

Safeguarding and Child Protection Policy

Introduction

Bodywork Company Performing Arts Cambridge, hereafter known as 'the College' fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2018). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Annex A' of 'Keeping Children Safe in Education' (September 2018) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with students and direct work with families all staff in College have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which young people can learn;
- Identify young people who may benefit from early help;
- Know what to do if a young person tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the College's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of young people who are students at the College. Our policy applies to all staff, paid and unpaid, working in the College including governors. Office staff as well as teachers can be the first point of disclosure for a young person. Concerned parents/carers may also contact the College and its governors.

It is consistent with the Safeguarding Children Board (SCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole College protective ethos;

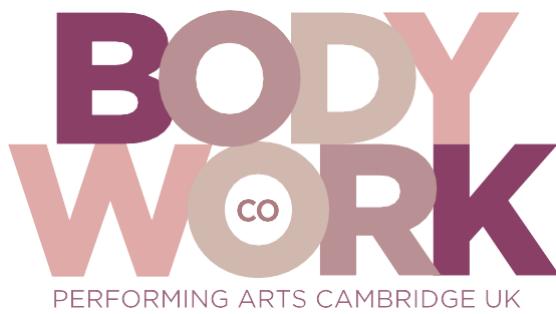
PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

SUPPORTING CHILDREN/YOUNG PEOPLE particularly those who may have been abused or witnessed

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PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN/YOUNG PEOPLE

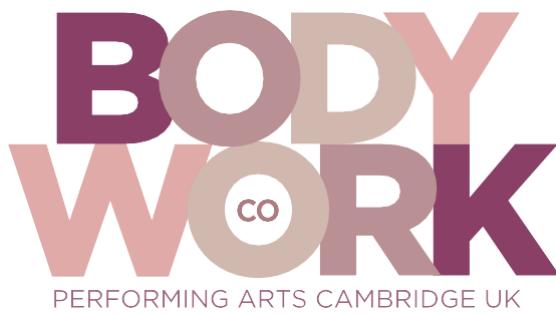
Processes are followed to ensure that those who are unsuitable to work with children and young people are not employed.

This policy is available to parents on request and is on the College website.

1.0 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The College will therefore:
 - 1.2.1 Establish and maintain an environment where young people feel safe in both the real and the virtual world and are encouraged to talk and are listened to.
 - 1.2.2 Ensure young people know that there are adults in the College whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
 - 1.2.3 Include in the curriculum activities and opportunities which equip young people with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.
 - 1.2.4 Include in the curriculum material which will help young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- 1.3 **Prevention of Peer on Peer Abuse**

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse.



- 1.3.1 **All forms of peer on peer abuse are unacceptable and will be taken seriously.**

The College will therefore:

- 1.3.2 Create a whole college protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.
- 1.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 1.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- 1.3.5 Include within the curriculum, information and materials that support young people in keeping themselves safe from abuse, including abuse from their peers and online.
- 1.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

2.0 PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Board 'Inter-Agency Procedures'. A copy of these procedures can be found on the SCB website: <http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/>.

2.2.1 The Designated Safeguarding Lead for Child Protection is:

Emma Kerr

2.2.2 The following members of staff have also received the Designated Person training:

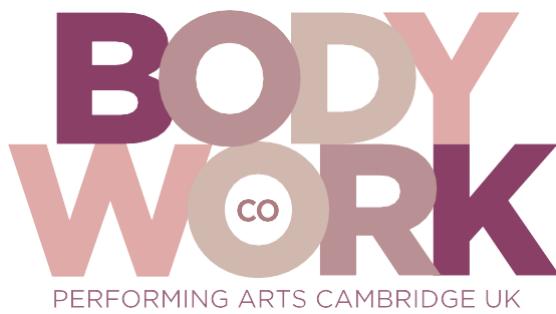
Stephanie Franklin

2.2.3 The nominated governor for Safeguarding and Child Protection is:

Nicky O'Connell

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The *Principal* will:

