

# CHILD PROTECTION & SAFEGUARDING

Central School of Ballet

**Child Protection and Safeguarding  
Policies & Procedures**

Created: 13 November 2017  
Revised: 22 January 2025  
Revision date: 22 January 2026

# CHILD PROTECTION & SAFEGUARDING POLICIES AND PROCEDURES

## CONTENTS

<b>Key Contacts</b>	1
<b>Introduction</b>	2
<b>Policy Statement</b>	2
<b>Policy Aims</b>	3
<b>Associated Policies</b>	4
<b>Safeguarding Roles &amp; Responsibilities</b>	5
• Responsibilities of Staff	5
• Responsibilities of the Board	5
• Students Assisting in Workshops	5
• Role of the Designated Safeguarding Lead	5
• Recruitment of Staff	6
<b>Safeguarding Procedures</b>	7
• Action if a child discloses information	7
• Action if you suspect abuse has taken place	9
<b>Responding to Allegations or Suspicions</b>	10
• Whistleblowing in order to protect the welfare of a child	10
• Internal Enquiries and Suspension	10
• Allegations of Previous Abuse	11
• Indicators of Abuse	11
<b>Review and Support</b>	12
• Support to Deal with the Aftermath of Abuse	12
• Supporting the Child / Vulnerable Adult	12
• Supporting Staff	12
• Supporting Parents and Carers	12
• Confidentiality	13
• Complaints Procedure	13
• Monitoring	13
<b>Appendices</b>	
• Appendix A – Code of Conduct for all Staff, Guest Tutors & Choreographers	14
• Appendix B – Code of Conduct for Contractors and Operations related visitors	17
• Appendix C – Incident Recording Form and Body Map	19
• Appendix D – Definitions & Indicators of Abuse & Neglect	22
• Appendix E – Specific Safeguarding Issues	25

## KEY CONTACTS

Executive Director:

**Mark Osterfield**

Tel: 020 7837 6332

Email: [mark.osterfield@csbschool.co.uk](mailto:mark.osterfield@csbschool.co.uk)

Designated Safeguarding Lead (DSL):

**Jo Hurst**

Associate School & Short Courses Manager

Tel: 020 7923 5490 (Direct Line)

Email: [jo.hurst@csbschool.co.uk](mailto:jo.hurst@csbschool.co.uk)

Mobile Number available from Reception when no Deputy is available and during out of office hours

Deputy Safeguarding Officer:

**Anna Turgoose**

Head of Medical & Well-Being

Email: [anna.turgoose@csbschool.co.uk](mailto:anna.turgoose@csbschool.co.uk)

Deputy Safeguarding Officer:

**Ben Warbis**

Ballet Central Lead

Email: [ben.warbis@balletcentral.co.uk](mailto:ben.warbis@balletcentral.co.uk)

Nominated Board Member for Child Protection and Safeguarding:

**Safron Rose**

Email: [sroseconsultancy@hotmail.com](mailto:sroseconsultancy@hotmail.com)

Prevent Single Point of Contact (SPOC):

**Maxine Bunting Thomas**

Head of Widening Participation & Access

Tel: 0207 837 6332 (Direct Line)

Email: [maxine.buntingthomas@csbschool.co.uk](mailto:maxine.buntingthomas@csbschool.co.uk)

### External Contacts

[Multi-Agency Safeguarding Hub \(MASH\)](#)

Sumner House

Sumner Road

London

SE15 5QS

020 7525 1921 / 020 7525 5000

For an out of hours social worker, phone 020 7525 5000

**If you suspect a child is in immediate danger you should call the Police on 999**  
**Introduction**

Central School of Ballet works with children, young people and vulnerable adults, delivering both higher education courses at Foundation, BA and MA level for 16+ years, and dance training and short courses for 3-18 years. It is important that everyone at the School feels safe in the learning environment and studio culture. This can only be achieved in an atmosphere of trust and respect. Central recognises that all children, young people and vulnerable adults involved in our education work have a right to protection.

