

Bristol Old Vic Theatre School

An Affiliate of the Conservatoire for Dance & Drama

Safeguarding Policy and Procedures

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Introduction

Bristol Old Vic Theatre School (the School) works with children, young people and vulnerable adults, delivering sessions in acting, movement, voice and technical theatre skills that aim to be educational and fun. This can only be achieved in an atmosphere of trust and respect. The School has a responsibility to safeguard and promote the welfare of all its staff and students and this policy and procedures provide a clear framework within which this will happen.

The School is committed to ensuring the safety of children, young people and vulnerable adults. The School believes that:

- The welfare of the child is paramount;
- All participants in our School work, without exception, have the right to protection from abuse;
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately;
- All staff employed within the School have a responsibility to report concerns to the appropriate officer

The School has adopted the following Safeguarding Policy to ensure that it is doing everything in its power to ensure the safety and protection of all those participating in its work as a school.

Definitions

The Children's Act 1989 defines a child as 'a person under the age of 18'. The Management of Health and Regulations 1999 regard a child as 'a person who is not over the minimum school leaving age' and a young person as 'a person who has not yet attained the age of 18'. For the purpose of this document, a child is under 16 and a young person is over 16 but under 18.

Section 155(4)(a) of the Police Act 1997 states that a person can be considered to be vulnerable if they are 'substantially dependant upon others in performing basic physical functions, or their ability to communicate with those providing services, or to communicate with others, is severely impaired, and, as a result, they would be incapable of protecting themselves from assault or other physical abuse, or there is a potential danger that their will or moral well-being may be subverted or overpowered'.

Policy Statement

The School has a duty to take such steps that, in the circumstances of an educational institution, are reasonable to see that the child, young person or vulnerable adult is safe from harm while involved in its drama school activities. All children and young people have the right to protection, and the needs of disabled persons and those who may be particularly vulnerable must be taken into account. The School will ensure, as far as is reasonably practicable, that it has provided an environment which is safe and protects all children, young persons and vulnerable adults involved with its activities through adherence to the safeguarding guidelines it has adopted.

Policy Aims

The aim of the School's Safeguarding Policy is to promote good practice by:

- Providing children, young people and vulnerable adults with the appropriate safety protection whilst engaging in drama school work.
- Allowing all our staff to make informed and confident responses to specific safeguarding issues.

However, it should be noted that School staff are not specifically trained or qualified to deal with situations of abuse, or have the power to decide if abuse has occurred. Appropriate action will be taken to notify the relevant authorities to any suspected or actual cases of abuse.

Policy Implementation

The School's Safeguarding Policy will be implemented by adhering to the policy guidelines contained within this document. All staff who work with children, young persons or vulnerable adults must comply with this Policy in conjunction with The School's Code of Conduct, failing which disciplinary action may be taken under The School's Disciplinary Procedure.

The guidelines cover the following areas;

- Recruitment of staff
- Admissions
- Work placements at the School
- Health and safety
- Use of Child Images/Photographs/Websites
- Safeguarding procedures
- The Prevent duty

Managerial Responsibilities

The responsibility for oversight of the School's Safeguarding Policy lies with the Principal of the School, with delegated responsibility to relevant members of the Senior Management Team.

The Safeguarding Officer is Julia Heeley, Higher Education Administration & Student Support Manager (0117 980 9247) julia.heeley@oldvic.ac.uk

The School will ensure that steps are taken to make clear the identity of the Safeguarding Officer to all staff involved in all activities involving children, young people and vulnerable adults.

Responsibilities

Recruitment of staff

The School recognises that anyone may have the potential to abuse children and young people in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children.

The School requires that a reference is given from a previous employment.

All staff will:

- Understand their responsibilities under this Safeguarding Policy and report any concerns about suspected poor practice or possible abuse
- Respond to concerns expressed by a child, young person or adult;
- Work safely and effectively with children and young people

Where staff will take significant responsibility for safeguarding children, young people and vulnerable adults during the School's activities (where parents and/or children's school teachers are not present and therefore taking the significant responsibility) they will also be required to complete a Disclosure and Barring Service check (DBS)

The School will support staff with training regarding Safeguarding and make sure each member of staff is aware of the issues surrounding Safeguarding.

