



Safeguarding Policy

(November 2025)

Name of Organisation: Knight School of Dance Limited

11 Kingfisher Drive, Yateley, Hampshire GU46 6NP

Dance Hall: California Hall, 415 Finchampstead Rd, Wokingham RG40 3RL

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Principal: Alison Rumble

Designated Safeguarding Lead (DSL): Alison Knight (Rumble):

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Deputy Safeguarding Lead (Deputy DSL): Amy Rumble (Mulloy):

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The following is a brief description of the type of work and activities we undertake with children.

Dance classes for children and young people are held during the week after school and on Saturdays at California Hall, 415 Finchampstead Road, Wokingham. Children and young people are prepared for external examinations. Children and young people have the opportunity to take part in a School Dance Show every few years after being prepared to perform during rehearsals.

SECTION 1

Our Commitment

The Leadership of Knight School of Dance recognise the need to provide a safe and caring environment for children and young people to learn to dance. We acknowledge that children and young people can be the victims of physical, sexual and emotional abuse, and neglect. We accept the UN Universal Declaration of Human Rights and the International Covenant of Human Rights, which states that everyone is entitled to “all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”. We also concur with the Convention on the Rights of the Child which states that children should be able to develop their full potential, free from hunger and want, neglect and abuse. They have a right to be protected from “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of the child.” As a Leadership we have therefore adopted the procedures set out in this safeguarding policy in accordance with statutory guidance. We are committed to build constructive links with statutory and voluntary agencies involved in safeguarding.

The Leadership undertakes to:

- endorse and follow all national and local safeguarding legislation and procedures, in addition to the international conventions outlined above.
- provide on-going safeguarding training for all its workers and will regularly review the operational guidelines attached.
- ensure that the premises meet the requirements of the Equality Act 2010 and all other relevant legislation, and that it is welcoming and inclusive.
- support the Safeguarding Officer(s) in their work and in any action they may need to take in order to protect children with care and support needs.

SECTION 2

Recognising and responding appropriately to an allegation or suspicion of abuse

Understanding abuse and neglect

Defining child abuse is a difficult and complex issue. A person may abuse by inflicting harm, or failing to prevent harm. Children may be abused within a family, an institution or a community setting. Very often the abuser is known or in a trusted relationship with the child. In order to safeguard those in our organisation we adhere to the UN Convention on the Rights of the Child and have as our starting point as a definition of abuse, Article 19 which states:

1. Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Detailed definitions, and signs and indicators of abuse, as well as how to respond to a disclosure of abuse, are included here in our policy.

Statutory Definitions of Abuse (Children)

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Child protection legislation throughout the UK is based on the United Nations Convention on the Rights of the Child. Each nation within the UK has incorporated the convention within its legislation and guidance. The four definitions of abuse below operate in England based on the government guidance 'Working Together to Safeguard Children (2010)'.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another such as domestic violence within the home. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. This abuse also includes threatening, shouting at or calling a child names as well as blaming or scapegoating them.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, female genital mutilation, or grooming a child in preparation for abuse (including via the internet). Sexual

abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect 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. There are four types of neglect; physical neglect where a child's basic needs are not consistently met, educational neglect where parents/carers do not ensure children are given an education, emotional neglect where children are not given the nurture and stimulation they need and medical neglect where children do not receive appropriate medical or dental care. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Child exploitation is a form of abuse where an individual or group forces or coerces children into performing something for them. Even if a child or their family appears to be engaged willingly or consent in these activities, they are still being taken advantage of and exploited. These forms of abuse often include children being trafficked from area to area to undertake these activities. The exploitation of children can include:

- criminal exploitation where children are manipulated and coerced into committing crimes in particular involvement with gangs, drug dealing and county lines.
- sexual exploitation where a child is groomed through the use of gifts, 'relationships' and drugs in exchange for performing sexual activities.
- radicalisation where a child is encouraged to support extremist views and potentially act upon these.
- child trafficking and modern-day slavery in relation to forced domestic servitude, forced marriage and forced labour for example in agriculture, factories or cannabis farming.