Central has adopted the following Child Protection and Safeguarding Policy to ensure that the School is doing everything in their power to ensure the safety and protection of all those participating in its education work. Central also recognises its responsibility to protect staff, students and volunteers against unfounded allegations of abuse.

In law, a child is defined as a person under 18 years, but the policy remains in place for all young people over 18 years who are in full-time higher education at Central School of Ballet. Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all staff should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

The term 'adults at risk' refers to a person aged 18 years or over who is, or may be in need of, community care or health care services by reasons of mental health, disability or illness and who may be unable to take care of themselves or protect themselves from harm or from being exploited.

## **Policy Statement**

Central School of Ballet has a duty to safeguard from harm all children, young people and adults at risk involved in its education and outreach work. All children and young people have the right to protection. The school understands that some children and vulnerable adults, including those with specific learning differences and disabilities, may be particularly vulnerable to abuse. Central School of Ballet accepts the responsibility to take reasonable and appropriate steps to ensure the safety and protection of these groups through adherence to these safeguarding guidelines.

Central's Child Protection and Safeguarding policy also refers to preventing students and staff from being drawn into radicalisation or extremism and that any concerns should be referred to the Prevent Single Point of Contact in the same way as safeguarding concerns.

Central believes that:

- The welfare of the child is paramount
- All participants in our training and education work, without exception, have the right to be safe and be protected from abuse
- All adults have a responsibility to safeguard and protect children

## Policy Aims

The aim of Central School of Ballet's Child Protection & Safeguarding Policy is to promote good practice by:

- Establishing and maintaining an environment where children feel secure, are encouraged to share any concerns and are listened to.
- Ensuring children know that there are adults in the school whom they can approach if they are worried or have concerns.
- Employing safer recruitment procedures when checking the suitability of all staff and volunteers who work with children.
- Ensure all staff and visitors working unaccompanied around the building have read, understood and signed the school's Code of Conduct and Safeguarding Procedures.
- Allowing all staff to make informed and confident responses to specific safeguarding issues.
- Ensure all suspicions and allegations of abuse are taken seriously and are responded to swiftly and appropriately.
- Ensure all staff involved in the School's education work and employed by Central will report any concerns to the Designated Safeguarding Lead.
- Ensure that confidential and accurate recording of all safeguarding concerns are maintained and securely stored.

Please note: Central staff all receive Level 1 child protection training, and the DSO receives specialist training in line with statutory guidance. However, 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.

The term 'staff' applies to full-time staff, freelance tutors and artists, support staff, teaching assistants, guest choreographers, volunteers and all visitors working at Central who are unaccompanied around the building.

Central's Child Protection & Safeguarding Policy and Procedures will be widely promoted and are mandatory for everyone involved at and for the Central School of Ballet. Failure to comply will be addressed immediately and may ultimately result in dismissal/exclusion from the organisation.

## Guidance & Legal Framework

This policy has been written to comply with the following legislation, regulations and statutory guidance:

- DfE *Keeping Children Safe in Education* (September 2024)
- DfE *Working Together to Safeguard Children* (2023)
- DfE *Guidance for Schools on Dealing with Allegations against Staff Members*
- DfE *What to Do if You're Worried a Child is Being Abused* (2015)
- London Safeguarding Children Board: *London Child Protection Procedures* (2024)

## **Associated Policies**

This document should be read in conjunction with the following Central School of Ballet's policies including:

- Code of Conduct and Safeguarding Procedures
- Health & Safety Policy
- Use of Touch in Dance Teaching Policy
- Equity, Diversity and Inclusion Policy Statement
- Prevent: Policy to Support the Prevention of Extremism and Radicalisation
- Acceptable Use Policy for IT Systems
- Whistleblowing Policy

These policies are located on our website and can be found [here](#)

## **SAFEGUARDING ROLES & RESPONSIBILITIES**

### **Responsibilities of Staff**

All permanent staff and regular freelance staff must undergo Child Protection and Safeguarding Training and ensure that they:

- Work safely and effectively with children
- Respond to concerns expressed by a child, young person or adult
- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse

Central will support staff with training regarding safeguarding and make sure each member of staff is aware of the issues surrounding Child Protection.

