ISAAC-CLARKE ACADEMY OF DANCE

Child Protection Policy – Updated 1st September 2022

This policy is written considering the Working Together to Safeguard Children 2015 policy, the Royal Academy of Dance's Safeguarding procedures 2013 and the Royal Academy of Dance's Code of Professional Conduct.

For the purposes of this policy, Isaac-Clarke Academy of Dance will be referred to as 'the Academy'. The term 'children and young people' or 'students' refers to those aged 18 and under, who attend dance activities with Isaac-Clarke Academy of Dance.

The students' safety and wellbeing are paramount. All students have equal right to protection from all forms of abuse regardless of their age, disability, race, sexual orientation or identity or religious belief. The Academy expects all staff and volunteers to share this commitment. The Academy will take all reasonable measures to:

- Ensure that we practice 'safer recruitment' in checking and vetting staff and volunteer' suitability in line with the Royal Academy of Dance's Professional Code of Conduct and the Local Authority requirements to ensure those working with our students are appropriately checked and supervised.
- Ensure all staff and volunteers have appropriate and current knowledge and understanding of Child Protection and Safeguarding policies and strategies and understand how to contact appropriate agencies and make referrals and/or raise concerns.
- Implement and adhere to the Royal Academy of Dance's Professional Code of Conduct, and Local and Government guidelines.
- Follow the local inter-agency procedures of the West Glamorgan Safeguarding Board (WGSB) to ensure all staff and volunteers are aware of the need to refer concerns immediately to the School Principal/ WGSB's Safeguarding Lead Officer/children's social care.
- Protect each student from any form of abuse, whether from an adult or another student.
- Listen, value, and respect all concerns from students, parents, staff, volunteers or others and act appropriately, swiftly and fairly.
- Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with the agreed child protection plan.
- Be alert to the medical needs of students and provide appropriate support. The Academy will work with medical professionals as necessary to support students as best as it is able.
- Take all practical steps to ensure the Academy premises are secure as circumstances permit.
- Take all practical steps to limit risk of harm or injury and operate a sensible and robust Health and Safety procedure.

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- Monitor student attendance regularly and refer any concerns to the authorities as necessary.
- Identify students at risk of extremism and radicalisation.
- Consider and develop procedures to deal with other safeguarding issues which may be specific to individual students in the school.

The Academy acknowledges the types of abuse and neglect as set by the document Keeping Children Safe in Education which defines the following types of abuse:

- Physical: A form of abuse such as hitting, shaking, throwing, poisoning, burning, scalding, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when an adult fabricates the symptoms of, or deliberately induces illness in a child.
- Emotional: Persistent emotional maltreatment of a child as to cause severe or adverse effects on a child's emotional development. It may involve a child feeling worthless, inadequate. It may include not giving a child an opportunity to express their view or deliberately making fun of something they say or how they communicate. It may involve bullying, cause a child to feel frightened or in danger. Interactions may include those beyond a child's developmental capability as well as overprotection and limitation of learning, social interaction or participation. Some level of emotional abuse is involved in all types of maltreatment, although it can occur alone.
- Sexual: involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may include contact and non-contact activities such as watching inappropriate material, encouraging children to behave in a sexually inappropriate way or grooming a child in preparation for abuse. Sexual abuse can be committed by men, women and other children.
- Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development.

Action staff must take after suspecting or hearing a complaint of abuse:

- Listen carefully to the child and keep an open mind. The staff member must NOT make a decision as to whether or not the abuse took place. They must NOT ask leading questions i.e. a question which suggests its own answer.
- Reassure the child but not give a guarantee of absolute confidentiality. The staff member should explain that they will need to pass the information to the Principal who will ensure the correct action is taken.
- Keep sufficient written record of the conversation make note of the date, time, the place of the conversation and the essence of what is said and done and in whose presence. The records should be signed by the member of staff using their full name.
- Report the complaint or suspicion to the Principal.

If Staff feel their concerns are not being appropriately dealt with within the Academy, the staff member should seek support from:

General guidance can be found on Advice on Whistleblowing – NSPCC whistleblowing helpline 0800 028 0285 Mon-Fri 8am-8pm. help@nspcc.org.uk

Confidentiality and Information Sharing

The Academy will keep all child protection records confidential, allowing disclosure only to those organisations which need information in order to safeguard and promote the welfare of children. The Academy will co-operate with the police and children's social care to ensure that all relevant information is shared for the purposes of a child protection investigation under section 47 of the Children's Act 1989, in accordance with the requirements of the Working Together to Safeguard Children (March 2015).

Use of recording devices by staff and parents

Teachers should only use mobile phones or other recording devices to take photographs or video recordings of students when this is required for clear work purposes. This should be carefully planned and with the agreement of the pupils and parents/guardians. Arrangements for access, retention and storage, or destruction of photographs or videos need to be specified.

The use of recording equipment by parents during end of term classes or public performances is limited. Any parental photographs or video recordings taken of their children at other school events should not be placed on social networking sites as they are for personal use only. Parents should be prepared to identify themselves, if requested, and state their purpose for photography or filming.

Drop Off & Late Collections

To ensure the safety of all students, parents/guardians are asked to drop off and collect their child directly from inside Isaac-Clarke Academy of Dance's venue where the activity is taking place. Requests by parent/guardians for alternative arrangements should be made in writing to the Principal and agreed by the relevant teacher. Changes to drop off/collection arrangements should be communicated to the Academy and relevant teacher prior to, or, on the day either verbally or in writing. Students must wait inside the dance studio with their teacher until being collected. For late collections and after 15 minutes of waiting time, the teacher will endeavour to contact parent(s)/guardians(s) in order to reassure the child. Late collections after 15 minutes will incur a charge of £5 per quarter of an hour. Persistent or significant waiting times are a serious safeguarding matter and The Academy will contact the relevant authorities to seek advice.

Shelley Isaac-Clarke has completed a Designated Safeguarding Lead (level 3) training course and is a member of the Dance School Safer Dance Working Group.