Signs of Possible Abuse (children & young people)

The following signs could be indicators that abuse has taken place but should be considered in the context of the child's whole life.

Physical

- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games, etc.
- Injuries that have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises on babies, bites, burns, fractures etc. which do not have an accidental explanation*
- Head injuries on babies and toddlers
- Cuts/scratches/substance abuse*

Sexual

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Age-inappropriate sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Being secretive about who they are speaking to online or their mobile
- Being angry or upset after using the internet or their mobile
- Underage pregnancy
- Self-harm and suicidal thoughts
- Suffering from poor mental health such as anxiety and depression
- Contracting sexually transmitted diseases and or suffering from urine infections
- Drug and alcohol use
- Eating disorders*

Emotional

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging
- Depression, aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration

- Inappropriate relationships with peers and/or adults
- Lack of friendships and social skills
- Struggling to control their emotions and being aggressive towards others and animals
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying
- Witnessing domestic abuse: can also include anti-social behaviour, bed-wetting, nightmares or insomnia, often feeling unwell, being protective of a particular parent

Neglect

- Under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses
- Poor hygiene such as being dirty or smelly, having unwashed or inappropriate clothing
- Poor dental hygiene and having multiple teeth removed
- Being consistently hungry
- Babies having frequent nappy rash
- Intreated injuries or ongoing health needs
- Regular illness or infection
- Repeated accidental injuries due to lack of supervision
- Tiredness
- Skin issues such as sores, rashes, fleabites and ringworm
- Weight or growth issues
- Being left alone at home when age inappropriate
- Developmental delays
- Missing school
- Struggling to manage their emotions
- Suffering from mental health issues such as anxiety and depression
- Taking on a caring role too young for their age

*These indicate the possibility that a child or young person is self-harming.

Exploitation

- Criminal exploitation: frequent school absence, going missing from home or care, older friendship group, being angry or aggressive, having unexplained money or items, using slang words, spending more time on their phone, self-harm, drug or alcohol use, being isolated or withdrawn, committing petty crimes like vandalism, unexplained injuries, carrying weapons.
- Sexual exploration: being secretive, having multiple mobile phones, having money or items they can't explain, changes in mood, pregnancy, sexually transmitted diseases,

being frightened of certain people, places or situations, having a new group of friends, having a new partner, missing from home or care, having an older friendship group, involved in a gang.

- Radicalisation: increased anger, unwillingness or inability to share their views, isolating themselves from family or friends, secretiveness especially around internet use, a sudden disrespectful attitude towards others, dressing differently.
- Child Trafficking/Modern day slavery: spending a lot of time doing household chores, living away from their family, being unsure where they are, not being registered with a school or GP, rarely leaving the house, reluctant to share personal information.

How to respond to a child wishing to disclose abuse

Effective Listening

Ensure the physical environment is welcoming, giving opportunity for the child to talk in private but making sure others are aware the conversation is taking place.

- It is especially important to allow time and space for the person to talk
- Above everything else listen without interrupting
- Be attentive and look at them whilst they are speaking
- Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used
- Try to remain calm, even if on the inside you are feeling something different
- Be honest and don't make promises you can't keep regarding confidentiality
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen
- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille etc.

Helpful Responses

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

Don't Say

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- I am shocked, don't tell anyone else

Safeguarding awareness

The Leadership is committed to ongoing safeguarding training and development opportunities for all leaders and helpers, developing a culture of awareness of safeguarding issues to help protect everyone. All our leaders and helpers will undertake safeguarding training on a regular basis. The Leadership will also ensure that children are provided with information on where to get help and advice in relation to abuse, discrimination, bullying or any other matter where they have a concern.