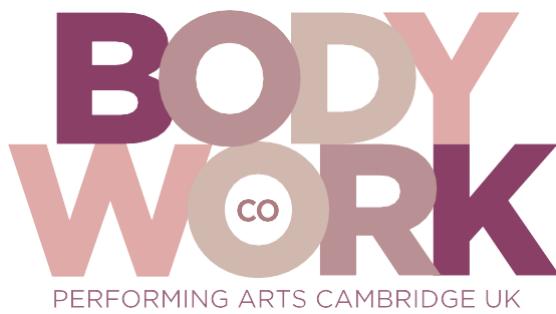
- 2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Designated Personnel, DP), the lead responsibility for child protection remains with the DSL and cannot be delegated.
- 2.3.2 Ensure that the role of DSL and DP is explicit in the role holder's job description.
- 2.3.3 Ensure that the DSL has the appropriate status and authority within the College to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B'). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.
- 2.3.4 Ensure that in addition to the formal training set out above, the DSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.
- 2.3.5** Ensure that every member of staff and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**. **Staff members are required to complete a log of concern form and pass it in person to DSL/DP immediately.**
- 2.3.6 Ensure that the DSL or DP are always available (during College hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DPs are not available. In exceptional circumstances, if the DSL/DP are not available, staff should consider speaking to a member of the senior leadership team and/or take advice from social care.
- 2.3.7 Nominate a governor for safeguarding and child protection who has undertaken appropriate training.



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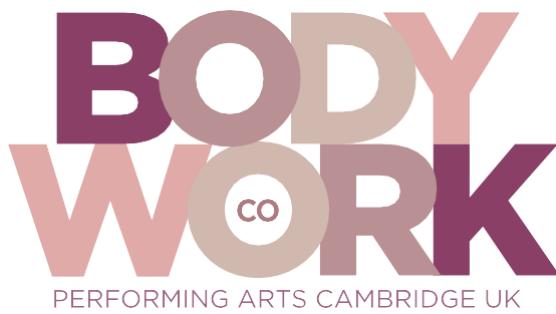




Ensure every member of staff and every governor knows:

- the name of the designated person/s and their role;
- how to identify the signs of abuse and neglect;
- how to pass on and record concerns about a student;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DP;
- that they have a responsibility to provide a safe environment in which young people can learn;
- where to find the Inter – Agency Procedures on the SCB website;
- their role in the early help process;
- the process for making referrals to children's social care.

- 2.3.9 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually**.
- 2.3.10 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to young people and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.3.11 Ensure that parents are informed of the responsibility placed on the College and staff in relation to child protection by setting out these duties in the College prospectus and website.
- 2.3.12 Ensure that this policy is available publicly either via the College website (<https://www.bodyworkcompany.co.uk>).



Liaison with Other Agencies

The College will:

- 2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all students.
- 2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups as necessary.
- 2.4.3 Notify the relevant Social Care Team immediately if:
 - it should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a student who is subject to a Child Protection Plan;
 - There is any change in circumstances to a student who is subject to a Child Protection Plan.
- 2.4.4 When a student who is subject to a child protection plan leaves, information will be transferred to the new placement immediately. The Child Protection Chair and Social Work Team will also be informed.

Record Keeping

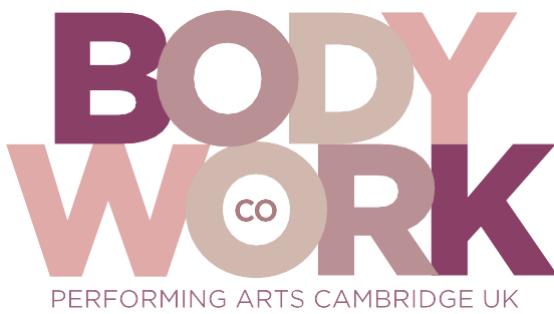
The College will:

- 2.5.1 Keep clear, detailed, accurate, written records of concerns about Young People (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- 2.5.2 Ensure all paper records are kept securely, separate from the main student file, and in a locked location.
- 2.5.3 Ensure all relevant child protection records are sent to the receiving placement or establishment when a student moves in accordance with 'Keeping Children Safe in Education' (September 2018) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

The DSL will consider whether it would be appropriate to share information with the new college in advance of a child leaving.

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Make parents aware that such records exist except where to do so would place the young person at risk of harm.

- 2.5.5 Ensure all actions and decisions are led by what is considered to be in the best interests of the young person.

2.6 Confidentiality and information sharing

- 2.6.1 The Data Protection Act 2018 does not prevent College staff from sharing information with relevant agencies, where that information may help to protect a young person.