Admissions to Bristol Old Vic Theatre School

It will be the responsibility of the Higher Education Administration & Student Support Manager to engage in early identification of children, young people or vulnerable adults and to notify Heads of Departments/Course Leaders and Year Tutors of these students.

In addition, the Higher Education Administration & Student Support Manager will inform the Finance Director of the class/programme of study the child, young person or vulnerable adult will be taking.

The Finance Director will be responsible for ensuring that staff members teaching those children, young persons or vulnerable adults have successfully completed a DBS check prior to the start of teaching

The Heads of Department will be responsible for ensuring that the department team are aware of their responsibilities under this policy including the good practice advice included in this document for working with children, young persons or vulnerable adults.

Work Placements at Bristol Old Vic Theatre School

At present, the School does not offer work experience programmes or work placements for young people interested in aspects of drama training or drama administration including development and fundraising initiatives.

In the event of these being offered in future, written approval for work placements should be gained in advance of the actual dates from the Higher Education Administration & Student Support Manager or the Principal of the School using the appropriate form.

The member of staff responsible for organising the placement must ensure that they and any other members of the staff team who will be working with the young person understand their responsibilities as laid out in the Safeguarding policy.

The member of staff will also be responsible for informing the Safeguarding Officer in advance of a young person attending a work placement. The member of staff will also be responsible for ensuring that any other members of staff working with the placement have successfully completed their DBS checks prior to the start of the work placement.

Health and Safety

The Principal of the School has overall responsibility for health and safety issues within the School. Responsibility for operational aspects of the health and safety policy are delegated to the Health & Safety Manager and appropriate Heads of Departments as detailed in the Health and Safety policy. All staff have an obligation to comply with this policy to ensure the safety of themselves and others.

Any person in charge of children, young people or vulnerable adults owes them a duty to take reasonable care for their safety.

The general principle which identifies the standard of care for teachers is that of a reasonable prudent parent, taking into account the fact that a teacher may have responsibility for a whole class of children. This means that teachers are not required to achieve perfection with regard to their supervision of children, but that if they fall below the standards of a reasonable prudent parent and injury is suffered as a result, the teacher may be held to be negligent.

Heads of Departments/course leaders/designated member of staff for a work placement should inform the Safeguarding Officer and Estates Manager in advance of children, young persons or vulnerable adults attending classes/programmes of study/work placements so that appropriate risk assessments may be completed.

The Head of Department/course leader/designated member of staff will be required to work with a qualified risk assessor in identifying areas of work and the activities that will be undertaken so that appropriate and reasonably practicable adjustments can be made to ensure the child's, young person's or vulnerable adult's safety.

A written copy of the risk assessments should be held with the Safeguarding Officer where it relates to a class/programme of study. Where it relates to a work placement, the risk assessments should be kept with the Work Placement form. A copy of all risk assessments will be held by the Estates Manager.

Accident and Injury

In the event of an accident or injury to the young person, the supervising member of staff should act according to the School procedures relating to accident or injury. It will be the responsibility of the Safeguarding Officer to contact the student's parents to inform them of the situation.

Medication

Medication must not be given to a child, young person or vulnerable adult without the written consent of a parent, guardian or carer. When parents, guardians or carers show such consent, they must provide details and instructions concerning administering medication to the child, young person or vulnerable adult. The parents, guardians or carers should provide the Safeguarding Officer with a written medical history and details of the child's GP.

When a member of staff administers medication, it should be strictly controlled and documented. Every time it is administered a record should be made. All copies of those records will be held by the Safeguarding Officer.

Use of Child Images in Photographs/Website

As a means of publicising the work of the School in brochures and on the website the School would naturally seek to use images of participants on its programmes. This must only be done within the following guidelines:

- Formal permission in writing will be obtained from parents/carers or school for the use of all child images. In the case of young people aged 16+, permission will also be sought directly from the young people themselves;
- Permission will detail specific use of any image;
- No inappropriate images will be taken;
- New permission will be sought for other use of any image.