Refresher courses for Child Protection and Safeguarding will be arranged annually including training in Prevent and in the use of touch in dance teaching.

### **Responsibilities of the Board**

Governors are responsible for reading and understanding the provisions of this policy and ensuring that the school complies with its responsibilities and duties under safeguarding legislation and that sufficient measures are in place.

The Board of Governors will be required to complete the disclosure procedure recommended by the Disclosure & Barring Service. They will nominate a Board Member for Child Protection and Safeguarding.

### **Students Assisting in Workshops**

Occasionally undergraduate students will assist in the delivery of workshops both internally (working with under 16s) and externally in schools and other settings. Students will not have unsupervised contact with children and will be given appropriate facilitator training, including safeguarding training, in advance of such occasions.

When working in organisations externally, Central will ensure that an adult from the external organisation is present throughout the workshop.

### **Role of the Designated Safeguarding Lead (DSL)**

The role of the Designated Safeguarding Lead (DSL) at Central School of Ballet is to take lead responsibility for safeguarding and child protection within the school. This involves providing advice and support to other staff and to be available during school hours for staff to discuss safeguarding concerns.

The Designated Safeguarding Lead and the two Deputies will liaise with, and manage referrals to, relevant agencies such as Multi Agency Safeguarding Hub, Local Authority Designated Officer, Channel Panel (ref: Prevent Policy and Single Point of Contact), Police and the Disclosure and Barring Service.

The DSL will keep the Executive Director of the School and the Board of Governors informed of on-going safeguarding and child protection issues and enquiries. The DSL will provide advice and guidance for staff on safeguarding and child protection issues and ensure that the school's policies and procedures are up to date, reviewed annually and implemented. The DSL will provide a case study to discuss as part of the annual review process for the Safeguarding Team.

## **Recruitment of Staff**

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

Central requires that permanent staff and those freelancers who regularly work at Central:

- complete an application form which will elicit information about an applicant's past and a self-disclosure about any criminal record.
- complete the disclosure procedure recommended by the Disclosure & Barring Service (according to the level appropriate for the candidate's role).
- provide two references from previous employers confirming their suitability to work with young people.
- complete a New Starter Form and show proof of identity. The identity of all new staff is verified from their passport or other photographic ID and proof of address must be provided. The applicant's right to work in the UK must be evidenced through documentation. Only original documents are accepted.

Central requires visiting tutors, occasional guest staff, and staff who work on an irregular basis to:

- complete a New Starter Form and show proof of identity. The identity of all new staff is verified from their passport or other photographic ID and proof of address must be provided. The applicant's right to work in the UK must be evidenced through documentation. Only original documents are accepted.
- provide evidence of a DBS. Any staff member without a DBS will need to be accompanied at all times.
- read, understand and agree to adhere to the school's Code of Conduct and Safeguarding Procedures, **(APPENDIX A and B)** the Child Protection & Safeguarding Policy and the Prevent Policy to Support the Prevention of Extremism and Radicalisation.



## **SAFEGUARDING PROCEDURES**

It is not the responsibility of anyone working at Central, 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.

Central will assure all staff that it will fully support and protect anyone, who in good faith reports their concerns that anyone is, or may be, abusing a child. Staff will receive training to be alert to potential signs and indicators and take appropriate action where necessary.

