



Rambert Grades

Safeguarding Policy and Procedure

2024

Introduction and Scope

It is Rambert Grades' moral and statutory responsibility to safeguard and promote the welfare of children in its care. It is also aware of the responsibility for "Safeguarding Adults at Risk".

The policy is reviewed annually, unless an incident occurs, or new legislation suggests the need for an earlier review date.

Rambert Grades endeavors to provide a safe, welcoming environment in which all people are listened to, respected and valued.

Rambert Grades is alert to the signs of abuse and neglect and follows the procedures outlined in this document to ensure that children receive effective support, protection and justice.

The procedures in this policy apply to Rambert Grades' Directors, staff, examiners or other contractors whether full-time or part-time and unpaid volunteers. The procedures are consistent with those of The Care Act (2014) and Working Together to Safeguard Children (2014) and 'What to do if you're worried a child is being abused: Advice for practitioners' (HM Gov March 2015).

Principles

All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Rambert Grades believes that a child or young person should never experience abuse of any kind. We are committed to practice in such a way that protects them.

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All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.

All staff involved in child protection issues will receive appropriate support from the Rambert Grades' Senior Management, who will follow this policy guidance in doing so.

Aims

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

- To provide staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice throughout the organisation, by training staff and updating training as outlined in this policy
- To listen, value and respect children and young people
- To recruit staff and volunteers safely ensuring all necessary checks are made

Definitions

The process of protecting children from abuse or neglect, preventing the impairment of their health and development, ensuring that children grow up in circumstances consistent with the provision of safe and effective nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection

The process undertaken to meet statutory obligations laid out in the Children Act, 1989 and associated guidance (Working Together to Safeguard Children, 2018) in respect of those children who have been identified as suffering or being at risk of suffering harm.

Child

All young people who have not yet reached their 18th birthday.

Parents/Carers

Birth parents and other adults who are in a parenting role, e.g. step-parents, foster carers and adoptive parents.

Safeguarding Adults at Risk

Rambert Grades recognises its responsibility to safeguarding adults as well as children and young people. The child protection policy at Rambert Grades also applies to safeguarding adults at risk. Concerns of or allegations of abuse towards an adult at risk should be reported to the Designated Safeguarding Persons at Rambert Grades. Abuse includes physical, sexual, emotional, psychological, financial, material, neglect, acts of omission, discriminatory and institutional abuse.

Safeguarding Adults at Risk - Definition

'An adult aged 18 years or over 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'

(NHS England, 2014)

Other definitions also exist. An adult at risk may therefore be a person who:

- is elderly and frail due to ill health, physical disability or cognitive impairment
- has a learning disability
- has a physical disability and/or a sensory
- has mental health needs including dementia or a personality disorder
- has a long-term illness/condition
- misuses substances or alcohol
- is a carer such as a family member/friend who provides personal assistance and care to adults and is subject to abuse
- is unable to demonstrate the capacity to make a decision and is in need of care and support

This list is not exhaustive.

Key Personnel

Board of Directors Safeguarding Champion is:

Amanda Britton, Director

Designated Senior Person (DSP) for child protection at Rambert Grades is:

Nicole Guarino, Head of Operations

Deputy Designated Senior Person at Rambert Grades is:

Hannah Kidd, Head of Education and Examinations

Roles and Responsibilities

Rambert Grades has ensured that the Designated Senior Person and the Safeguarding Team:

- are appropriately trained in line with Working Together to Safeguard Children, 2014 and Safeguarding Children and Safer Recruitment in Education.
- act as a source of support and expertise for the organisation
- understand Local Safeguarding Children Board (LSCB) procedures
- keep written records of all concerns which are noted and reported by staff or when disclosed by a child

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- ensure that these records are stored securely and reported in accordance with Richmonds LSCB's policy guidance or the LSCB where the child is residing
- keep any such records separately from the child's general file
- refer cases of suspected neglect and/or abuse to children's social care or police, in accordance with this document and local procedure
- notify children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensure that when a child with a child protection plan leaves the care of Rambert Grades, his/her information is passed to his/her new school and the child's social worker is informed in accordance with GDPR
- attend and/or contribute to child protection conferences in accordance with local procedure
- co-ordinate Rambert Grades' contributions to child protection plans using the Richmond local template for case conference reporting.
- develop effective links with relevant statutory and voluntary agencies
- ensure that all staff sign to indicate that they have read and understood this policy
- ensure that the child protection policy is updated annually
- liaise with the Safeguarding team as appropriate
- keep a record of staff attendance at child protection training and report any lapse of training certification to the Senior Management Committee
- make this policy available to members and online on the Rambert Grades website
- ensure that parents/carers of students are made aware of the Child Protection Policy and are given a copy, if required

The Deputy Designated Senior Person assumes the above functions in the absence of the designated person.

