



## **SOCIETY DANCE ACADEMY**

### **Safeguarding Children/Child Protection Policy Statement**

#### **Introduction 1.1**

This document is the Safeguarding Children and Vulnerable Adults Policy for SOCIETY DANCE ACADEMY which will be followed by all members of the organisation and followed and promoted by those in the position of leadership within the organisation.

1.2 Individual agencies are responsible for ensuring that their employees are competent and confident in carrying out their responsibilities for safeguarding and promoting children's welfare and vulnerable adults.

1.3 The purpose of the organisation is the delivery of dance education and activities.

1.4 We know that being a young person makes them vulnerable to abuse by adults.

The purpose of this policy is to make sure that the actions of any adult in the context of the work carried out by the organisation are transparent and safeguard and promote the welfare of all young people.

1.5 This document is written in accordance with the LLC Safeguarding Children and Vulnerable Adults Policy and Working Together to Safeguard Children (2013).

6. Principles upon which the Safeguarding Children and Vulnerable Adults Policy is based:

- The welfare of a child, young person and vulnerable adults will always be paramount
- The welfare of families will be promoted
- The rights, wishes and feelings of children, young people and vulnerable adults and their families will be respected and listened to Keeping safe from harm requires people who work with children and vulnerable adults to share information.
- Those people in positions of responsibility within the organisation will work in accordance with the interests of children, vulnerable adults and young people and follow the policy outlined below;

2. Safeguarding Children and Vulnerable Adults Policy

2.1 Immediate Action to ensure Safety Immediate action may be necessary at any stage in involvement with children and vulnerable adults and families.

IN ALL CASES IT IS VITAL TO TAKE WHATEVER ACTION IS NEEDED TO SAFEGUARD THE CHILD OR CHILDREN AND/OR VULNERABLE ADULTS CONCERNED i.e.:

- If emergency medical attention is required this can be secured by calling an ambulance (dial 999) or taking a child to the nearest Accident and Emergency Department.
- If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via their powers to use Police Protection.

2.2 Recognition of Abuse or Neglect Abuse and neglect are forms of maltreatment of a child and/or vulnerable adults. Somebody may abuse or Neglect a child and/or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Children and vulnerable adults 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.

2.3 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.

2.4 Emotional Abuse Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children and vulnerable adults that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. 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. It may involve serious bullying, causing children and vulnerable adults 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 ill treatment of a child and/or vulnerable adult though it may occur alone.

## 2.5 Sexual Abuse

Sexual abuse involves forcing or enticing a child, young person and/or vulnerable adult to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children and vulnerable adults in looking at, or in the production of, sexual online

images, watching sexual activities, or encouraging children and vulnerable adults to behave in sexually inappropriate ways.

2.6 Neglect Neglect is the failure to meet a child's and/or vulnerable adult basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 care-givers)
- Ensure access to appropriate medical care or treatment it may also include Neglect of, or unresponsiveness to, a child's and/or vulnerable adult basic emotional needs.

2.7 Individuals within the organisation need to be alert to the potential abuse of children and vulnerable adults both within their families and also from other sources including abuse by members of that organisation.

2.8 The organisation should know how to recognise and act upon indicators of abuse or potential abuse involving children and vulnerable adults and where there are concerns about a child's welfare. There is an expected responsibility for all members of the organisation to respond to any suspected or actual abuse of a child in accordance with these procedures.

2.9 It is good practice to be as open and honest as possible with parents/carers about any concerns. However, you **MUST NOT** discuss your concerns with parents/carers in the following circumstances:

- Where Sexual Abuse or sexual exploitation is suspected
- Where organised or multiple abuse is suspected
- Where there are concerns a child may be at risk of Female Genital Mutilation
- Where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- Where contacting parents/carers would place a child, yourself or others at immediate risk

2.10 These decisions should not be taken in isolation. Consult with your senior manager/line manager/designated teacher.

3. What to do if Children and Vulnerable Adults talk to you about abuse or neglect

3.1 It is recognised that a child and/or vulnerable adult may seek you out to share information about abuse or Neglect, or talk spontaneously individually or in groups when you are present. In these situations YOU MUST:

