



## **SAFEGUARDING POLICY AND PROCEDURES**

**Name of organisation: WIGHTMORE SCHOOL OF DANCE**

<b>Section heading</b>	<b>Section content</b>	<b>Explanatory notes</b>
<b>1. Introduction</b>	<p>Wightmore School of Dance makes a positive contribution to a strong and safe community and recognises the right of every individual to stay safe.</p> <p>Wightmore School of Dance comes into contact with children and / or vulnerable adults through the following activities: Dance lessons, dance workshops and performances.</p> <p>The types of contact with children and / or vulnerable adults will be frequent contact with children and vulnerable adults.</p> <p>This policy seeks to ensure that Wightmore School of Dance undertakes its responsibilities with regard to protection of children and / or vulnerable adults and will respond to concerns appropriately. The policy establishes a framework to support paid and unpaid staff in their practices and clarifies the organisation's expectations.</p>	<p>It is unacceptable for a child, a young or vulnerable person to experience abuse. Wightmore School of Dance recognises its responsibilities to safeguarding the welfare of all children and young or vulnerable people. We commit to a practice which protects them.</p> <p>The welfare of the child, young or vulnerable person is paramount and all children or vulnerable people, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.</p> <p>Wightmore School of Dance work in partnership with children, young or vulnerable people, their parents, carers, which is essential in promoting young or vulnerable people's welfare.</p> <p>The purpose of our safeguarding policy is to protect children and young or vulnerable people who receive Wightmore School of Dance services(attend dance classes, dance workshops, performances) including the children of adult members or users.</p>
<b>2. Confirmation of reading</b>	<p>I confirm that I have been made fully aware of, and understand the contents of, the Safeguarding Policy and Procedures for Wightmore School of Dance.</p>	<p>Wightmore School of Dance provide all staff and volunteers with guidance on procedures they must adopt in the event they suspect a child or young or vulnerable person may be experiencing, or be at risk of harm. This includes all chaperones and volunteers involved in dance school shows.</p>