The Nominated Child Protection Director ensures that Rambert Grades has:

- procedures for dealing with allegations of abuse made against members of staff, including the Director of Rambert Grades
- safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- a training strategy that ensures that all staff receive child protection training with refresher training at 3-yearly intervals
- arrangements to ensure that temporary staff and volunteers are made aware of the Rambert Grades' arrangements for child protection
- a member of the Board of Directors of Rambert Grades, who will liaise with the local authority and other agencies if an allegation is made against the Director of Rambert Grades

Good Practice Guidelines

Rambert Grades' staff agree to the following standards of good practice:

- treating all children with respect
- setting good examples by their own conduct
- involving children in decision-making that affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in a child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- asking the child's permission prior to any physical contact
- maintaining appropriate standards of conversation and interaction with and between children
- avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse
- to be aware that disabled children may be especially vulnerable to abuse as they may have an impaired capacity to resist abuse

Don't delay in handing in paperwork due to lack of ability to complete all required information. i.e. child's ethnicity

Speak to DSP for advice BEFORE talking to parents/carers or contacting a social care agency as this could potentially place the child at further risk.

Remembers that any concern is never too small. Effective Child Protection is based on putting bits of a 'puzzle' together. Small concerns from different professionals can reveal a larger picture of abuse.

Abuse of Trust

Rambert Grades staff recognise the power imbalance between children and staff and ensure that authority is never misused.

Sexual relationships with a child under the age of 18, and where the adult is in a position of trust is an offence, even if it is a consensual relationship. (Sexual Offences Act, 2003).

Staff avoid compromising situations by ensuring that one-to-one interviews/tutoring etc. are conducted where participants can be seen but not heard by others.

Concerns about a Colleague's Conduct/Poor Practice

Any concerns towards a child, should be reported to the Designated Senior Person. Reports about the DSP should be reported to the Chair of Board of Directors. Examples of poor practice include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminatory behaviour towards a child.

Staff who are the subject of an allegation

Staff have the right to have their case dealt with fairly, quickly and be kept informed of its progress. Suspension is not mandatory, but in some cases, staff may be suspended where this is deemed the best way to ensure that children are protected.

Advice and guidance should be sought from the Local Authority Designated Officer (LADO) for the Borough/County you are working in. For the Rambert Grades it is Richmond –

<https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/worried-about-a-child-or-an-adult/>

- From 8am to 5.15pm, Monday to Thursday, and 8am to 5pm on Friday call 020 8547 5008
- Out of hours, phone 020 8770 5000

Staff Training

- As part of their induction, new staff and Directors receive training to enable them to recognise the possible signs of abuse, and know what to do if they have concerns as part of their induction
- This mandatory training is updated at least every three years
- The DSP's training is updated every two years, including training in inter-agency procedures

Safer Recruitment

All applicants whose role would involve regular work with children:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- have a face to face interview which may, with additional documentation, be undertaken by Zoom/Teams
- are currently checked through the Disclosure and Barring Service.
- if appointed to Rambert Grades' staff, sign to confirm that they have received and read a copy of this child protection policy.

Off-Site Arrangements

When Rambert Grades arranges activities elsewhere, our own safeguarding and child protection policy and procedures still apply.

Photography and Images

To protect children, Rambert Grades:

- seeks theirs and parental consent for photographs/video/film images to be taken or published
- ensures minors remain unidentifiable, reducing the risk of inappropriate contact
- ensures that children are appropriately dressed

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Part 2: Procedures

Recognising Abuse

There are four categories of abuse: physical, emotional, sexual, neglect

Physical abuse

May involve hitting, shaking, throwing, poisoning, and burning, 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. Physical abuse can happen in any family but children can be more at risk if their parents have problems with drugs, alcohol and mental health or live in a home where domestic abuse occurs. Female Genital Mutilation (FGM) is also form of physical abuse that is a cultural ritual that occurs in some communities in the UK. FGM is partial or total removal of external female genitalia for non-medical reasons. Physical harm can also be caused when a parent/carer fabricates the symptoms of or deliberately induces illness in a child. (fabricated illness)

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects to the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making-fun' of what they say or how they communicate. 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 (including cyber bullying), causing children 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 maltreatment of a child, though it may occur alone.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 danger or harm, 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 basic emotional needs.