- Listen carefully to the child and/or vulnerable adult. DO NOT directly question the child
- Give the child and/or vulnerable adult time and attention.
- Allow the child and/or vulnerable adult to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information you have been given taking care to record the timing, setting and people present, the child's and/or vulnerable adult's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's and/or vulnerable adult's own words where possible.
- Explain that you cannot promise not to speak to others about the information they have shared - do not offer false confidentiality.
- Reassure the child and/or vulnerable adult that: o they have done the right thing in telling you; o they have not done anything wrong;
- Tell the child and/or vulnerable adult what you are going to do next and explain that you will need to get help to keep him/her safe.
- DO NOT ask the child and/or vulnerable adult to repeat his or her account of events to anyone if you have a Child and/or vulnerable adult protection concern you should:

#### 4. Consult about your concern

4.1 Because of your observations of, or information received you may become concerned about a child and/or vulnerable adult who has not spoken to you.

4.2 It is good practice to ask a child and/or vulnerable adult why they are upset or how a cut or bruise was caused, or respond to a child and/or vulnerable adult wanting to talk to you. This practice can help

Clarify vague concerns and result in appropriate action.

4.3 If you are concerned about a child and/or vulnerable adult you must share your concerns. Initially you should talk to one of the people designated as responsible for child and/or vulnerable adult protection within your organisation. In this organisation this person is **Erdan Xhaferi Tel: .07863387313**

**4.5 You should consult with your local Social Care Duty & Investigation Team in the area where the child and/or vulnerable adult resides, in the following circumstances:**

- When you remain unsure after internal consultation as to whether child and/or vulnerable adult protection concerns exist

- When there is disagreement as to whether child and/or vulnerable adult protection concerns exist
- When you are unable to consult promptly or at all with your designated internal contact for child and/or vulnerable adult protection
- When the concerns relate to any member of the organising committee

4.6 Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Social Care or the Police should progress.

## 5. Make a Referral

5.1 A referral involves giving Social Care or the Police information about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action.

5.2 Parents/carers should be informed if a referral is being made except in the circumstances outlined in section 2.9.

5.3 However, inability to inform parents for any reason should not prevent a referral being made. It would then become a joint decision with Social Care about how and when the parents should be approached and by whom.

### 5.4

- If your concern is about harm or risk of harm from a family member or someone known to the children and/or vulnerable adults, you should make a telephone referral to the Safeguarding officer.
- If your concern is about harm or risk of harm from someone not known to the child and/or vulnerable adult family, you should make a telephone referral directly to the Police.
- If your concern is about harm or risk of harm from an adult in a position of trust see

5.5 Information required when making a referral be prepared to give as much of the following information as possible (in emergency situations all of this information may not be available). Unavailability of some information should not stop you making a referral.

- Your name, telephone number, position and request the same of the person to whom you are speaking.
- Full name and address, telephone number of family, date of birth of child and/or vulnerable adult and siblings. • Gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others.

- The names of professionals known to be involved with the child/family and/or vulnerable adult e.g.: GP, Health Visitor, School.

Section 6: Allegations against Adults Who Work With Children.

- If your concern is that a child and/or vulnerable adult or their family need additional help or support, you should contact our designated safeguard officer see details below.

### **Section 7: Bullying / Cyberbullying**

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

#### **Verbal abuse:**

- name-calling
- saying nasty things to or about a child or their family.

#### **Physical abuse:**

- hitting
- pushing
- physical assault.

#### **Emotional abuse:**

- making threats
- undermining
- excluding a young person from a friendship group or activities.

#### **Cyberbullying/online bullying:**

- excluding a young person from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular young person

- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

## **Recognising and responding to bullying**

### **Signs and indicators**

Indicators that a child could be experiencing bullying include:

- being reluctant to go to school or attend activities
- being distressed or anxious
- losing confidence and becoming withdrawn
- having problems eating and/or sleeping
- having unexplained injuries
- changes in appearance
- changes in performance and/or behaviour at school.

Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.

