSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DCPSL will be available during office hours for staff, students, parents, carers, child or young person to discuss any safeguarding concerns. She can be contacted by mobile phone out of school hours if necessary.

The role of the DCPSL is:

- To raise the awareness of all staff and volunteers to the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse
- To model and maintain strong levels of communication about safeguarding with and between all staff members
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse
- To ensure all new staff and volunteers are informed about the school's child protection and safeguarding policy during their induction.
- To seek advice from and report cases to social care when appropriate
- To attend training annually and keep up to date with changes in legislation
- To promote early intervention by supporting staff to identify and report emerging problems and support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

7. Procedures for dealing with disclosures

If a member of staff receives a disclosure from a child they should:-

- 1) **Listen** -take what the child says seriously -accept what the child says
- 2) **Stay calm** and in control.
- 3) **Reassure** and make the child feel safe.
- 5) **Do not ask leading or probing questions** - it is not our role to investigate
- 6) **Make notes** about what was said - noting position of any physical injuries/marks if appropriate.
- 7) **Do not promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Child Protection and Safeguarding Lead) and why.
- 8) **Inform the DCPSL** as soon as possible and give them a copy of the Safeguarding Issue Log

Staff must IMMEDIATELY report:

- any suspicion that a child is injured, marked, or bruised in a way which is not really attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation
- any hint of disclosure of abuse from the child themselves, or another person
- concerns about pupil on pupil abuse (including serious bullying)
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

8. Reporting procedures for child abuse concerns

- All concerns should be reported as soon as possible (if not immediately) on which the concern arose to the Designated Child Protection and Safeguarding Lead.
- Staff members who are unsure or have any doubts should always consult the Designated Child Protection and Safeguarding Lead.
- The Designated Child Protection and Safeguarding Lead will plan a course of action as a matter of urgency and ensure a written record is made.
- The Designated Child Protection and Safeguarding Lead will decide whether, in the best interests of the child, the matter needs to be referred to Social Care. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that one or both of the parents/carers may be the possible abuser (sexual or physical), the parents will be informed immediately. In the case of a disclosure of sexual or physical abuse where a parent/carer is the alleged abuser, a conversation between school and children's services will take place as to who is the best agency to inform parents.
- The Designated Child Protection and Safeguarding Lead may seek clarification or advice before a referral is made. No decision to refer a case will be made without the fullest consideration. The safety of the child is the school's first priority.
- Referrals to outside agencies will usually be made by the Designated Child Protection and Safeguarding Lead although any adult may raise concerns directly with social care.
- In exceptional circumstances, such as in an emergency, staff should speak directly to Social Care

9. Early Help

School staff should bring all concerns to the attention of the DCPSL. The DCPSL will make an informed decision about whether the pupil is in immediate danger or risk of harm. If a concern is raised but the child is not in immediate danger or risk of harm, the DCPSL will decide if early help is appropriate and if so, what action to take. All staff has a responsibility to identify children who may benefit from early help in order to provide support as soon as a problem emerges.

10. Recording and monitoring concerns

Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made. Written records will be kept and logged in a pastoral file when there is concern raised.

All teachers will be responsible for recording concerns from their own observations or from information given to them by other staff who are in regular contact with the child.

Statements should be written with the assumption that they are going to be SEEN by parents. The statements should clearly state whether it is OPINION or FACTUAL information being reported.

11. Confidentiality

Pupils and their families are entitled to confidentiality but school staff have a duty to share confidential information with other professionals, particularly investigating agencies, if a pupil is suffering, or at risk of, serious harm. A child's welfare will always take precedence in information sharing.

If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it.

Personal information about all pupils and their families is regarded by those who work in this school as confidential. Staff who receives the information about children and families in the course of their work should have the information only within their professional context.

Under the Data Protection Act parents have a right to see all notes, unless the content could jeopardise a child's safety.

12. Working with parents/carers

The school will work with parents to support the needs of their child. The welfare of children is paramount, however, and it is the school's duty to safeguard all children. Should a concern arise, professional advice may be sought prior to contacting parents/carers. When working with parents, staff will need to have a non-judgmental attitude; respect confidentiality and recognise feelings of guilt, shame, betrayal and anger that may be evident in some circumstances.

13. Working with children

The school will endeavour to support pupils to develop the confidence, skills and knowledge necessary to stay safe and to recognise and report concerns.

The school will ensure that the child's wishes are taken into account when determining what action to take and what services to provide to protect individual children, by ensuring children have opportunities to express their views and give feedback.

14. Safeguarding allegations made against pupils by other pupils

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Code of Conduct. Occasionally, allegations may be made against children by others which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual harassment and sexual exploitation. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

14.1 Managing allegations

When an allegation of is made by a pupil against another student, the DCPSL must be informed.