The College will:

- 2.6.2 Ensure staff adhere to confidentiality protocols and that information is shared appropriately.
- 2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard young people, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- 2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a student or parent they will refer the request to the DSL or Principal.
- 2.6.5 Ensure staff are clear with young people that they cannot promise to keep secrets.

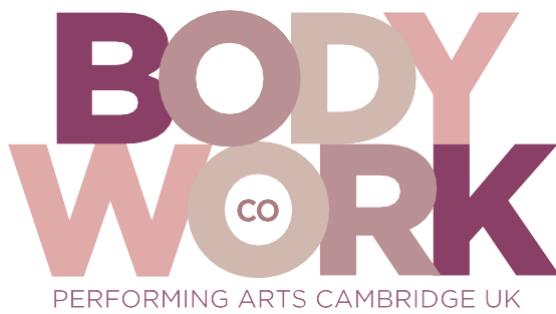
The Designated Safeguarding Personnel will:

Disclose information about a student to other members of staff on a 'need to know' basis. Parental consent may be required.

- 2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a young person at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a young person in a timely manner.
- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- 2.6.9 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

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Communication with Parents/Carers

The College will:

- 2.7.1 Ensure that parents/carers are informed of the responsibility placed on the college and staff in relation to child protection by setting out its duties in the College prospectus/website.
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.
- 2.7.3 Seek advice from Social Care if the College believes that notifying parents could increase the risk of harm to the young person. Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the young person has an injury.
- 2.7.4 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see 2.6.1)

2.8 Dealing with Sexual Violence and Sexual Harassment between children

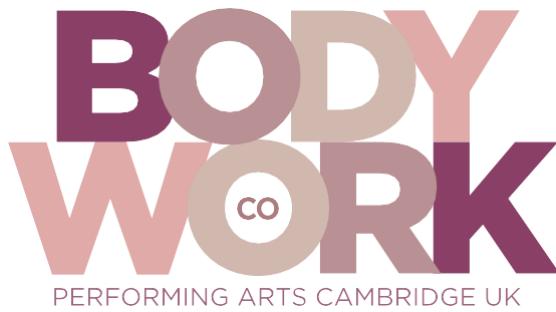
The College recognise that sexual violence and sexual harassment can occur between two young people of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The College will:

- 2.8.1 Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.8.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.8.3 Make decisions on a case-by-case basis.
- 2.8.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

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- 2.8.5 Implement measures to keep the victim, alleged perpetrator and if necessary other young people and staff members, safe. Record any risk assessments and keep them under review.
- 2.8.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.8.7 Liaise closely with external agencies, including police and social care, when required.
- 2.8.8 Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2018), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

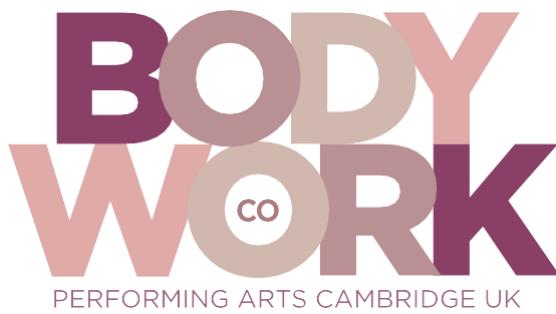
3.0 SUPPORTING YOUNG PEOPLE

The College recognises that **any** young person may be subject to abuse and neglect and as such will support all young people by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the College's safer working practices policy effectively (Staff Conduct) will agree on a consistent approach, which focuses on the behaviour of the young person but does not damage the student's sense of self-worth. The College will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaising with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.5 Developing productive and supportive relationships with parents/carers.
- 3.6 The College recognises that whilst **any** young person may benefit from early help, staff are encouraged to consider the wider environmental factors present in a young person's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those:

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3.6.1 Young people with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, young people with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. College staff who deal with young people with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

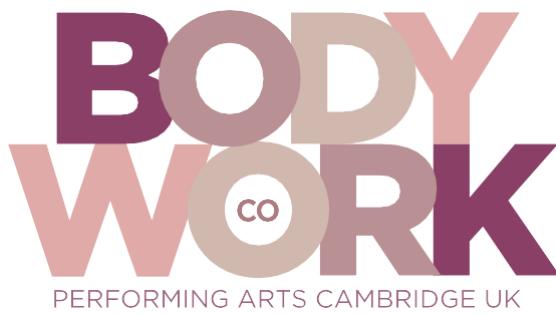
The College will support staff to decide appropriate strategies that will reduce anxiety for the individual and raise self-esteem as part of an overall support plan agreed with the young person/parent/carers as appropriate.