The Prevent duty

The Prevent duty was established by the Counter-Terrorism and Security Act 2015, under which there is a legal obligation upon HE providers to “*have due regard to the need to prevent people from being drawn into terrorism*”. This duty applies to the governing bodies of all mainstream HEFCE-funded institutions and also to the governing bodies of ‘alternative’ providers who have more than 250 HE students. The School falls into the latter category. The policy in relation to Prevent is to ensure that:

- there is an individual (Higher Education Administration & Student Support Manager) with designated responsibility for liaison and Channel referrals
- All staff with key roles relating to vulnerable students are appropriately trained (i.e. pastoral tutors, the Higher Education Administration & Student Support Manager)
- all staff and visiting artists are aware of the Prevent duty, in order to
 - a) to raise any issues of concern regarding student behaviour immediately with the appropriate Head of Department and/or the individual student’s pastoral tutor
 - b) make informed decisions about educational and artistic activities in the context of the Prevent legislation
- Ensure that all relevant information is referred to the Principal to enable him to invoke the Channel referral procedure as appropriate by contacting channelsw@avonandsomerset.pnn.police.uk, the CDD’s Chief Operating Office and UWE’s Head of Strategy and Executive Services as per the Process Map on pages 9 and 10.

The Channel programme is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

The objective of the Prevent Duty is to safeguard individuals from being radicalised and drawn into terrorism. Find out more about [Prevent Duty on the Gov.uk website](#).

Raise a concern

If you have any concerns that a member of the School community may be vulnerable to radicalisation, you should raise a concern through:

E-mail: safeguard@oldvic.ac.uk

Tel: Call Julia Heeley, Higher Education and Student Support Manager on +44 (0)117 980 9247

If there is an immediate risk of harm, call **999**.

What happens once a Prevent concern has been raised?

Your concerns will be dealt with professionally and sensitively.

If there is no immediate risk:

- An internal case conference will take place and a risk assessment completed. It will be decided whether the case needs to be referred to the Regional Prevent Coordinator or not.
- If the case **is not referred to the Regional Prevent Coordinator**, the student may be offered help internally e.g. through the School's student support and pastoral care services, if appropriate.
- If the case **is referred to the Regional Prevent Coordinator**, the School's single point of contact will discuss the case with the Regional Prevent Coordinator, sharing the risk assessment. Using the risk assessment, as well as any other source of information that may already be available to the police, the Regional Prevent Coordinator will conduct a vulnerability assessment and may decide to refer the case to Channel. Further information about [Channel can be found on the Gov.uk website](#).

Immediate risks:

- If there is an **immediate risk of harm** to a student or staff member or a crime has occurred, the police will be called.

General safeguarding concerns

If you have other concerns about a student who may be at risk of other forms of harm or abuse, please e-mail Julia Heeley, the School's HE Admin and Student Support Manager, on safeguard@oldvic.ac.uk

Related links

- [Gov.uk 'Prevent' guidance](#)
- [Gov.uk 'Channel' guidance](#)
- [Prevent student consultation](#)
- [Conservatoire for Dance and Drama Prevent Strategy and Policy](#)

Report abusive behaviour

The current terrorist threat may lead to an increase in hate crime and discrimination.