- It is essential that the informant is reassured that they are being taken seriously and that they will be supported and kept safe
- If an incident is alleged to have taken place away from the school, our duties to safeguard and promote the welfare of our pupils remain the same.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DCPSL should contact Social Services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DCPSL will follow through the outcomes of the discussion and make a social services referral where appropriate
- If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim)
- The DCPSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils

15. Supporting children affected by abuse

Staff can support abused children by:

- Listening
- Valuing what they say
- Acting on what has been said
- Boosting their self-esteem and confidence through achievable tasks

- Being consistent
- Being sensitive to their needs
- Not singling them out
- Working with other staff to make an action plan for the child

15.1 Procedures when a child is on the Child Protection Register

- When the school receives information and / or notification from Social Care about a child on the child protection register the information will go into the child's file, which will be kept separate from other school records and stored securely.
- The information will be shared on a 'need to know' basis with other staff who work directly with the child.
- Concerns noted by the school once the child is registered will be referred to the Designated Child Protection and Safeguarding Lead.
- The DCPSL will advise Social Care when a pupil leaves the school.

16. Reporting concerns of abuse against staff and volunteers

All staff should take care not to place themselves in a vulnerable position with a child. All staff must understand that they are employed in a *Position of Trust*.

Staff must report to the Principal any concerns which they have about the safeguarding practice of colleagues and volunteers. The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for Child Protection.

A referral to the DBS must be made if someone has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals should be made to the DBS (Disclosure and Barring Service) in cases where there is alleged serious teacher misconduct as well as harm or risk of harm to a child.

Investigations against staff will be conducted by the Principal. Investigations against the Principal will be carried out by Local Authority Designated Officer.

17. Specific Safeguarding Issues

Extremism and Radicalisation

The school recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. Prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, volunteers, parents, carers, contractors or visitors will always be challenged and where appropriate dealt with in line with our Code of Conduct.

Female Genital Mutilation (FGM)

The school is aware that it is an offence to carry out FGM of any kind in the UK or for a UK national or permanent UK resident to assist in the carrying out of FGM abroad. The age at which FGM is carried out varies. It may be carried out when a girl is new-born, during childhood or adolescence, just before marriage or during pregnancy (NSPCC). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for recovery before the new term. Staff must ensure that no particular group within society is stereotyped. If you have any concerns, do not question the child; report directly to the safeguarding lead.

Forced Marriage

Forced marriage is a crime in the UK. Forced marriage is when someone faces physical pressure to marry (for example, threats, physical violence or sexual violence) or emotional and psychological pressure (for example, being made to feel like you are bringing shame on your family). If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DCPSL.

Breast Ironing

Breast Ironing is when girls aged between 9 and 15 have hot stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers. The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy, sexual harassment and rape. Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Concerns have been raised that breast ironing is also to be found amongst African communities in the UK. Staff must ensure however that no particular group within society is stereotyped. If you have any concerns, do not question the child; report directly to the safeguarding lead.

County Lines

County lines is a form of criminal exploitation where gangs persuade or force children and young people to store drugs and money and/or transport them to other areas.

County lines gangs are highly organised criminal networks that use sophisticated, frequently evolving techniques to groom young people and evade capture by the police. Young people do most of the work and take the most risk.

Should a staff member become concerned a child is being targeted (*i.e more than one phone/old phones/ unexplained absences that are increasingly frequent/ vague answers on where the child has been*) report directly to the safeguarding lead.

18. Safer Recruitment

The Principal of Greenford School of Dance will ensure that appropriate checks are carried out to ensure that individuals who will be working at the school are safe to be working alongside children. All new staff will be willing and open for these checks to be carried out.

19. Technology, mobile phones and cameras

Appropriate use of technology, including mobile phones which capture photographs or videos, is essential at our school. The use of mobile phones and other recording devices such as iPads does not detract from the quality of supervision and care of children. Parents/carers will not be able to take photographs or film their child during normal term time.

During Parents watching classes parents will only be allowed to photograph or film their child if all other parents or students in the class have given their consent. It is the responsibility of the teacher to check with all parents at the start of each open class.

20. Private fostering

If a member of staff or volunteer becomes aware that a pupil may be in a private fostering arrangement, that is, provided with care and accommodation by someone to whom they are not related, it should be raised with the DCPSL. The school is aware of its duty to inform the local authority of any child in such an arrangement.

21. Mental Health

If a member of staff or volunteer becomes aware that a pupil is suffering with their mental health it should be raised with the DCPSL. Staff should be aware that a change in a student's mental health can be indicative of a wider problem of domestic violence or abuse at home, or bullying from family or peers.

22. Training and support

Staff of Greenford School of Dance will be responsible for their own annual training of child protection.

23. Monitoring and Evaluation

The policy will be monitored and reviewed annually.

SAFEGUARDING ISSUE LOG

Name of child involved:		Class:	
Date and Time:			

Issue details: (What, where and when you noticed; was the child alone, if not, who was present? Nature of the injury, behaviour or disclosure; what the child said, any witnesses, other adults involved and what they said)

What actions were taken (By whom? Any recommendations for future action? Any agencies informed?)

Report made by _____ Signature _____

Date received by Designated Child Protection Lead _____

Further Action (monitor/report/refer/discuss with parents)

Verbal feedback given to the class teacher and relevant staff in the school

by _____