Sexual abuse and exploitation

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may include assault by penetration (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may include non-conduct activities, such as involving children in looking at, or to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases young people are forced or persuaded into exchanging sexual activity for money, drugs, gifts, affection or status. Sexual exploitation doesn't have to involve physical contact and can happen online.

This information is taken from the following documents: Working together to safeguard children (2014) and What to do if you're worried a child is being abused (2015).

Indicators of Abuse

It is vital that staff are also aware of the range of behavioural and physical indicators of abuse and report any concerns to the DSP. It is the responsibility of every member of Rambert Grades' staff to report their concerns. It is then the responsibility of the DSP to assess the situation and the information provided and decide how to proceed.

Some of the following signs may be indicators of physical abuse:

- frequent injuries
- unexplained or unusual fractures or broken bones, bruises, cuts, burns and bite marks
- wearing cover up clothing, avoiding changing for class
- show signs of pain and discomfort

Some of the following signs may be indicators that FGM has or is about to occur may be:

- taking longer than normal in bathroom
- difficulty walking, sitting or standing
- unusual behaviour after a prolonged absence
- talking about being taken 'home' on a special visit or a special occasion to 'become' a woman or an older relative visiting the UK

Some of the following signs may be indicators of emotional abuse:

- children who are excessively withdrawn, fearful, anxious about doing something wrong
- parents/carers who withdraw their attention from their child
- parents/carers blaming their problems on and humiliating their child

Some of the following signs may be indicators of neglect:

- looking unkempt
- wearing dirty clothes
- inappropriate clothing
- being hungry
- children who fail to receive basic health care
- parents/carers who fail to seek medical treatment when their children are ill or are injured

Some of the following signs may be indicators of sexual abuse:

- children who display knowledge or interest in sexual acts inappropriate to their age
- children who use sexual language and have a sexual knowledge that you wouldn't expect them to have
- children with physical sexual health problems including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy
- children who ask others to behave sexually or play sexual games

Some of the following signs may be indicators of sexual exploitation

- children who appear with unexplained gifts or new possessions
- children who have older girlfriends/boyfriends
- children who go missing, don't attend lessons for long periods of time

Other general indicators may also be:

- appearing fearful
- a change their eating habits
- having difficulty in making or sustaining friendships
- having a reckless regard for their own or others' safety
- deliberately self-harm
- showing signs of not wanting to go home
- displaying a change in behaviour, which can often be an extreme change
- challenging authority
- being constantly tired or preoccupied
- becoming disinterested in their work
- being wary of physical contact

N.B. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse but may well be part of a bigger picture of which Rambert Grades is unaware. Always discuss even low level concerns with your DSP.

Taking Action

- in an emergency situation take the action necessary to help the child e.g. 999
- report your concern to the DSP or his/her Deputy before the end of the day
- do not start your own investigation
- do not discuss the issue with colleagues, friends or family
- complete a written record of your concern
- seek support for yourself if you are distressed

If a Child Discloses Information

If a child discloses information to a member of staff:

- allow them to speak freely
- only ask factual, open questions for clarification
- do not press, coerce or ask leading questions
- at an appropriate time (not the start of the conversation nor the end) tell the child that in order to help them, you must pass the information on
- remain calm and do not over-react
- give reassuring nods or words of comfort
- remember how hard this must be for the child
- tell the child what will happen next
- write up your conversation as soon as possible on the Record of Concern Form, using the child's words (see Appendix II) and hand it to the DSP

Notifying Parents

The DSP will make contact with the child's parents in the event of a concern, suspicion or disclosure. However, if Rambert Grades believes contacting the parents could increase the risk to the child, advice will be sought from children's social care.

Children with Sexually Harmful Behaviour

Research suggests that 30% of sexual abuse is perpetrated by another child (under 18.)