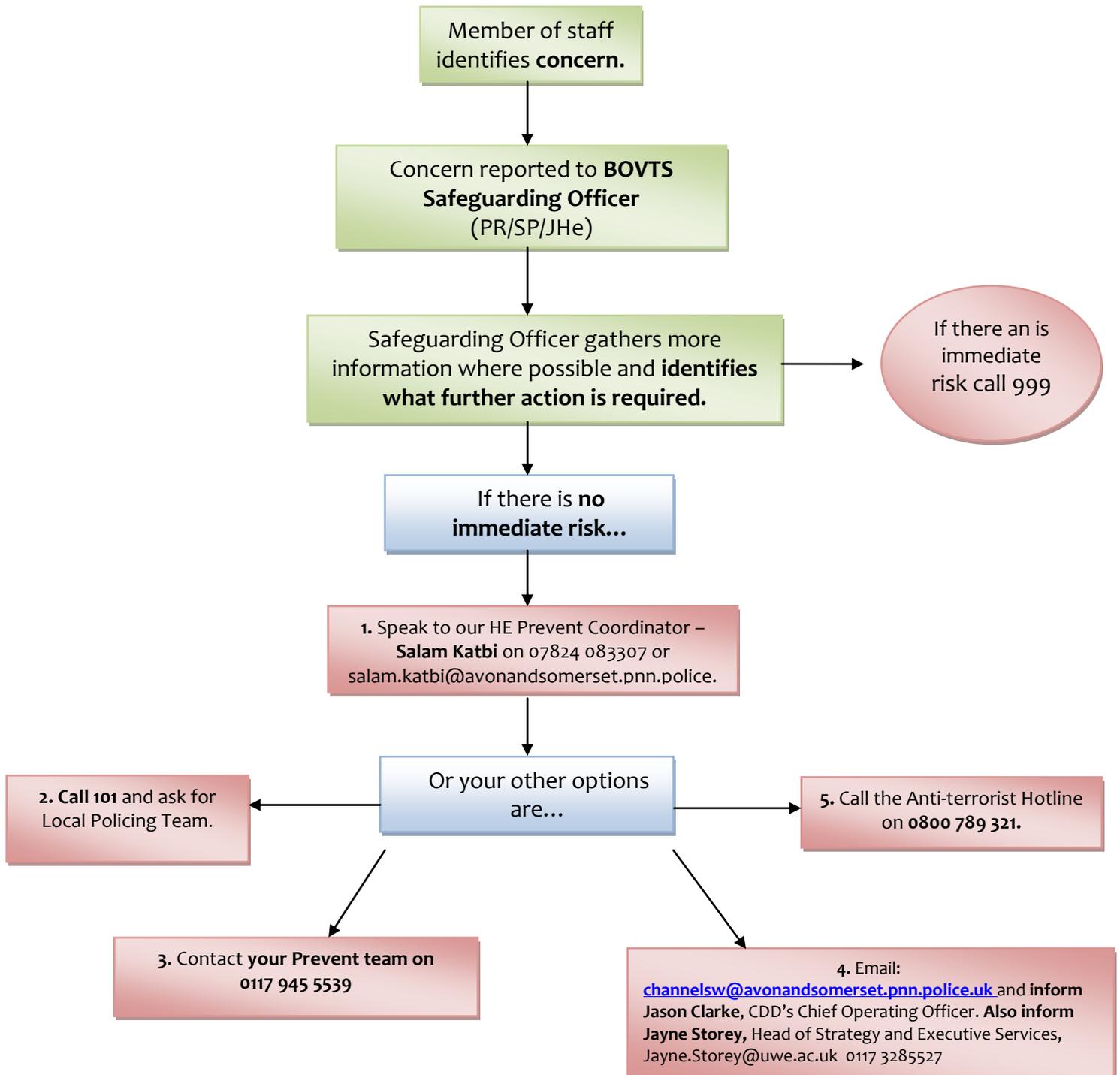
The School is committed to embracing equality and diversity. Hate crime and discrimination are unacceptable.

Find out how to [report bullying, harassment and hate incidents](#).