## **Preventing Bullying**

- holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying •
- Regular discussions with staff, volunteers, children, young people and families will focus on:
- group members' responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

## **Responding to a Incident**

- listen to all the children involved to establish what has happened
- record details of the incident and any actions you've taken
- inform your nominated child protection lead
- inform parents and carers (unless doing so would put a child at further risk of harm)
- provide support to the child/children being bullied, children who witnessed the bullying and the child/children who has been accused of bullying
- ask the child/children who have been bullied what they would like to happen next
- consider appropriate sanctions for children that have carried out bullying
- continue to monitor the situation even if the situation has been resolved.

## **When responding to online bullying:**

- make sure children know not to retaliate online or reply to any bullying messages
- make sure children understand how they can take steps to prevent online bullying from happening again, for example by changing their contact details, blocking contacts or leaving a chat room
- ask the child if they have shared the bullying content with anyone else (if so, who).

If bullying content has been circulated online, take action to contain it:

- if appropriate, ask the person responsible to remove the content
- contact the host (such as the social networking site) and ask them to take the content down
- contact the [NSPCC helpline](#) for advice about what to do.

If the content is illegal, contact the police who can give advice and guidance.



## **Reporting**

If you have a concern about bullying, you should follow Academy reporting procedures in the **ANTI-BULLYING POLICY** as soon as possible.

[https://546e1707-ea4b-4520-94e8-a35a44a0a833.filesusr.com/ugd/2d9b24\\_dc75027a10434b7dae7cf3a992d32dbb.pdf](https://546e1707-ea4b-4520-94e8-a35a44a0a833.filesusr.com/ugd/2d9b24_dc75027a10434b7dae7cf3a992d32dbb.pdf)

If you think a child is in immediate danger, contact the police on **999**. If you're worried a child is at risk of serious harm but they are not in immediate danger, you should share your concerns.

- **Contact the NSPCC Helpline** on **0808 800 5000** or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Our trained professionals will talk through your concerns with you and give you expert advice.
- **Contact your local child protection services.** Ealing Council Children and families on 020 8825 8000 Contact the police.

Services will risk assess the situation and take action to protect the child as appropriate either through statutory involvement or other support. This may include making a referral to the local authority.

### **The Designated Safeguard Lead Availability.**

- During term and any other time the designated safeguarding Lead should always be available for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding officer would be expected to be available in person, it is a matter for individual establishments, working with the designated safeguarding officer, to define what "available" means and whether in exceptional circumstances availability via phone other such mediums is acceptable.
- Review our policy and good practice annually.
- Share information about concerns with agencies who need to know and involving parents and children appropriately.
- Ensure that the all members of staff appointed from December 2012 are vetted by the DBS (disclosure and Barring Service) Previously CRB and ISA, who have now merged to form the DBS, in accordance with their guidelines, check all staff and volunteers with responsibility for children. All existing members of staff have a valid enhanced disclosure provided by the CRB.
- Develop best practice in relation to the recruitment of all workers (paid staff and volunteers).
- Provide opportunities for all workers to develop their skills and knowledge by providing information, guidance and training

### **We will ensure that staff and volunteers:**

- are carefully selected, screened, trained and supervised according to our Safer recruitment policy – including checks being made of identity, right to work in the United Kingdom, proofs of address, qualifications, references and overseas criminal background checks if required.
- are aware of the problem of child abuse
- *safeguard* children from abuse through good practice

- *report* all concerns about possible abuse
- *report all incidents in writing to Society Dance Academy*
- *respond* appropriately when abuse is discovered or suspected
- are aware of **Ealing's child protection policies and procedures**.
- understand their obligations to report care or protection concerns about a child/young person, to the organisations designated Safeguarding Officer for child protection by providing training and guidance
- receive information on the relevant legislation that the organisation must adhere to, for example the **Children's Act 2004, Keeping Children Safe in Education, (Sep 2018)**, and **Working Together To Safeguard Children (Mar 2015)**.

**SOCIETY DANCE ACADEMY adheres to Ealing's Child Protection Procedures and Policies (the Yellow Book & London Safeguarding Children's Board) and the code of conduct they outline.**

## **CHILD PROTECTION RECORDS RETENTION AND STORAGE**

**According to Data Protection principles, records containing personal information should be:**

- adequate, relevant and not excessive for the purpose(s) for which they are held
- accurate and up to date
- only kept for as long as is necessary (Information Commissioner's Office, 2019).