Responding to allegations of abuse

Under no circumstances should a worker carry out their own investigation into an allegation or suspicion of abuse. Follow procedures as below:

- The person in receipt of allegations or suspicions of abuse should report concerns as soon as possible to the DSL who will act on their behalf in dealing with the allegation or suspicion of neglect or abuse, including referring the matter on to the statutory authorities.
- In the absence of the DSL or, if the suspicions in any way involves the DSL, then the report should be made to the Deputy DSL.
- If the suspicions implicate both the DSL and the Deputy DSL, then the report should be made to Social Services or the police.
- Where the concern is about a child, the DSL should contact Children's Social Services 0808 800 5000 or NSPCC <https://www.nspcc.org.uk/what-you-can-do/report-abuse/>. Local Children's Social Services office telephone number: 01344 352020. Out of hours emergency number: 0300 024 3333
- The DSL may need to inform others depending on the circumstances and/or nature of the concern.
- Suspicions must not be discussed with anyone other than those nominated above. A written record of the concerns should be made in accordance with these procedures and kept in a secure place.
- Whilst allegations or suspicions of abuse will normally be reported to the DSL, the absence of the DSL or Deputy DSL should not delay referral to Social Services, the Police or advice from NSPCC
- If you think a child is in immediate danger, please call the police on 999 straight away
- The Leadership will support the DSL and Deputy DSL in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.

- It is, of course, the right of any individual as a citizen to make a direct referral to the safeguarding agencies. If, however, the individual with the concern feels that the DSL /Deputy DSL has not responded appropriately, or where they have a disagreement with the DSL as to the appropriateness of a referral, they are free to contact an outside agency direct. We hope by making this statement that the Leadership demonstrate its commitment to effective safeguarding and the protection of all those who are vulnerable.

The role of the DSL/Deputy DSL is to collate and clarify the precise details of the allegation or suspicion and pass this information on to statutory agencies who have a legal duty to investigate.

Procedures where there is a concern about a child

Allegations of physical injury, neglect or emotional abuse

If a child has a physical injury, a symptom of neglect or where there are concerns about emotional abuse, the DSL/Deputy DSL will:

- Contact Children's Social Services for advice in cases of deliberate injury, if concerned about a child's safety or if a child is afraid to return home.
- Not tell the parents or carers unless advised to do so, having contacted Children's Social Services.
- Seek medical help if needed urgently, informing the doctor of any suspicions.
- For lesser concerns, (e.g. poor parenting), encourage parent/carers to seek help, but not if this places the child at risk of significant harm.

Allegations of sexual abuse

In the event of allegations or suspicions of sexual abuse, the DSL/Deputy DSL will:

- Contact the Children's Social Services Department Duty Social Worker for children and families or Police Child Protection Team direct. They will NOT speak to the parent/carers or anyone else.

Allegations of abuse against a person who works with children/young people

If an accusation is made against a leader or helper (whether a volunteer or a paid member of staff) whilst following the procedure outlined above, the DSL/Deputy DSL, in accordance with Local Safeguarding Children Board (LSCB) procedures will need to liaise with Children's Social Services in regard to the suspension of the worker, also making a referral to the Local Authority Designated Officer (LADO).

SECTION 3

Safer recruitment

The Leadership will ensure all workers will be appointed, trained, supported and supervised in accordance with government guidance on safe recruitment. This includes ensuring that:

- Those applying have completed an application form and a self-declaration form
- Those shortlisted have been interviewed
- Safeguarding has been discussed at interview
- Written references have been obtained and followed up where appropriate
- A disclosure and barring check has been completed where necessary
- Qualifications where relevant have been verified
- A suitable training programme is provided
- The applicant has completed a probationary period
- The applicant has been given a copy of the organisation's safeguarding policy and knows how to report concerns

SECTION 4

Practice Guidelines

As an organisation working with children and young people we wish to operate and promote good working practice. This will enable workers to run classes and activities safely, develop good relationships and minimise the risk of false or unfounded accusation.

Knight School of Dance will ensure that at times when the School undertakes a dance show/display, extra support will be required. Children & Young Persons Act 1963 Section 37(1) states that in certain circumstances children can 'only perform under a licence' These children must be issued with a Performance Licence by their local LEA.