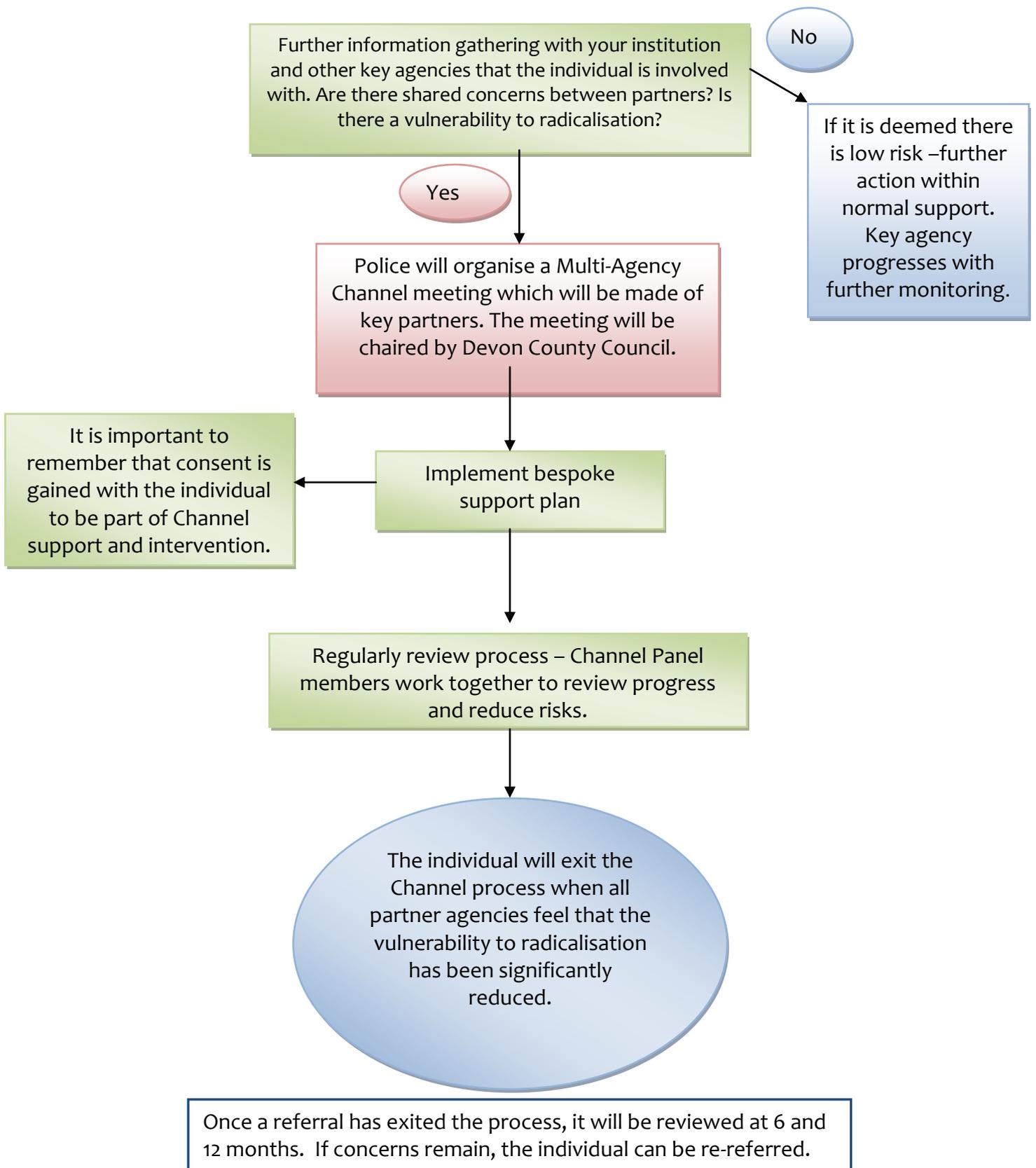
Prevent and Channel

Process map for BOVTS staff to report a concern of a vulnerable individual

It is important for you as a member of staff to know where to go if you have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process as to which you can follow:



Once a referral has been made and enters the Channel process, the below process map illustrates what happens next...



Procedures for dealing with allegations or suspicions of child abuse

What is abuse?

Child abuse is defined as

'A term to describe a range of ways in which people, usually adults, harm children. Often the adult is a person who is known and trusted by the child. Child abuse is neglect, physical injury, sexual abuse or emotional abuse inflicted or knowingly not prevented, which causes significant harm or death.'

NSPCC 1999

Awareness of actual or likely occurrence of abuse

There are a number of ways in which abuse becomes apparent:

- A child discloses abuse
- Someone else discloses that a child has told him/her or that he/she strongly believes a child has been or is being abused
- A child may show signs of physical injury for which there appears to be no satisfactory explanation
- A child's behaviour may indicate that it is likely that he/she is being abused.
- A member of staff's behaviour or in the way in which he/she relates to a child causes concern.

Responding to allegations or suspicions

It is not the responsibility of anyone working at the School, in a paid or unpaid capacity, to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns through contact with the appropriate authorities.

The School will assure all staff that it will fully support and protect anyone, who in good faith reports his or her concerns that anyone is, or may be, abusing a child.

Action if a child discloses information

When a child or young person discloses something to a member of staff that causes concern, it is important to clearly record this information. Any concerns about a child or young person should be recorded regardless of whether or not it will be ultimately passed on to the statutory authorities.