**The introduction of the General Data Protection Regulation (GDPR) in 2018 does not change the way safeguarding records should be stored and retained.**

**SOCIETY DANCE ACADEMY must:**

- know the reason why it's keeping records about children and/or adults (for example, because they relate to safeguarding concerns)
- assess how long it needs to keep the records for
- have a plan for how and when the records will be destroyed.
- keep personal information secure.

**SOCIETY DANCE ACADEMY will:**

- compile and label files carefully
- keep files containing sensitive or confidential data secure and allow access on a 'need to know' basis
- keep a log so you can see who has accessed the confidential files, when, and the titles of the files they have used.

If SOCIETY DANCE ACADEMY is creating records about the young people and/or adults who take part in its activities, it will make sure they understand what records we hold, why we need to hold them and who we might share their information with (for example as part of a multi-agency safeguarding team) (Information Commissioner's Office, 2017).

If SOCIETY DANCE ACADEMY is keeping records for safeguarding reasons, we don't necessarily need to get consent from the adults and/or children concerned.

### **Storage of safeguarding records**

Whether SOC!ETY DANCE ACADEMY's safeguarding records are recorded electronically or paper-based, they will be kept confidential and stored securely.

### **Electronic files will be password protected and stored on computers with protection against hackers and viruses.**

- Information about safeguarding concerns and referrals will be kept in a separate safeguarding file for each child. The safeguarding file will be started as soon as you become aware of any concerns.
- Safeguarding files will be kept separate from a child's general records.
- If The Oakes Holiday Centre needs to share records (within The Oakes Holiday Centre or externally), these will be kept confidential. There will be use of passwords and encryption when sharing electronic files.
- If volunteers use their personal computers to make and store records, there will be clear agreement to ensure the records are being stored securely.

### **Photography and Film**

#### **We recognise that:**

- sharing photographs and films of our activities can help us celebrate the successes and achievements of our children and young people, provide a record of our activities and raise awareness of our organisation
- the welfare of the children and young people taking part in our activities is paramount
- children, their parents and carers have a right to decide whether their images are taken and how these may be used, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- consent to take images of children is only meaningful when children, their parents and carers understand how the images will be used and stored, and are fully aware of the potential risks associated with the use and distribution of these images
- there are potential risks associated with sharing images of children online.

More information about this is available from [learning.nspcc.org.uk/research-resources/briefings/photography-sharingimages-guidance](https://learning.nspcc.org.uk/research-resources/briefings/photography-sharingimages-guidance)

We will seek to keep children and young people safe by:

- always asking for written consent from a child and their parents or carers before taking and using a child's image
- always explaining what images will be used for, how they will be stored and what potential risks are associated with sharing images of children
- making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published
- changing the names of children whose images are being used in our published material whenever possible (and only using first names if we do need to identify them)

- never publishing personal information about individual children and disguising any identifying information (for example the name of their school or a school uniform with a logo)
- making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)
- reducing the risk of images being copied and used inappropriately by:
- only using images of children in appropriate clothing
- avoiding full face and body shots of children taking part in activities where there may be a heightened risk of images being misused
- using images that positively reflect young people's involvement in the activity.

We will also develop a procedure for reporting the abuse or misuse of images of children as part of our safeguarding procedures. We will ensure everyone involved in our organisation knows the procedures to follow to keep children safe.

### **Photography and/or filming for personal use**

When children themselves, parents, carers or spectators are taking photographs or filming at our events and the images are for personal use.

This includes:

- reminding parents, carers and children that they need to give consent for SOC!ETY DANCE ACADEMY to take and use their images
- asking for photos taken during the event not to be shared on social media
- recommending that people check the privacy settings of their social media account to understand who else will be able to view any images they share
- reminding children, parents and carers who they can talk to if they have any concerns about images being shared.

### **Photography and/or filming for SOCIETY DANCE ACADEMY's use**

We recognise that our staff may use photography and filming as an aid in teaching. However, this should only be done with SOC!ETY DANCE ACADEMY's permission and using our equipment.