Chaperones and parent helpers may be required for rehearsals and performances. Chaperones will be fully trained in accordance with their local authority. All chaperones will undergo an enhanced DBS Check before undertaking their duties. The law states that '*the Chaperone is acting **in loco parentis** and should exercise the care which a good parent might reasonably be expected to give that child*'. All chaperones will be expected to uphold the principles and procedures detailed in this policy as part of their duty. Parent helpers may only assist their own child/children during rehearsals and performances.

Duty of Care and Positions of Trust

The Children Act 2004 (England) places a duty on organisations involved in providing services for children and young people to safeguard and promote their well-being. This means all workers should treat those they are caring for with respect and dignity as well as demonstrate competence and integrity. (There are similar expectations in other parts of the UK.)

The duty of care is in part exercised through the development of respectful and caring relationships but also by workers taking all reasonable steps to ensure the safety and well-being of those they have responsibility for, particularly in relation to sexual, physical and emotional abuse. Before individuals start working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent to their role.

In addition under Health and Safety at Work legislation, organisations have a duty of care towards the wellbeing of all workers and ensure they are treated fairly. They are required to provide a safe working environment and guidance on safe working practice.

All adults working with children and young people are in positions of trust. It is therefore vital workers ensure they do not, even unwittingly, use their position of power and authority inappropriately.

Workers should always maintain professional boundaries and avoid behaviour which might be misinterpreted. Any kind of sexual relationship between an adult worker and a child is never acceptable and if concerns arise in this area, this should be recorded and reported to the Safeguarding Coordinator.

The trusting relationship between worker and child or young person means the worker should never:

- use their position to gain access to information for their own or others' advantage
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine
- use their status and standing to form or promote relationships that are or may become sexual

Gifts, Rewards and Favouritism

The giving of gifts or rewards to children, young people and vulnerable adults can be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan with the knowledge of a manager and the parent or carer.

Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be seen as a gesture to groom or bribe a young person.

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe or lead the giver to expect preferential treatment.

There are occasions when children, young people or parents wish to pass small tokens of appreciation to workers, for example, on special occasions or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Risk Assessments

Taking care of children, young people and vulnerable adults involves taking responsibility for their well-being at all times, being prepared for unforeseen eventualities, anticipating situations where they could be harmed and taking steps to minimise the risks.

The following are some areas that should be considered:

- Identification of hazards
- Consider who might be harmed and how this might happen
- Assess the risks and take action to remove or reduce them as far as possible

First Aid

At least one first aid kit for each work site should be provided. Its contents should be stored in a waterproof container and the designated worker should regularly check the contents.

Safeguarding Principles for Class or Activity

Some general principles for running a class or activity include:

- Ensuring that everyone is treated with dignity and respect in attitude, language and actions.
- Consideration for the number of workers needed to run the class.
- A clear strategy for summoning additional help (if needed) in situations where a worker is working alone with a child or young person.
- The level of personal care (e.g. toileting) required appropriate to the needs of the individual.
- Not allowing anyone under 15 years of age to be left in charge of children of any age or those attending the group being left unsupervised.
- Only workers assigned to the group being allowed to participate in the activity. Other adults should not be allowed free access.
- Making a note of other people in the building during the activity and any other events taking place at the same time.

Additional guidelines for running a performance, dress rehearsal or photo shoot:

- Changing rooms are either all male or all female, however, where a parent or guardian is of the opposite sex to the child(ren) in their care, a separate changing area will be provided.

Adult to Child Ratios

In order to supervise children's activities safely it is necessary to have sufficient adult leaders and helpers. Since the introduction of the statutory framework for the Early Years Foundation Stage (www.nationalstrategiesstandards.dcsf.gov.uk), the following ratios should be applied:

- Children aged under 2: there needs to be at least one leader for every 3 children.
- Children aged 2: there needs to be at least one leader for every 4 children.
- Children aged 3-4: there needs to be at least one leader for every 13 children.
- Children aged 5-18: there needs to be at least one leader for every 30 children.