As part of the Wellbeing curriculum, staff will teach/reinforce young people personal safety skills commensurate with their age, ability and needs.

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3.6.2 Young Carers

The College recognises that young people who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

College will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.6.3 Children at Risk of Criminal Exploitation

Criminal exploitation of Young people is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

College will address indicators of student criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Personnel will complete the SCB Child Exploitation Checklist and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The College recognises that young people who go missing can be at increased risk of criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to young people who go missing, particularly on repeat occasions – (see 3.6.4).

3.6.4 Children Frequently Missing Education

College recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

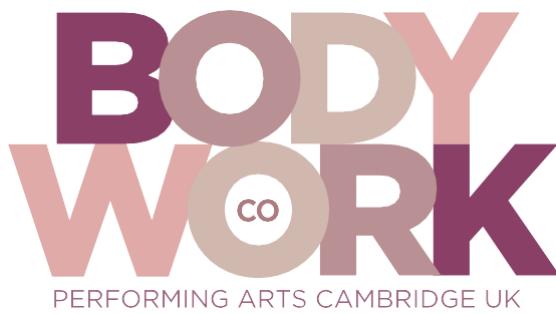
The College monitors attendance of individual students closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The College endeavours to hold more than one emergency contact for each student to provide additional options to make contact with a responsible adult when a young person missing in education is identified as a welfare and/or safeguarding concern.

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When a child is missing from education, the College follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The College will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.6.5 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the College will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the young person is perceived to be at risk of harm through any substance associated with criminality

3.6.6 Children at Risk of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

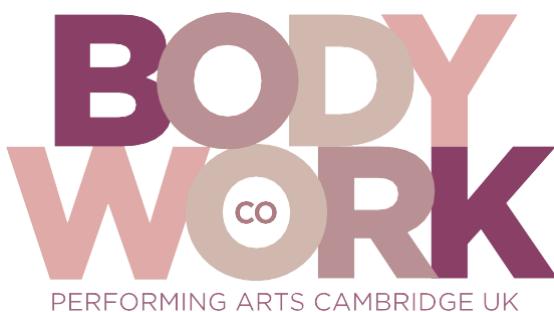
Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the SCB Child Exploitation Checklist and refer to Social Care if there is a concern that a young person may be at risk of CSE.

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The College recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

3.6.7 Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children and young people, especially when combined with other features such as domestic violence.

When the College receives information about drug and alcohol abuse by a child's/young person's parents/carers they will follow appropriate procedures.

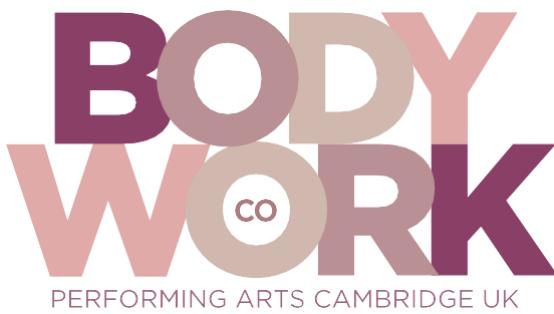
This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Young people exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.6.8 Young People Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The College recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children/young people in their personal relationships as well as in the context of home life.



Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The College will vigilantly monitor the welfare of children/young people living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

3.6.9 Children/Young People at risk of 'Honour- Based' Violence including Female Genital Mutilation

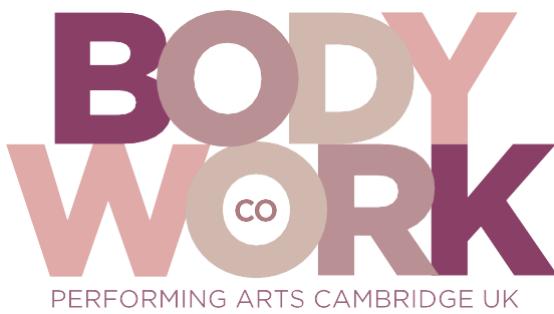
So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The College takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child or young people is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the student's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

3.6.10 Children/ Young People who have returned home to their family from care

The College recognises that a previously looked after child/young person potentially remains vulnerable. College will vigilantly monitor the welfare of previously looked after children/young people, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Board 'Inter - Agency Procedures.'