Children, young people, parents and carers must also be made aware that photography and filming is part of the programme and give written consent.

If we hire a photographer for one of our events, we will seek to keep children and young people safe by:

- providing the photographer with a clear brief about appropriate content and behaviour
- ensuring the photographer wears identification at all times

- informing children, their parents and carers that a photographer will be at the event and ensuring they give written consent to images which feature their child being taken and shared
- not allowing the photographer to have unsupervised access to children
- not allowing the photographer to carry out sessions outside the event or at a child's home
- reporting concerns regarding inappropriate or intrusive photography following our child protection procedures.

### **Photography and /or filming for wider use**

If people such as local journalists, professional photographers (not hired by SOC!ETY DANCE ACADEMY) or students wish to record one of our events and share the images professionally or in the wider world, they should seek permission in advance.

They should provide:

the name and address of the person using the camera

the names of children they wish to take images of (if possible)

the reason for taking the images and/or what the images will be used for

a signed declaration that the information provided is valid and that the images will only be used for the reasons given.

SOC!ETY DANCE ACADEMY will verify these details and decide whether to grant permission for photographs/films to be taken. We will seek consent from the children who are the intended subjects of the images and their parents and inform the photographer of anyone who does not give consent.

At the event we will inform children, parents and carers that an external photographer is present and ensure they are easily identifiable.

If SOC!ETY DANCE ACADEMY is concerned that someone unknown to us is using their sessions for photography or filming purposes, we will ask them to leave and (depending on the nature of the concerns) follow our child protection procedures.

### **Storing images**

We will store photographs and videos of children securely, in accordance with our safeguarding policy and data protection law.

We will keep hard copies of images in a locked drawer and electronic images in a protected folder with restricted access.

We will never store images of children on unencrypted portable equipment such as laptops, memory sticks and mobile phones.

SOCIETY DANCE ACADEMY does not permit staff and volunteers to using any personal equipment to take photos and recordings of children. Only cameras or devices belonging to SOCIETY DANCE ACADEMY should be used.

**SOCIETY DANCE ACADEMY Designated Safeguarding Lead has the responsibility to:**

### **Responsibilities of Staff and Volunteers**

1. Ensure that effective communications and liaison with social services and other agencies takes place as appropriate in the event of staff having child protection concerns about a student.
2. Ensure that all staff, and others undergo a level 1 safeguard training course and maintain regular contact with pupils, have regular two – yearly training on child abuse and its main indicators together with annual internal updates. Ensure that all staff are aware of their own safeguarding/child protection responsibilities and those of the Academy.
3. Ensure that all new members of staff are trained as soon as possible after joining the academy.
4. Ensure that the Designated Safeguarding Officer are re-trained every two years to level 3 standards, or any other standard required by regulations.
5. Review annually the Safeguarding/Child Protection policy and the efficiency with which related duties have been discharged.
6. Ensure that all incidents are recorded in the “Incident log” book.

### **Supporting Children**

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self- worth.

We recognise that the establishment may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

## **SOCIETY DANCE ACADEMY will support all children by:**

- Encouraging self-esteem and self-assertiveness, through our classes as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.

‘Safeguarding & the General Data Protection Regulation (GDPR): GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children’s Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk.’

### **Confidentiality**

We recognise that all matters relating to child protection are confidential.

The Designated Safeguarding Officer will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area

### **Supporting Staff**

We recognise that staff who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead(s) and to seek further support as appropriate.

### **Whistle-blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

## **Anti - Radicalisation**

The Counter- Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and the other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Staff should be alert to the possibility of this happening and, if needed, should refer their concerns immediately to the Designated Safeguarding Officer. To enable staff to be extra vigilant and receptive to the early signs of Radicalisation, they will undertake training on the "**Prevent Agenda**".

SOCIETY DANCE ACADEMY must be aware and be expected to assess the risk of children being drawn into terrorism, including support from extremist ideas that are part of terrorist ideology. The school must also be aware and understand when it is appropriate to make a referral to the Channel Programme aimed at identifying the children that are vulnerable to radicalisation.