Data Protection, Human Rights and Safeguarding

The Data Protection Act 2018 is designed to provide privacy protection for individuals about whom certain personal information is kept. It lays down 'best practice' principles for those who keep the data and it applies to paper records as well as computerised information. The Act covers the whole of the UK, and all organisations, including places of worship, must comply with the rules on processing data. Our Data and Privacy Policy sets out the basis on which any personal information we collect, or that is provided to us, will be processed.

Where disclosing information might place a child or young person at risk, then safeguarding considerations take precedence over data protection. In certain circumstances the Data Protection Act allows for disclosure of information without the consent of the person involved, including for the prevention or detection of crime, or the apprehension or prosecution of offenders. The European Convention of Human Rights also makes provision for the disclosure of information in connection with 'the protection of health or morals, for the protection of the rights and freedoms of others and for the prevention of disorder or crime.... Disclosure should be appropriate for the purpose and only to the extent necessary to achieve that purpose'.

Children and young people have the right to be protected from harm. For example, information relating to concerns that a child is at risk of significant harm should therefore not be withheld on the basis that it might be unlawful.

Information about allegations or concerns of abuse should not be shown to a parent or carer. Advice should always be sought from Children's Social Services or the police.

Registration

When a child becomes part of Knight School of Dance, or becomes involved in an activity run by Knight School of Dance, a general information and consent form needs to be completed and returned giving contact details of parents/carers, plus medical and other details such as allergies or special dietary requirements. A register of those attending should also be maintained, together with a register of leaders.

Keeping Records

Unusual events or conversations that leaders witness should be passed to the DSL/Deputy DSL to log. This may be very helpful if, for example, leaders have to deal with a difficult member who subsequently makes an accusation of assault or a young person repeatedly makes sexual

comments about leaders that may, at a later date, result in an allegation of abuse. In this situation, written records would enable any allegations to be seen in context.

Patterns of behaviour or concerns might also emerge from log records that might not otherwise be so obvious - for example, bruising noted on a regular basis or a number of young people making similar comments about one leader that raises concerns. Other information might include records of incidents and the action taken. Logbooks safeguard both children and workers.

Every child, young person, parent or carer should be able to view what is recorded about them in the logbook. This information would need to be kept in a way that does not breach the confidentiality of an individual. Whilst it is important to observe data protection requirements, remember safeguarding is always the priority. Information about the prevention and detection of crime is exempt from Data Protection requirements. It may, therefore, be inappropriate to release information to a parent, that has been disclosed by a young person, without first consulting the statutory agencies.

Information of a sensitive nature (e.g. a child disclosing abuse) will need to be kept separately in a secure place.

Accidents

All accidents, however minor, should be recorded in an accident book. In the event of an accident, the parent/carers of a child or young person should be asked to read and sign the accident book.

Parents/Carers Staying with Children's Classes

There may be occasions where parents ask if they can stay to watch the children's class. On these occasions the following should be considered:

- It can help certain children settle into a group, if the child knows that a parent/carers is there.
- Whilst a person watching may be a parent/carers for one or more of the children, to the rest of the children they are strangers.
- Be aware that for some children with special needs, it may be appropriate for their parent/carers to stay with them for an extended period. This should be considered on an individual basis to help the child become fully integrated into the class.

Suggestions and complaints by parents / carers

Where a parent or carer wishes to make a complaint, or make a suggestion about any class Knight School of Dance is providing, it should be taken seriously. It is a good idea in the first instance for them to speak to the teacher who should endeavour to resolve the matter.

If a complaint is not resolved to the satisfaction of the parent or carer then the school Principal should be informed. If the complaint is a safeguarding issue and is regarding the Principal then the DSL/Deputy DSL should be informed.

Working with disruptive children and young people

Sometimes children and young people become angry, upset or disruptive. Occasionally their behaviour may endanger themselves or others. The Government has developed national standards in relation to early years and day care and the following guidelines will be adopted by Knight School of Dance.