If a child or young person talks about possible abuse, the member of staff **should:**

- Try to react calmly;
- Remember that the child is likely to be frightened or anxious;

- Tell the child that he or she was right to tell and is not to blame;
- Listen carefully and take what the child says seriously;
- Recognise the inherent difficulties interpreting what is said by young children;
- Ask no more questions than are necessary to ensure they are clear enough about what has happened to pass the child's concerns on. The child may also be asked to recount their story to social services or the police. However, the child must not be prevented from recalling events;
- Reassure the child but do not promise confidentiality. It should be explained that the child will have to speak to someone else who can help;
- Make a full written record of what has been said, heard and/or seen as soon as possible;
- Remember that young or disabled children may not be able to express themselves verbally. Communication differences may mean that it is hard for them to complain or be understood. Sometimes abuse of disabled children has gone unrecognised because behavioural clues were interpreted as part of their disability.

The member of staff **should not:**

- Panic;
- Allow their shock or distaste to show;
- Probe for more information than is offered;
- Speculate or make assumptions about what has happened;
- Make negative comments about the alleged abuser;
- Approach the alleged abuser;
- Make promises or agree to keep secrets.

Information forwarded to social services or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should be made at the time of the disclosure/concern, which should include the following:

- The child's name, age and date of birth of the child;
- The child's home address and telephone number;
- Whether or not the person making the report is expressing their own concerns or those of someone else;
- The nature of the allegation. Include dates, times any special factors and other relevant information;

- Make a clear distinction between what is fact, opinion or hearsay;
- A description of any visible bruising or other injuries. Also any indirect signs, such as behavioural changes;
- Details of witnesses to the incidents;
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred;
- Have the parents been contacted and if so what has been said?
- Has anyone else been consulted and if so record details;
- If the child was not the person who reported the incident, has the child been spoken to? If so what was said?
- Has anyone been alleged to be the abuser? Record details;
- Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.

Responding to allegations against a member of staff

Action if there are concerns

1. Concerns about poor practice:
 - If, following consideration, the allegation is clearly about poor practice, the Safeguarding Officer will refer the matter on as a misconduct issue to the appropriate manager as detailed in the disciplinary and grievance procedures.
 - If the allegation is about poor practice by the Safeguarding Officer, or if the matter has been handled inadequately and concerns remain, it should be reported to the Principal who will decide how to deal with the allegation and whether or not to initiate disciplinary proceedings.
2. Concerns about suspected abuse:
 - Any suspicion that a child has been abused by a member of staff should be reported to the Safeguarding Officer, who will take steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk;
 - The Safeguarding Officer will refer the allegation to the social services department who may involve the police, or go directly to the police if out-of-hours;

- The parents or carers of the child will be contacted as soon as possible following advice from the social services department;
- The Safeguarding Officer should also notify the Principal of the School;
- If the Safeguarding Officer is the subject of the suspicion/allegation, the report must be made to the Principal of the School who will refer the allegation to Social Services.

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only. This includes the following people:

- The Safeguarding Officer;
- The parents of the person who is alleged to have been abused;
- The person making the allegation;
- Social Services/Police;
- The alleged abuser (and parents if the alleged abuser is a child);
- Seek social services advice on who should approach the alleged abuser.

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

Contact Details

If the child is at immediate risk call the Police on 999.

Bristol City Council Social Services First Response Team on 0117 903 6444
Out of Hours, Emergency Duty: 01454 615 165

Other numbers you can call:

NSPCC 24 hour Helpline: 0800 800 5000 (free from a landline)

NSPCC Asian Languages Helpline: 0808 800 5000 (free from a landline)

NSPCC Text helpline: 88858 (service is free and anonymous)

Police: 101 (non-emergency calls)

Internal Enquiries and Suspension

The Principal of the School will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries.

Independent of the findings of social services or police inquiries, the School will investigate all individual cases to determine the appropriate action to be taken.

This may be a difficult decision: particularly where there is insufficient evidence to uphold any action by the police. In such cases, the School's Principal and where appropriate, Board of Trustees, must reach a decision based upon the available information which could suggest that on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Support to deal with the aftermath of abuse

Consideration will be given to the kind of support that children, parents and members of staff may need. Use of helplines, support groups and open meetings will maintain an open culture and help the healing process. The British Association for Counselling Directory is available from the British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ, Tel: 01788 550899, fax: 01788 562189, Email: bac@bacp.co.uk, Internet: <http://www.bacp.co.uk>.