Staff should be aware that children and young people may be vulnerable to the following issues:

- child sexual exploitation (**CSE**)
- bullying including cyberbullying ·domestic violence
- drugs
- prevented from attending school (**CME**)
- fabricated or induced illness
- faith abuse
- female genital mutilation (**FGM**)
- forced marriage (**FM**)
- gangs and youth violence
- gender-based violence/violence against women and girls (**VAWG**)
- mental health
- private fostering
- Preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- Missing Children and Adults
- Domestic Violence
- Drugs
- Children Missing from Home or Care
- Hate



## **Prevention**

We recognise that the fact that everyone plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adult's, supportive friends and an ethos of protection.

SOCIETY DANCE ACADEMY will therefore:

Work to establish and maintain an ethos where children feel safe, secure and are encouraged to talk and are always listened to.

Ensure that all children know there is an adult whom they can approach if they are worried or in difficulty.

Ensure all staff are aware of SOCIETY DANCE ACADEMY guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks

## **Procedures**

### **A member of staff aware of or suspecting abuse:**

1. Must listen carefully to the child, be supportive and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
2. Responses should be calm and non- judgemental, questions should be open-ended. Is there anything else you want to tell me? Yes? And? Staff must not ask leading questions, that is, a question which suggests its own answer. Use words: "Tell", "Explain", "Describe", never "Why".
3. Must reassure the child but never give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information on to the Safeguard Officer who will ensure that the correct action is taken.
4. Must keep sufficient written records of all conversations and ensure that this information is written down immediately. The written record should include: the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. Include any observations on noticeable non- verbal behaviour and actual words used by the child. The written record should be signed by the person making it and should contain their full name, not initials (only the child(ren) should be referenced to by initials).
5. Must hand the record immediately to the Designated Safeguarding Officer/Lead.

All evidence, (eg, scribbled notes, mobile phones containing text messages, clothing, and computers) must be safeguarded and preserved.

## **Five Messages to convey to a child who has disclosed abuse-**

1. "I believe you"

Children rarely lie about abuse (especially sexual abuse). Your role is not to determine the validity of the disclosure.

2. "It's not your fault"

It is always the adult's responsibility - but avoid condemning the alleged abuser – especially if it is a family member.

3. "I'm glad you told me". Children who talk about.....are less likely to be affected.

4. "I'm sorry this happened"

5. "I'm going to help you"

But do **NOT** make promises you may not be able to keep – especially with regard to confidentiality – you must report the disclosure, do not make blanket claims, e.g. avoid "Everything will be alright".

## **Action by the Designated Safeguarding Officer**

**Within 24 hours of receipt of information about abuse or suspected abuse, the Designated Safeguarding Officer must report the matter to the Social Services Department which will investigate the issue and advise on the action that must take, and in conjunction with the Social Services Department make arrangements to inform the individual Safeguarding Authority if appropriate.**

Advice of the LADO (or Local Authority Designated Officer) must be sought if required. Ealing LEA now has a single referral service response centre (**Tel: 020 8825 8000 Ealing Children's Integrated Response Service- ECIRS**).

The parent's and pupil will be informed in writing/ verbally of the referral to the Social Services Department only after advice is given by the Social Services Department.

The Designated Safeguarding Officer will advise the Social Services Department of any serious allegation of abuse against a pupil.

## **Allegations about members of staff**

Allegations against members of staff come through a variety of routes:

- Parents contact the academy to make a complaint.

- Police discover that a person that they are investigating is a member of education staff.
- Children and young people may tell a member of staff that they are subjected to abuse by a member of staff.

**If a member of staff has:**

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against a child
- Behaved towards a child in a way that indicates he or she is unsuitable to work with children.

SOC!ETY DANCE ACADEMY Designated Safeguarding Officer must report the matter to the Local Authority Designated Officer or LADO within 24 hours of the allegation having been made. The following details must be given:

- If SOC!ETY DANCE ACADEMY has already acted on it and what has been done.
- Whether the parent of the child has been informed.
- Name, date of birth and address of member of staff and of child/children involved.
- Whether there were any witnesses.