<b>3. Legislation</b>	<p>The principal pieces of legislation governing this policy are:</p> <ul style="list-style-type: none"><li>○ Working together to safeguard Children 2010</li><li>○ The Children Act 1989</li><li>○ The Adoption and Children Act 2002</li><li>○ The Children act 2004</li><li>○ Safeguarding Vulnerable Groups Act 2006</li><li>○ Care Standards Act 2000</li><li>○ Public Interest Disclosure Act 1998</li><li>○ The Police Act 1997</li><li>○ Mental Health Act 1983</li><li>○ NHS and Community Care Act 1990</li><li>○ Rehabilitation of Offenders Act 1974</li></ul>	
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<p><b>4. Definitions</b></p>	<p>Safeguarding is about embedding practices throughout the organisation to ensure the protection of children and / or vulnerable adults wherever possible. In contrast, child and adult protection is about responding to circumstances that arise.</p> <p>Abuse is a selfish act of oppression and injustice, exploitation and manipulation of power by those in a position of authority. This can be caused by those inflicting harm or those who fail to act to prevent harm. Abuse is not restricted to any socio-economic group, gender or culture.</p> <p>It can take a number of forms, including the following:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional abuse</li> <li>• Bullying</li> <li>• Neglect</li> <li>• Financial (or material) abuse</li> </ul> <p><b>Definition of a child</b> A child is under the age of 18 (as defined in the United Nations convention on the Rights of a Child).</p> <p><b>Definition of Vulnerable Adults</b> A vulnerable adult is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or from being exploited.</p> <p>This <b>may</b> include a person who:</p> <ul style="list-style-type: none"> <li>• Is elderly and frail</li> <li>• Has a mental illness including dementia</li> <li>• Has a physical or sensory disability</li> <li>• Has a learning disability</li> <li>• Has a severe physical illness</li> <li>• Is a substance misuser</li> <li>• Is homeless</li> </ul>	
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<b>5. Responsibilities</b>	<p><b>All staff</b> (paid or unpaid) have responsibility to follow the guidance provided in this policy and related policies, and to pass on any welfare concerns using the required procedures.</p> <p>We expect all staff (paid or unpaid) to promote good practice by being an excellent role model, contribute to discussions about safeguarding and to positively involve people in developing safe practices.</p> <p><b>Additional specific responsibilities</b></p> <p>The lead officer is Christina Wightmore. This person's responsibilities is: Safeguarding at Wightmore School of Dance</p>	<p>Wightmore School of Dance must ensure the policy in place is appropriate and accessible by all staff/volunteers. That the policy is implemented and monitored and reviewed once a year. Wightmore School of Dance must promote the welfare of children and vulnerable adults and ensure staff (paid and unpaid) have access to appropriate training/information. We must receive all concerns from staff and volunteers about safeguarding and respond to all seriously, swiftly and appropriately. We must also keep up to date with local arrangements for safeguarding and DBS.</p>
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<p><b>6. Implementation Stages</b></p>	<p>The scope of this Safeguarding Policy is broad ranging and in practice, it will be implemented via a range of policies and procedures within the organisation. These include:</p> <p><b>Safe recruitment</b></p> <p>Wightmore School of Dance ensures safe recruitment through the following processes: references from previous employers, DBS check and experience working with children and young people.</p> <p><b>Disclosure and Barring Service Gap Management</b></p> <p>In order to avoid DBS gaps, the organisation will receive a DBS check from staff and references before taking up the teaching role.</p> <p>In addition to checks on recruitment for roles involving contact with children/ vulnerable adults, for established staff the following processes are in place</p> <p>All staff must hold a current DBS check and provide 2 references from a previous employer for paid or unpaid work.</p>	<ul style="list-style-type: none"> <li>• Health and Safety policy, including lone working procedures, mitigating risk to staff and clients</li> <li>• Equal Opportunities policy– ensuring safeguarding procedures are in line with this policy, in particular around discriminatory abuse and ensuring that the safeguarding policy and procedures are not discriminatory</li> <li>• Data protection (how records are stored, processed and access to those records)</li> </ul> <p><b>Recruitment</b> – consider the following good practice recruitment processes:</p> <ul style="list-style-type: none"> <li>• Providing the following safeguarding statement in recruitment adverts or application details –‘recruitment is done in line with safe recruitment practices.’</li> <li>• Job or role descriptions for all roles involving contact with children and / or vulnerable adults will contain reference to safeguarding responsibilities.</li> <li>• There are person specifications for roles which contain a statement on core competency with regard to child/ vulnerable adult protection/ safeguarding</li> <li>• Shortlisting is based on formal application processes/ forms and not on provision of CVs</li> <li>• Interviews are conducted according to equal opportunity principles and interview questions are based on the relevant job description and person specification</li> <li>• DBS checks will be conducted for specific roles for all staff (paid or unpaid) working with children and vulnerable adults. No formal job offers are made until after checks for suitability are completed (including DBS and 2 references).</li> </ul> <p><b>Disclosure and Barring Service checks</b></p> <p>It is vital to avoid DBS gaps in the organisation and to have consistency in the way roles requiring DBS checks are identified. Organisations will ensure that their established staff and roles are regularly reviewed through e.g.</p> <ul style="list-style-type: none"> <li>• A 3 year rolling programme of re-checking DBS's is in place for holders of all identified posts must be subject to a DBS check.</li> <li>• </li> </ul>