3.6.11 Children/Young People showing signs of Abuse and/or Neglect

College recognise that experiencing abuse or neglect may have an adverse impact on those children/young people which may last into adulthood without appropriate intervention and support. College may be the only stable, secure and predictable element in the lives of children/young people at risk. Children/young people who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children/young people may develop abusive behaviours and that these children/ young people may need to be referred on for appropriate support and intervention.

College will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.6.12 Children/Young People at Risk of Radicalisation

College recognises that children/young people are vulnerable to extremist ideology and radicalisation and that protecting children/young people from this risk forms part of the College's safeguarding response.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

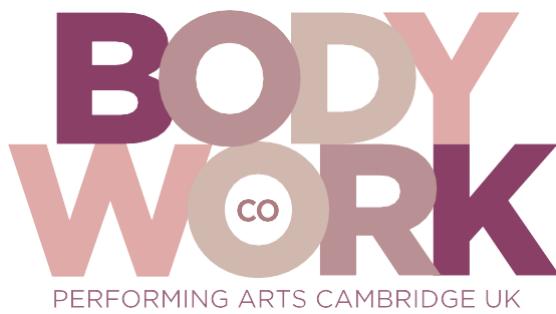
Staff are required to be alert to changes in children's/young people's behaviour which could indicate they need help or protection. Concerns that a child/young person is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.6.13 Privately Fostered Children/Young People

Private fostering is when a child/young person under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The College will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.



3.6.14 Children/Young People who have Family Members in Prison

The College is committed to supporting children and young people who have a parent or a close relative in prison and will work with the family to find the best ways of supporting the child/young person.

The College recognises that children/young people with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The College will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

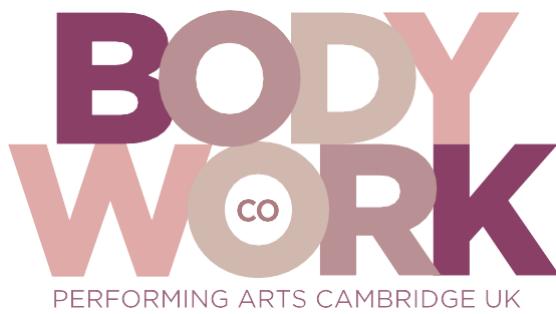
The College will work with the family and the child/young person to minimise the risk of the child/young person not achieving their full potential.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/YOUNG PEOPLE

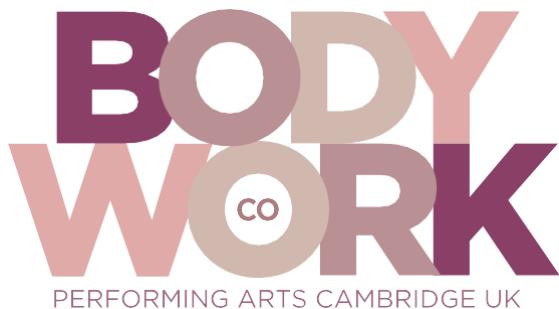
- 4.1 The College will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2018). This section should be read in conjunction with the College's Safer Recruitment Policy.
- 4.2 Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The College will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2018).
- 4.3 The College will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2018)
- 4.4 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Principal or Chair of Governors should **not** seek to interview the child/ren/young person(s) or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

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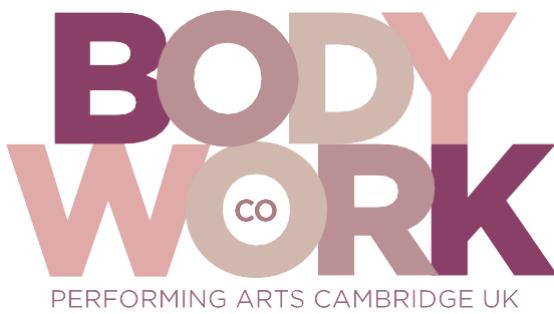
- 4.5 The College will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the College and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.6 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 4.7 Consideration must be given to the needs of the child/young person and a recognition that a child /young person may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child/young person to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 4.8 The College will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.9 All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (October 2015).
- 4.10 The College will ensure that staff are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 4.11 The College will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.