**Informing Parents**

Parents should be informed as soon as possible. SOC!ETY DANCE ACADEMY should assure parents that they are taking the issue seriously and inform them of their rights:

- If there is indication that the child may have been assaulted the parent has the right to go to the police.
- Parents may decide they do not want to report to the police. However, the LADO will in most cases need to consult the police who may contact the parents to check their decision.

**Recognising signs of child abuse**

**Children may:**

- Feel ill in the mornings
- Begin truanting
- Begin doing poorly in their school work
- Become withdrawn, start stammering, lack confidence

- Become distressed and anxious, stop eating
- Attempt or threaten suicide
- Cry themselves to sleep, have nightmares
- Refuse to talk about what's wrong
- Have unexplained bruises, cuts, scratches
- Begin to bully other children, siblings
- Become aggressive and unreasonable

#### **Categories of Abuse:**

- Abuse
- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### **Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation (**CSE**).
- Children Missing Education (**CME**)

#### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the Designated Safeguarding Officer), (or in the absence of all those
- individuals, an experienced colleague)
- May require consultation with and or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

**In an abusive relationship the child may:**

- Appear frightened of the parents
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

**The parent or carer may:**

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

**Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

**Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Unclear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner"- difficulty relating to others

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

## **Developmental Sexual Activity**

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

## **Inappropriate Sexual Behaviour**

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management and intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy or where one participant relies on an unequal power base.

## **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- **Consent** - agreement including all the following:
  1. Understanding that is proposed based on age, maturity, development level, functioning and experience
  2. Knowledge of society’s standards for what is being proposed
  3. Awareness of potential consequences and alternatives
  4. Assumption that agreements or disagreements will be respected equally
  5. Voluntary decision
  6. Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:



- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, when accompanying weight loss
- Child thrives away from the environment
- Child frequently absent from school **(CME)**
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### **Children Missing Education (CME)**

Should any member of staff at SOC!ETY DANCE ACADEMY become aware that a child is not in education or being home schooled, this should be reported to the DSL who in turn will report the concern to the LEA.

### **Child Sexual Exploitation (CSE)**

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

#### **Signs include:**

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

Sexual exploitation can take many forms ranging from the seemingly "consensual" relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Sexting as a safeguarding issue** - information for staff - the basics that you need to know

NB: The current recommended term used to describe 'sexting' is 'Youth Produced Sexual Imagery', but the shorter term 'sexting' is retained in this policy as it is more widely known and understood.

### **What is it?**

Sexting is taking a sexually explicit photograph and texting (sharing) it via your mobile phone to others. Sexually explicit content can easily be distributed between people, through the use of smartphones, the Internet and through online social networking sites.

Why is it an issue?

Recent studies claim that up to 39% of teens and 59% of young adults have sexted at least once.

The NSPCC state that they receive almost one call every day where children mention sexting.

As children grow up they will be influenced as much, if not more, by their friends as by their parents. People in the public eye, people they look up to and people they want to be like can also have a powerful influence on them.

It is never too early to invest in positive conversations with children and young people and it is always good to reassure them that no matter what happens they can always come to you or go to the designated safeguarding officer or their parents/guardian for help.

### **The Law**

It is an offence to take or share an indecent image of a child under 18. Therefore, a child who takes an image of themselves and shares it technically commits a criminal offence. Although the Police do not prosecute children who have made a simple error of judgment, the fact it may be investigated causes children to worry and could be a deterrent to them coming forward.

So please reassure them that everyone, including the police, will simply want to help them.

### **What are the dangers?**

Images can be spread privately by text, Messenger, WhatsApp and a range of other apps. They can be posted to social networking sites such as Facebook, Snapchat and Instagram. Most social networking sites have strict policies that prohibit nude photographs however, they are also clear in stating that they are 'reactive'. They DO NOT proactively monitor all content that is posted on their platforms.

### **How do I deal with sexting?**

When an image, especially a nude image, is reported, social networking sites normally will and most definitely should remove the content immediately.

The quicker an inappropriate image is reported, the easier it is for those working in the Internet industry to take the image off their site and to do what they can to prevent or stop it spreading further.

