



**STYLESSTARS AND DANCE WITH A DIFFERENCE**  
**STATEMENT OF POLICY FOR SAFEGUARDING OF**  
**CHILDREN AND VULNERABLE ADULTS**



StylesStars believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people by a commitment to practice which protects them.

**In order to do this, we recognise that:**

- The welfare of the child/vulnerable adult is paramount.
- All children/adult whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to equal protection from all types of harm or abuse.
- Working in partnership with children and young people, their parents, carers and other agencies is essential in promoting their welfare.

**The purpose of the policy is:**

- To provide protection for the children/adults who receive services from both StylesStars and Dance with a Difference.
- To provide staff and volunteers with guidance on procedures they should adopt if they suspect a child or young person may be experiencing, or be at risk of, harm.
- This policy applies to all staff, volunteers or student teachers who work at StylesStars and Dance with a Difference.

**We will endeavour to safeguard children and vulnerable adults by:**

- Valuing them, listening to, and respecting them
- Adopting safeguarding guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely ensuring all necessary checks are made
- Sharing information about safeguarding and good practice with children, adults, parents, staff, and volunteers
- Sharing information about concerns with agencies who need to know, involving parents and children appropriately We are also committed to reviewing our policy and good practice annually.

### **DSL Information:-**

Designated Safeguarding Lead: StylesStars and Dance with a Difference has a designated Safeguarding lead (DSL) who oversees ensuring that the child/adult protection policy is adhered to. They will also track and record any safeguarding concerns and ensure that any concerns are shared with correct authorities.

The DSL is Ella Styles and she can be contacted on: 07511877177 or stylesstarz@hotmail.com

### **Safe Guarding and Child and Vulnerable Adult protection policy**

All teachers and volunteers at StylesStars/Dance with a Difference will read and have access to this policy. They must also understand their legal and moral responsibility to protect children and vulnerable adults from harm, abuse and exploitation and be able to confirm how they will safeguard the children in their care.

This includes how to report concerns that arise about a child or vulnerable adult, or a worker's conduct towards a child or young person to the DSL or appropriate authorities.

#### **Our duties and responsibilities:**

- It is our requirement that all staff (teachers & volunteers over 16) have a clear and up-to-date enhanced DBS check and that they have up-to-date safeguarding training.
- Our teachers and volunteers have a duty to report anything concerning that has happened in class or any other concerns to the DSL at the next available opportunity. This must also be confirmed in writing as soon as possible if the initial conversation is verbal.
- Our teachers must take practical steps to keep our children/vulnerable adults safe from harm and abuse, including no disclosing of sensitive/personal information, keeping children/adults safe from hazards in class and responding appropriately in the event of an accident.

**StylesStars and Dance with a Difference will seek to safeguard children and vulnerable adults people by:**

- Ensuring everybody has the right to dance and perform
- Providing a safe space for our performers where their views are valued, and they are treated with respect and dignity
  - Focussing on the benefits of performing helping individuals personally and socially as well as physically.
  - Building an environment of trust and providing space to talk, communicate and be listened to.
- Making sure that children, young people, vulnerable adults and their families know where to go for help if they have a concern.

**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 young people/vulnerable adults equally, and with respect and dignity
- Building balanced relationships based on mutual trust.
- Making dance and classes fun and enjoyable.
  - Ensuring that if any form of manual/physical support is required, it should be provided openly. Care is needed, as it is difficult to maintain hand positions when the child is constantly moving. Young people and their parents should always be consulted. Teaching dance is a physical activity, and a teacher will sometimes need to make physical contact with the student in order to show an idea or to make a correction. This can include (but not exhaustively) lifting, adjusting arms, legs, rib cage, hips, feet or hands. It may also include moving one student in relation to another. Where contact is needed it will be explained to the student how and why and will remain sensitive to the student's wishes. Students are encouraged to report anything that is of concern to them.
- Keeping up to date with technical skills, qualifications and insurance in dance and dance instruction.
- Involving parents/carers wherever possible. For example, encouraging them to take full responsibility for their children in the reception area/ changing them and challenging behaviour when appropriate.
- Being an excellent role model.
- Giving enthusiastic and constructive feedback rather than negative criticism.