Consideration will be given to what kind of support may be appropriate for the alleged perpetrator.

Allegations of previous abuse

Allegations of abuse may be made some time after the event (e.g. by an adult who was abused as a child, or by a member of staff who is still currently working with children).

Where such an allegation is made, the School should follow the procedures as detailed above and report the matter to social services or the police. This is because other children or young people may be at risk from this person.

Anyone who has a previous criminal conviction for offences related to abuse is automatically excluded from working with children. This is reinforced by the details of the protection of Children Act 1999.

General Information and Guidance

Legislation and government guidance

There is a considerable body of legislation designed to ensure that children and young people are protected and it is important to understand that everyone is responsible for the safety of children.

The main acts include:

Children Act 1989

The intention of the Children Act is to protect children and ensure that their welfare and development is paramount and promoted. The Act allows for provision of services to support children and their families and for the compulsory intervention of the state to protect children. The act also gives local authorities a responsibility for ensuring that this happens by working together with all the relevant agencies. It states that only the police,

social services and the NSPCC have the legal right and responsibility to investigate concerns about child abuse.

Working Together to Safeguard Children

This document sets out how all agencies and professionals in the statutory, voluntary and independent sectors should work together to promote children's welfare and protect them from abuse and neglect and requires those agencies to share information.

Framework for the Assessment of Children in Need and their Families

This document outlines a procedure for all those who work with children and families in determining whether a child is in need (under the Children Act 1989) and decides how best to provide help. A child in need does not necessarily require protection, but they and their family may need additional support. This could be due to:

- Domestic violence, drug or other substance abuse, social exclusion, mental health problems
- A child in need can be at risk of abuse, if the family does not receive help.

The Children (Protection from Offenders) (Miscellaneous Amendments) Regulations 1997

These regulations came into force in October 1997. They are mainly concerned with preventing the approval of people as foster carer or adoptive parents where either they or any other member of the household over the age of 18 is known to have been convicted or cautioned for relevant offences. These regulations also apply to childminding, private fostering and residential care.

The United Nations Convention on the Rights of the Child

The United Nations Convention sets out the rights of all children, including their right to be protected from harm.

Rehabilitation of Offenders Act 1974

This Act allows people not to declare convictions to employers. People who are involved in situations where they have sustained or prolonged access to children are exempt from this legislation. This means that prospective employees, self-employed workers and volunteers must declare all criminal convictions relating to children, however long ago: and that these will be taken into account when deciding on their suitability for working with children. NB. Verification of Criminal Records will be obtained in all cases from the Disclosure and Barring Service.

Health and Safety at Work Act 1974

The Health and Safety at Work Act gives all organisations a legal responsibility to prevent injuries and ill health to employees and others, including members of the public. Much of

this responsibility is delegated to managers who have control of work activities but the legislation also provides all employees with an obligation to take reasonable care of themselves and others

Youth Justice and Criminal Evidence Act 1999

Working together to achieve best evidence in relation to vulnerable and intimidated witnesses, which includes children. NB: all young people under 17 are always classed as vulnerable witnesses in cases of violent and sexual offences.

The Counter-terrorism and Security Act 2015 (Section 26)

This sets out a legal obligation on all relevant education providers “to have due regard to the need to prevent people from being drawn into terrorism.”

Forms of Child Abuse

Sexual abuse. Both girls and boys can be sexually abused in the following ways: full sexual intercourse; vaginal/anal masturbation; oral sex and fondling; showing children pornographic books and videos; asking children to take part in making videos or taking pornographic photographs.

Physical abuse: can be in the form of injuries sustained through hitting, shaking, squeezing, biting or burning. In certain situations abuse may occur when the nature and intensity of training exceeds the capacity of the child’s body.

Neglect: where adults fail to meet a child’s basic physical needs e.g. for food, warmth and clothing. Constantly leaving children alone or unsupervised, failing or refusing to give children love, affection or attention. Neglect may also occur during organised activities if young people are placed in an unsafe environment, or are at risk of being injured.