If you are speaking with a child who has confided in you about this issue, BE CAREFUL ABOUT WHAT YOU SAY, and how you say it. Telling a child or young person that once an image goes online, it stays online can remove hope and can be detrimental to a child's health and wellbeing.

The key is EARLY reporting and EARLY intervention.

And remember sexting is not just about people children engage online, who they don't really know it also applies to images they have willingly shared with their boyfriend or girlfriend.

More detailed advice can be found via the link below from the UK council for child internet safety - click on the link to access the document.

[Sexting in schools & colleges: responding to incidents and safeguarding young people](#)

The NSPCC also produces useful advice on sexting

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as or through a third party. Always call either the Contact Centre or the Forced Marriage **(FM)** Unit 020 7008 0151.

### **Female Genital Mutilation (FGM)**

The Serious Crime Act 2015 introduced a new duty on teachers, social workers and healthcare professionals to report to the police known cases of female genital mutilation **(FGM)** involving victims aged under 18.

It is essential that staff are aware of **FGM** practices and the need to look for signs, symptoms and other indicators of **FGM**.

### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

**Type 1** Clitoridectomy- partial/total removal of clitoris

**Type 2** Excision - partial/total removal of clitoris and labia minora

**Type 3** Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

**Type 4** all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out? Belief that:

- **FGM** brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

#### Is FGM legal?

**FGM** is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK under the **FGM Act 2003**.

**Section 5B of the 2003 Act 1**, introduces a mandatory reporting duty which requires regulated health and social care professionals and 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. The duty applies from 31 October 2015 onwards.

Circumstances and occurrences that may point to **FGM** happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for **FGM**, (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone **FGM**
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone **FGM**:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that all schools take action **without delay** and call the Police. Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff have concerns they must immediately report this to the police and advise the Designated Safeguarding Lead. It is the responsibility of the concerned member of staff to report the case immediately to the police.

## **Contact Numbers**

**Ealing Children's Integrated Response Service (ECIRS)- 020 8825 8000**

**Child Protection Advisory Service (Duty Line) – 020 8825 8930**

**Local Authority Head of Safeguarding: Sarah Eagle 020 8825 8364**

**Forced Marriage Contact Centre - 020 7008 0151**

**The following telephone numbers may be useful for pupils:**

Childline 0800 1111

Samaritans 08457 90 90 90

Parentline Plus 0808 800 2222

NSPCC 0808 800 5000

B-eat 0845 634 7650, text 07786 201820

## **Useful Documents**

[Sexting in Schools & Colleges: Responding to incidents and safeguarding young people](#)

## **Useful websites**

[www.thesite.org](http://www.thesite.org) - provides help & support on many issues including self-harm, either for those who are self-harming or worried about someone they know. Expert advisors can be asked questions across a range of topics including self-harm and emotional distress. Live chat opportunities are also available.

[www.self-harm.net](http://www.self-harm.net) - provides information & advice about self-harm and has links to other sources of advice and help

[www.mind.org](http://www.mind.org) - provides information for anyone who self-harms, their family and friends. It aims to provide a greater understanding of the condition and how to overcome it

[www.lifesigns.org.uk](http://www.lifesigns.org.uk) - Self injury guidance and network support

[www.childline.org.uk](http://www.childline.org.uk) - Free helpline for young people

[www.samaritians.org.uk](http://www.samaritians.org.uk) - Confidential emotional support 24 hours a day

[www.selfharm.org.uk](http://www.selfharm.org.uk) - National Children's Bureau on self-harm

[www.nshn.co.uk](http://www.nshn.co.uk) - National Self-Harm network

[www.youngminds.org.uk](http://www.youngminds.org.uk) - For young people with depression and self-harm issues

[www.siari.co.uk](http://www.siari.co.uk) - Self Injury and related issues

[www.youthnet.org](http://www.youthnet.org) - Guidance and support for young people

[www.b-eat.co.uk](http://www.b-eat.co.uk) - Support organization for young people with eating disorders

SOCIETY DANCE ACADEMY Designated Safeguarding Officer is: **Erdan Xhaferi**

(Designated Safeguard Lead Level 3 Training and Assessment completed in January 2021)

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