- Recognising the developmental needs and capacity of young people and vulnerable adults.
- Keeping a written record of any injury that occurs, along with the details of any treatment given in the accident book.
- Occasionally staff will help younger students and vulnerable adults to change or in to costumes or in and out of classes. Guidance may take the form of holding a hand if required for reassurance or if stairs are involved. This should be done in an open manner. Children should not be physically moved into classes, but the parents contacted if they refuse to go in.

StylesStars/Dance with a Difference recognises that there are cases that may arise where lone working situations are unavoidable for example private tuition. There may be situations such as medical emergencies, failure to collect a child and other scenarios that require a child or young person to be escorted by a member of staff. Action taken in these situations must always be with the knowledge and consent of the principal Ella Styles.

**Teachers/Volunteers should never:**

- Engage in rough, physical or sexually provocative games.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child/vulnerable adult even in fun.
- Reduce a child/vulnerable adults to tears as a form of control.
- Fail to act upon and record any allegations made by a child or vulnerable adult.
- Do things of a personal nature for children/vulnerable adult that they can do for themselves.
- Staff should not use social media to contact students under the age of 18.

It is not the responsibility of anyone working at StylesStars/Dance with a Difference, in a paid or unpaid capacity to decide whether abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the DSL. Any parent, child, staff member or volunteer may ask social services for help or advice. StylesStars/Dance with a Difference assures all staff/volunteers that it will fully support anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

### **Photography/Recordings:**

We recognise that taking images/recordings of students in our care may not always be appropriate and that some children/vulnerable adults and parents/carers may not want images taken at any time. (It should be noted however that whilst we strongly advise parents / carers not take pictures or recordings we cannot guarantee this but will act if we are notified this may be happening.)

#### **Therefore, before taking images/recordings of a child/vulnerable adult, we will:**

- Make clear to the child/vulnerable adult and parent/carer where and when the image/recording will be taken.
- Clearly identify the person who will be taking the image/doing the recording.
- Explain how the image/recording will be used e.g. whether it will be posted on social media or printed and displayed at StylesStars.
- Seek agreement from parent/carers that images/recordings can be taken of their child/vulnerable adult.

### **Chaperoning of students: When chaperoning students to an event we will:**

- Provide parents/carers and students with information about what the event is for
- Provide parents and students with the full address of the event
- Where possible, in cases where the event is taking place in a large building, we will also give the room name or number.
- Where possible, have a planned journey route that is shared with parents, students, and chaperones.
- Make sure that the students know what to do should they get lost.
- Have emergency contact numbers for all those participating.
- Have a clear idea of the event and how the students will be cared for during the event.

We will ensure that the chaperones hold all required checks and full chaperone licenses and are aware of our safeguarding policy

Appendix A:

## **Disclosure**

### **Disclosure of abuse - If a child/vulnerable adult confides in you that abuse has taken place:**

Remain calm and in control, but do not delay in taking action.

Listen carefully to what has been said. Allow the child/adult to tell you at their own pace and ask questions only for clarification.

Don't ask questions that suggest a particular answer. Don't promise to keep it a secret. Use the first opportunity you have to share the information with the Designated Safeguarding Lead. Make it clear to the child that you will need to share the information with others and that you will only tell the people who need to know and who should be able to help.

Reassure the child/adult that they 'did the right thing' in telling someone.

Tell the child/adult what you will do next. Speak immediately to the Designated Safeguarding Lead (the person with responsibility for child protection). It is that person's responsibility to liaise with the relevant authorities, usually Children's Social Care or the Police.

Never investigate or take sole responsibility for a situation where a child/adult makes a disclosure.

As soon as possible after the disclosing conversation, make a note of what was said, using the child's own words. Note the date, time, any names that were involved or mentioned, and who you gave information to. Make sure you sign and date your record.

The Designated Safeguarding Lead would discuss concerns with a parent/carer if this were thought not to place the child at further risk. When the disclosure is about something a parent/carer has done, the Designated Safeguarding Lead should always seek advice from Children's Social Care First.

### **Action to take place if Safeguarding is noticed: -**

If a young person/vulnerable adult discloses information or we recognise signs of a safeguarding issue, we will write a statement including the exact details/times and what has been said/taken place and contact if in schools/care homes the relevant safeguarding leads. We will then take the next steps if we feel the young person/vulnerable adult is in danger and contact higher safeguarding support e.g. (MASH). And the young person's/vulnerable adult's parent/guardian will be notified if we feel necessary.