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<p><b>7. Communications training and support for staff</b></p> <p>Wightmore School of Dance commits resources for induction, training of staff (paid and unpaid), effective communications and support mechanisms in relation to Safeguarding</p> <p><b>Induction</b> will include:</p> <p><b>Training</b> All staff who, through their role, are in contact with children and /or vulnerable adults will have access to safeguarding training at an appropriate level.</p> <p><b>Communications and discussion of safeguarding issues</b> Commitment to the following communication methods will ensure effective communication of safeguarding issues and practice:</p> <p><b>Support</b> We recognise that involvement in situations where there is risk or actual harm can be stressful for staff concerned. The mechanisms in place to support staff include:</p>	<p><b>Induction:</b> Typical ways to include safeguarding issues during induction include:</p> <ul style="list-style-type: none"> <li>• Discussion of the Safeguarding Policy (and confirmation of understanding)</li> <li>• Discussion of other relevant policies</li> <li>• Ensure familiarity with reporting processes.</li> <li>• Initial training on safeguarding including: safe working practices, understanding child protection and the alerter guide for adult safeguarding</li> </ul> <p>You may wish to refer to formally assessing new members of staff's competence in applying safe practices (e.g. during probation period)</p> <p><b>Training:</b> Annual Safeguard training course and refresher meetings</p> <p><b>Communications</b> – typical mechanisms for enabling effective discussion of safeguarding issues between staff/volunteers : team meetings and one to one meetings (formal or informal),</p> <ul style="list-style-type: none"> <li>• Provision of a clear and effective reporting procedure which encourages reporting of concerns.</li> <li>• Encouraging open discussion (e.g. during supervision and team meetings) to identify and barriers to reporting so that they can be addressed.</li> </ul> <p><b>Support</b> – Debriefing support for paid and unpaid staff so that they can reflect on the issues they have dealt with.</p> <ul style="list-style-type: none"> <li>• Seeking further support as appropriate e.g.</li> <li>• </li> </ul>
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<b>8. Professional boundaries</b>	<p>Professional boundaries are what define the limits of a relationship between a teacher and a student. They are a set of standards we agree to uphold that allows this necessary and often close relationship to exist while ensuring the correct detachment is kept in place.</p> <p>Wightmore School of Dance expects staff to protect the professional integrity of themselves and the organisation. The following professional boundaries must be adhered to: Social Media Policy</p> <p>If the professional boundaries and/or policies are breached this could result in disciplinary procedures or enactment of the allegation management procedures.</p>	<ul style="list-style-type: none"> <li>• <b>Staff contact with user groups.</b> 'Personal relationships between a member of teacher (paid or unpaid) and a student who is a current service user is prohibited. This includes relationships through social networking site such as Facebook. It is also prohibited to enter into a personal relationship with a person who has been a service user over the past 12 months'.</li> </ul> <p>Teachers must adhere to the Royal Academy of Dance Code of conduct.</p>
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<b>9. Reporting</b>	<p>The process outlined below details the stages involved in raising and reporting safeguarding concerns at Wightmore School of Dance.</p>	<p>Communicate your concerns with the Principal</p> <p>Seek medical attention for the vulnerable person if needed</p> <p>Discuss with parents of child Or with vulnerable person. Obtain permission to make referral if safe and appropriate</p> <p>if needed seek advice from the Children and Families helpdesk or Adults helpdesk</p> <p>Complete the Local Authority Safeguarding Vulnerable Groups Incident Report Form if required and submit to the local authority within 24 hours of making a contact</p> <p>Ensure that feedback from the Local Authority is received and their response recorded</p> <p>The local authority has a process for reporting and this must be adopted. Organisations will be expected to complete the local authorities initial contact form when informing them of a concern about a child. The use of this form and compliance with the policy will be mandatory and must be built into your policy.</p>
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<b>10. Allegations Management</b>	<p>Wightmore School of Dance recognises its duty to report concerns or allegations against its staff (paid or unpaid) within the organisation or by a professional from another organisation.</p> <p>The process for raising and dealing with allegations is as follows:</p> <p>Wightmore School of Dance recognises its legal duty to report any concerns about unsafe practice by any of its paid or unpaid staff to the Independent Safeguarding Authority (ISA), according to the ISA referral guidance document.</p>	<p>First step: Any member of staff (paid or unpaid) from Wightmore School of Dance is required to report any concerns in the first instance to the Principal. A written record of the concern will be completed by Sue Wightmore.</p> <p>Second step- contact local authority for advice.</p> <p>Third step – follow the advice provided</p>
<b>11. Monitoring</b>	<p>The organisation will monitor the following Safeguarding aspects: Wightmore School of Dance</p>	<p>The safeguarding aspects which would typically be monitored would include:</p> <ul style="list-style-type: none"> <li>• Safe recruitment practices</li> <li>• DBS checks undertaken</li> <li>• References applied for new staff</li> <li>• Records made and kept of supervision sessions</li> <li>• Training – register/ record of staff training on child/ vulnerable adult protection</li> <li>• Monitoring whether concerns are being reported and actioned</li> <li>• Checking that policies are up to date and relevant</li> <li>• Reviewing the current reporting procedure in place</li> <li>• Presence and action of designated senior manager responsible for Safeguarding is in post.</li> </ul>

<b>12. Managing information</b>	<p>Information will be gathered, recorded and stored in accordance with the following policies: Data Protection Policy.</p> <p>All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard children and vulnerable adults. The public interest in safeguarding children and vulnerable adults may override confidentiality interests. However, information will be shared on a need to know basis only, as judged by the Principal.</p> <p>All staff must be aware that they cannot promise service users or their families/ carers that they will keep secrets.</p>	
<b>13. Conflict resolution and complaints</b>	<p>Wightmore School of Dance is aware of the complaints procedure policy on resolution of professional disagreements in work relating to the safety of children and if necessary this will be taken forward by Christina Wightmore</p> <p>Conflicts in respect of safety of vulnerable adults will be taken forward by Christina Wightmore</p>	
<b>14. Communicating and reviewing the policy</b>	<p>Wightmore School of Dance will make clients aware of the Safeguarding Policy through the following means WSD Safeguarding Policy meeting each year</p> <p>This policy will be reviewed by Christina Wightmore every year and when there are changes in legislation.</p>	