If someone is being disruptive:

- Ask them to stop.
- Speak to them to establish the cause(s) of the upset.
- Inform them they will be asked to leave if the behaviour continues.
- Warn them if they continue to be disruptive, this might result in longer-term exclusion from the class.

If they are harming themselves, another person or property then others in the group should be escorted away from the area where the disruption is occurring. At the same time, and with a second leader/helper or parent/carer of the child present, request them to STOP. If your request is ignored, you might need to warn the individual that you will consider calling the Police. As a last resort, in the event of them harming themselves, other people or property, physical restraint may be needed until the Police arrive.

The leaders/helpers involved should always record what happened in writing as soon as possible after the incident. This should include:

- What activity was taking place.
- What might have caused the disruptive behaviour.
- The person's behaviour.
- What was said and how the leader/helper and others responded.
- A list of others present who witnessed the incident.

This should be given to the DSL/Deputy DSL to log. Parents should be informed if their child has been restrained.

Anti- bullying Policy and practice (children & young people)

Bullying is the use of aggression with the intention of hurting another person. Children can bully each other, be bullied by adults and can sometimes bully adults. Any form of bullying results in pain and distress to the victim and is unacceptable behaviour within any organisation. Some common forms of bullying can be:

- Verbal -name-calling, sarcasm, spreading rumours, teasing including via emails or text messaging
- Emotional - being unfriendly, excluding, tormenting, graffiti, gestures, racial taunts
- Physical - pushing, kicking, hitting, punching or any use of violence
- Sexual - sexually abusive comments or gestures
- Racial - any of the above because of, or focusing on the issue of racial differences
- Homophobic - any of the above because of, or focusing on the issue of sexual orientation
- Unofficial activities such as initiation ceremonies and practical jokes which may cause children physical or emotional harm even though this may not be intended.

There should be a known zero tolerance to bullying so if it does occur children and leaders are able to report the matter and it can be dealt with promptly and effectively. Whilst the child being bullied needs protection, the person/people doing it need to address the reasons for their behaviour and be encouraged to relate to others in more positive ways.

Outings

If Knight School of Dance arranges day trips or visits for children and young people under 18, parents or carers should complete and sign a consent form for the activity. All adults in the team should know what to do in the event of an accident or emergency.

On the day it is important to remember to take a fully charged mobile phone, all essential records and equipment and allocate named children to named pairs of adults.

Taking photographs

From time to time Knight School of Dance will film or take photos of children in group activities. These will never be passed on to a third party. Film or photos may be used on Knight School of Dance website and on Social Media but the children will never be identified by name. Parents/carers will be asked to let Knight School of Dance know if they DO NOT want their child(ren) to be photographed.

APPENDIX

Incident Report Form

This form should be used to record details of any concerns raised. A copy should be held by the DSL/ Child Protection Officer. 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 the child/young person _____

Address _____

Post Code _____

Contact Nos _____

DETAILS OF THE PERSON WHO RAISED THE CONCERN

Name _____

Position _____

Relationship to the child/young person _____

Address _____

Post Code _____

Contact Nos _____

DETAILS OF THE ALLEGED VICTIM

Name _____

Age at time of incident _____

Date of birth _____

Name of Parent/Guardian _____

Address of Parent/Guardian _____

Post Code_____

Contact Nos _____

DETAILS OF INCIDENT

Please include as much detail as you can and when possible include the following:

- The nature/description of the allegation, who was involved and what happened.
- The Child/Young Person's account (in their own words) of what happened.
- Any observations by you or have been made to you (please make a clear distinction between what is fact, opinion and hearsay).
- A description of any visible bruising or other visible injuries.
- Please include any other information including location, number of incidences and any witness details – *please continue on a separate sheet if necessary.*

Date(s) or period of incident: _____

Any action taken?

Please indicate if you are in contact with any bodies concerning the incident. e.g. Social Services or the Police, *please include full contact details of the organisation and individual contacted.*

Signature_____Date