## Appendix B

### **Types of abuse**

**Neglect** is “the ongoing failure to meet a child’s basic physical and psychological needs” (Department for Education, 2018). This is a form of abuse that can happen at any age; sometimes before a child is born due to maternal substance abuse. There are four main types: physical neglect (not meeting basic needs such as food, clothing or shelter and not providing for safety), educational neglect (not ensuring a child receives an education), emotional neglect (ignoring, humiliating, intimidating or isolating a child), medical neglect (not providing appropriate health care or refusing care).

**Sexual abuse** is when a child is forced or persuaded to take part in sexual activities whether they are aware what is happening. This can be physical contact (including assault by penetration or non-penetrative acts such as masturbation, kissing, touching outside of clothing) or non-contact activities (flashing at a child, encouraging or forcing a child to watch/hear sexual acts, making, viewing or distributing child abuse images) and can be online and offline (Department for Education, 2018). Children may also be groomed with the intent of abuse or sexually exploiting a child for money, power or status.

**Emotional abuse** is emotional maltreatment of a child which has a severe and persistent negative effect on the child’s emotional development (Department for Education, 2017). Children can be emotionally abused by anyone (e.g. parents/carers, family members, other adults, other children). It may include ignoring the child and not showing affection or rejection such as verbal humiliation, criticism or excluding a child from activities. Children may also have their social interactions restricted causing isolation. It may also include exploitation of children by encouraging or forcing them to take part in criminal activities or activities that are not appropriate for their stage of development or threatening violence, bullying or deliberately frightening a child. Some level of emotional abuse is involved in all other types of maltreatment but can also occur alone.

**Physical abuse** is defined as deliberately hurting a child and causing physical harm (Department of Health, 2017; Department for Education, 2018). Injuries may be inflicted such as: bruises, broken bones, burns, cuts and may involve hitting, kicking, shaking, throwing, poisoning, burning, scalding, drowning and any other method of causing non-accidental harm to a child. Physical abuse may also occur when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child. Please note: this is not a complete list but contains examples. It is not your responsibility to determine whether abuse has taken place but simply share your concerns with your DSL.



**CSE- (Child Sexual Exploitation)** CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour.

A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16- or 17-year-old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether they are a pupil of this school, this will result in an immediate referral to Children's Services.

**County Lines/ Gangs** County lines is a term used to describe organized criminal and gang networks involved in exporting illegal drugs into one or more importing areas (within the United Kingdom), using dedicated phones or other form of "deal line". Exploitation is an integral part of the county lines offending model with vulnerable adults and children exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children and vulnerable adults can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. The term county lines refers to urban gangs supplying drugs to suburban areas, as well as market and coastal towns, by using dedicated mobile phone lines or "deal lines". Gangs use children and vulnerable people to move drugs and money to these areas. Once caught up in county lines, exploited individuals are at risk of extreme physical and/or sexual violence, gang recriminations and trafficking. (Home Office).



**Peer on Peer Abuse** All staff at both StylesStars and Dance with a Difference should be aware that children/vulnerable adults can abuse other children/vulnerable adults (often referred to as peer-on-peer abuse).

This is most likely to include, but may not be limited to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- bullying (including cyberbullying);
- sexual violence, such as rape, assault by penetration and sexual assault.
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting (also known as youth produced sexual imagery)

**Forced Marriages** A forced marriage is where one both people do not (or in the cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example when someone is made to feel they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against whom may be involved (women/men domestic/child abuse and a serious abuse of human rights).

**Honour Based Violence** There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The CPS, ACPO and support groups have a common definition of HBV:

"'Honour based violence' is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

**Sexting/up-Skirting** Sexting is when someone shares sends sexually explicit messages or sexual, naked or semi-naked images or videos of themselves or others.

They can be sent using devices such as mobiles, tablets, smartphones laptops – any device allows you to share media and messages. Sharing explicit images of a child is ILLEGAL even if the person doing it is child.

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- This does not cover the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse.
- We need to protect the children from the impact of new technologies of sexual behaviour for example sexting and accessing pornography.

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For more information about types of abuse and how to recognise them please visit the NSPCC website (<https://learning.nspcc.org.uk/child-abuse-and-neglect>) for detailed information.

### **Helplines/ Further Support: -**

**NSPCC- 0808 800 5000**

**MASH- 01604 626938**