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and Sharing Information

Staff should only discuss concerns with the DSP or Chair of the Board of Directors, who will decide who else needs the information. Child protection information will be handled and stored in line with the Data Protection Act 2018.

Information is:

- processed for limited purposes

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- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure
- shared with colleagues on a 'need to know' basis

Written information will be stored in a locked facility. Electronic information will be password protected and only available to relevant individuals. The child's general file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, i.e. parents and children do not have an automatic right to see them.

The Data Protection Act does not prevent Rambert Grades staff from sharing information with relevant agencies, where that information may help to protect a child, e.g. children's social care, police and NSPCC. Information can be disclosed to third parties without consent in child protection cases where there is reasonable cause to believe that a child is suffering or is at risk of suffering significant harm. In some cases it may be necessary to forego seeking parental consent as this may place the child at further risk.

Appendix I: Welfare Concern Form

Use this form to record any concern about a child's welfare and give it to the Designated Senior Person. If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form (Appendix (II)) instead and hand it to the designated senior person today.

Welfare Concern Form	
Child's Full Name:	Date of Record:
Why are you concerned about this child?	
What have you observed and when?	
What have you heard and when?	
What have you been told and when?	
Have you spoken to the child? Yes / No	
If yes, what did they say? Use the child's own words:	
Have you spoken to anyone else about your concern? Yes / No	
If yes, who?	

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Is this the first time you have been concerned about this child? Yes / No

Further details:

Your name:

Signature:

Position:

Organisation Address and Contact Details:

Date and time you handed this form to the Designated Safeguarding Person:

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Appendix II: Record of Concern Submitted by Rambert Grades

Record of Concern form
Child's Details
Full name:
Address:
Telephone:
Date of Birth:
Gender:
Is the child looked-after by a local authority or are there any other legal family arrangements? (E.g. a residence order)
When was the child first admitted?
Ethnicity and culture:
Religion:
Does the child have any disability or special education need? Yes / No

If yes, please specify:

Preferred language of child:

Is any type of language support required to converse with the child? Yes / No

If yes, please specify:

Does the child know this form has been completed? Yes / No

If not, why not?

If yes, how did they react, what did they say?

Details of those with Parental Responsibility

Name(s):

Address:

Telephone:

Relationship to child:

Ethnicity, culture and religion of those with parental responsibility (if known):

Preferred language of those with parental responsibility:

Is any type of language support required to converse with the child? Yes / No

If yes, please specify:

Do those with parental responsibility have any disability or special need?
Yes / No

How does this disability or special need affect the child?

Details of any known siblings:

Does the child regularly spend time with other carers, e.g. after-school carers, or at a short break service? Yes / No

If yes, please give details:

Has a Common Assessment Form (CAF) been completed for this child? Yes / No

If yes, please give date and reason for the CAF:

Do those with parental responsibility know that this form has been completed?
Yes / No

If not, why not?

If yes, how did they react, what did they say?

NOTE: Those with parental responsibility should not be contacted by anyone at Rambert Grades if this could place the child at risk. Speak to the Designated Senior Person first.

Why are you concerned about this child?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself.

What have you observed and when? <i>(This relates to anything you have personally witnessed)</i>	
What have you been told and when? <i>(by the child or any other person. Be clear about who has said what)</i>	
What have you heard and when? <i>(This may be third-party information that is relevant but as yet unsubstantiated)</i>	
If an allegation has been made, give any details you have about the alleged abuser:	
Does the child have any visible injury? Yes/No Please specify:	
If yes, has medical advice been sought? Yes/No Please specify:	
Has any action already been taken on this concern? (E.g. child taken out of class, first aid)	
Your name:	Signature:
Position:	Date:
Name and position of the person this record was handed to:	
Signature of the person receiving this record:	
Date and time the above person received this record:	

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If this record has been handed to anyone other than the Designated Senior Person, please explain why:

If you have used additional sheets to complete this record of concern, please staple them to this form and write the number of additional sheets here: _____

Hand this form to the Designated Senior Person before you go home. If the Designated Senior Person is unavailable, hand it to their deputy, the head teacher or your line manager. NB: If you do not have certain information, such as the child or family's ethnicity, do not delay in handing in the form.

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Rambert Creative Contemporary Dance Grades
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