5.0 OTHER RELATED POLICIES AND PROCEDURES

5.1 This policy links to our:

- Anti-bullying policy
- Attendance policy
- Complaints procedure
- Equality policy
- First Aid policy
- Health and Safety policy
- Online Safety and Acceptable Use policy
- Other Sites Policy
- Physical Correction Policy
- Safer Recruitment policy
- Staff Code of Conduct/Safer Working Practice
- Staff Discipline and Grievance procedures
- Whistleblowing policy



6.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 6.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children and young people. It aims to ensure that the policies, procedures and training in College are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and child protection who will take leadership responsibility for the College's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the full governing body, and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the College's website.
- Ensure that children's and young people's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's and young people's wishes and feelings are taken into account where there are safeguarding concerns.

This policy was ratified on

And will be reviewed on

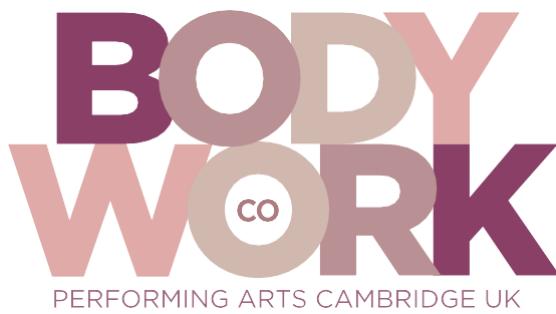
Signed by the Principal

Chair of Governors

Designated Safeguarding Lead

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Appendix A

Four categories of 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.

Neglect - 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 occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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 care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

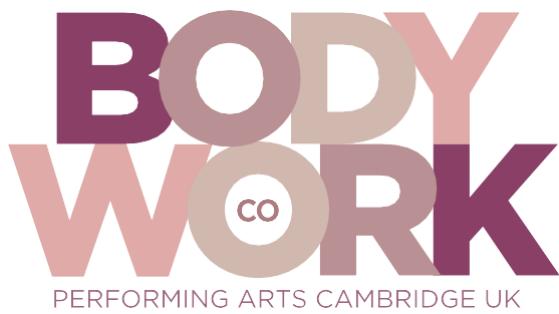
It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

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It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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.

This may involve:

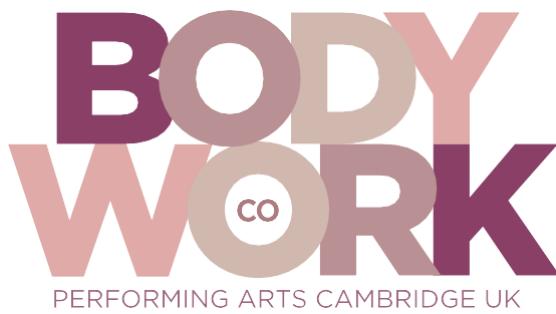
- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.

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Appendix B

Useful Contacts

Education Safeguarding Team – ECPSGeneral@cambridgeshire.gov.uk

Early Help Hub (EHH) Tel: 01480 376666

Customer Service Centre – referrals Tel: 0345 045 5203

Emergency Duty Team (Out of hours) Tel: 01733 234724

Police Child Abuse Investigation Unit Tel: 101

Local Authority Designated Officer (LADO) Tel: 01223 727967

Amanda Harrison

Lynn Chesterton

Named Senior Officer for allegations

Education Adviser - Chris Meddle Tel: 01223 703564

Education Adviser – Diane Stygal Tel: 01223 507115

Cambridgeshire and Peterborough Safeguarding Children Board – Safeguarding Inter-Agency Procedures
<http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/>

Relevant Documents

“Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools” (July 2018)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (October 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

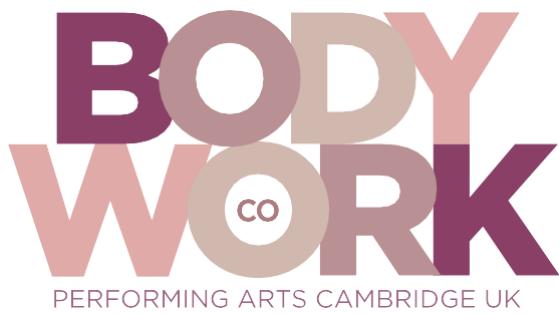
“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

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"Sexting in schools and colleges: Responding to incidents and safeguarding young people" published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

"Sexual violence and sexual harassment between children in schools and colleges" (May 2018)

"What to do if you're worried a child is being abused: Advice for practitioners" (March, 2015)

"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (July 2018)

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