Emotional abuse: includes persistent lack of love or affection, frequently shouting at children, taunting children, over protection, which can lead to poor social skills. Emotional abuse may include situations where parents, coaches or organisers subject children to constant criticism, bullying or unrealistic pressure to perform to high expectations

Promoting Good Practice

Good practice means:

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets);
- Treating all children/young people/ disabled adults equally, and with respect and dignity;
- Always putting the welfare of all children/ young people/ adults first;
- Ensuring that, if any physical contact takes place during a dance or drama session, it should be provided openly and with the consent of the child, young person, or

- vulnerable adult. Parents/guardians will be informed that physical contact may take place during the session but it will always be kept to a minimum;
- Involving parents and carers wherever possible. Parents will be invited to meet the teachers and attend performances;
- Being an excellent role model;
- Giving enthusiastic and constructive feedback rather than negative criticism;
- Recognising the developmental needs and capacities of young people and vulnerable adults;
- Being aware of any special needs of any child, young person, vulnerable adult whether this be due to cultural, religious, physical, emotional or any other needs, prior to working with them;

Practices to be avoided

The following should be avoided except in emergencies. If cases arise where these situations are unavoidable it should be with the full knowledge and consent of the child's parents or whoever is acting in *loco parentis* i.e. a teacher. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session:

- Avoid spending excessive amounts of time alone with children away from others;
- Avoid taking or dropping off a child to an event.

Practices never to be sanctioned

The following should never be sanctioned. You should never:

- Engage in rough, physical or sexually provocative games;
- Share a room with a child;
- Allow children to use inappropriate language unchallenged;
- Make sexually suggestive comments to a child, even in fun;
- Reduce a child to tears as a form of control;
- Allow allegations made by a child to go unrecorded or not acted upon;
- Do things of a personal nature for children or disabled adults, that they can do for themselves;
- Invite or allow children to stay with you at your home unsupervised.

Avoid taking on the responsibility for tasks for which you are not appropriately trained.

Incidents that must be reported/recorded

If any of the following occur you should report this immediately to another colleague and record the incident in accordance with the School's procedures. You should also ensure the parents or guardian or whoever is acting in *loco parentis* i.e. teacher of the child is informed of:

- Any accident that happens during class;
- If you accidentally hurt a participant;

- If he/she seems distressed in any manner;
- If a participant appears to be sexually aroused by your action;
- If a participant misunderstands or misinterprets something you have done.

Bullying

Bullying is not acceptable to the School under any circumstances or in any situation. Bullying can occur amongst any members of staff and, in the particular context of this document, from teacher to student, student to teacher.

Bullying can include:

- Physical actions such as hitting, kicking and any other unwanted physical contact;
- Name calling, humiliation, ignoring and making degrading and/or disrespectful comments;
- Racist, sexist or homophobic insults and gestures;
- Sexual comments and suggestions;
- Applying undue continuous emotional pressure on an individual;
- Making inappropriate comments relating to an individual's personality rather than their work or ability.

If a child, young person or vulnerable adult tells a member of staff they are being bullied they must be taken seriously, and given support. The bullies need to be supported, as they may well be victims of bullying themselves. Any incident of bullying will firstly be discussed with the victim(s) and bully/bullies and if necessary with their parents or teachers.

Name of Policy Writer/Amendments	Date Written & agreed / Amended	Approved by	Review Date
Safeguarding Policy Julia Heeley	14/12/16	David Halton approved on behalf of the Council of Management	14/12/17

**SAFEGUARDING
INCIDENT RECORD FORM**

Please complete this form to ensure any allegations of abuse, bullying or misconduct are correctly documented and pass to the Safeguarding Officer.

Do not discuss this incident with anyone other than those who need to know.

Your name:
Your position:
Child's name:
Child's address:
Parents/carer names and address:
Child's date of birth (if known)
Date, time and place of alleged incident:
Your observations:

Record exactly what the child said in their own words and any questions you asked if the situation needed clarification: (Remember, do not lead the child – record actual details. Continue on separate sheet if necessary).

Action taken:

External agencies contacted (date & time):

Police: yes / no

If yes, which:

Name and contact number:

Details of advice received

Social Services: yes / no

If yes, which:

Name and contact number:

Signature:

Print name:

Date

Safeguarding Officer NB: If you contact your local Social Services Department regarding the above, a copy of this form should be sent to their Safeguarding Team following a telephone report.