### **Action if a Child Discloses Information or indicates that they are being harmed**

When a child or young person makes a disclosure to a member of staff, this will be recorded and given to the school's Designated Safeguarding Lead who will determine the appropriate course of action. The documentation will be stored securely and remain confidential. Any concerns about a child or young person will 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 or indicates possible abuse, the member of staff should:

- Respond in a calm manner.
- Remember that the child is likely to be frightened or anxious.
- Tell the child that he or she was right to tell someone and is not to blame.
- Listen carefully and take what the child says seriously. Allow the child to speak freely.
- 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 may 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 some children including 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.
- Explain what will happen next and who has to be told.

**Explain that anything the child tells you may need to be shared with others.**

Remember that if a child makes a disclosure to you:

- Do not panic
- Never make promises or agree to keep secrets for any student who is disclosing information
- Do not allow your shock or distaste to show
- Never probe for more information than is offered
- Do not ask the child to write down their account
- Never take photographs of marks / bruises
- Do not attempt to examine the child or remove any of their clothing
- Do not speculate or make assumptions about what has happened
- Do not make negative comments about the alleged abuser
- Never approach the alleged abuser

If a child makes a disclosure please ensure a detailed record of what has been said is made. Please see **Appendix C** for the Central School of Ballet *Incident Recording Form Template* which identifies what information is required. If you are unable to use the template form, please follow the guidelines below on what information you must try to collect. **Remember that all records need to be factual, objective, dated and timed.**

- The young person's name, age and date of birth
- Please try to obtain the following from the young person: The parent / carer name, address, phone number and email address
- 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 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 young person's account, if it can be given, of what has happened and how any bruising or other injuries occurred if applicable. Record the information using the child's own words.
- Have the parents been contacted? If so what has been said?
- Has anyone else been consulted? If so record details
- If the young person was not the person who reported the incident, have they been spoken to? If so what was said?
- Has anyone been alleged to be the abuser? Record details

This form should then be forwarded **within 24 hours** to the Designated Safeguarding Lead. However, if there is a risk of immediate harm ie. risk to life to a child, the police should be informed. Call 999.

**Please note:** Safeguarding and child protection referrals should be made to the local authority where the child ordinarily lives. In the first instance, Central School of Ballet will contact the MASH team of the borough where Central is located in Southwark. For information: [Safeguarding The London Borough of Southwark • Home](#)

## **Action If You Suspect Abuse Has Taken Place – Allegations Against Staff**

Any suspicion that a child has been abused by a member of staff should be reported immediately to the Designated Safeguarding Lead (DSL), who will inform the Executive Director and the Nominated Board Member responsible for Safeguarding.

If the Designated Safeguarding Lead is the subject of suspicion/allegation, the report must be made to the Executive Director of Central School of Ballet who will refer the matter to the Local Authority Designated Officer (LADO) Contact.

If the allegation is about the Executive Director, the DSL will take the matter to the Chair of the Board without informing the Executive Director.

Any suspicion that a child has been abused by someone not working at Central School of Ballet, for example, a parent, carer, another child, an external agency or service provider, then please report your concerns to the DSL and complete the Incident Reporting Form.

The parents or carers of the child will be contacted as soon as possible following advice from the LADO.

**Please note: If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Executive Director and the Designated Board Member for Safeguarding at Central who will decide how to deal with the allegation and whether or not to initiate disciplinary proceedings.**

## RESPONDING TO ALLEGATIONS OR SUSPICIONS

### Whistleblowing in Order to Protect the Welfare of a Child

Central School of Ballet is committed to the highest standards of openness, probity and accountability. It seeks to conduct its affairs in a responsible manner, taking into account the requirements of the University of Kent, the funding bodies, and the [Nolan principles of standards in public life](#).

If you have concerns about the behaviour of a member of staff or volunteer within Central School of Ballet, then you must report your concerns to either the Designated Safeguarding Lead or the Deputy Safeguarding Officer(s).

All staff and volunteers have a legal duty to raise concerns where they feel individuals, or the school itself, is failing to safeguard and promote the welfare of children. Please refer to Central's Whistleblowing policy which is located on the website [here](#).

If an individual does not feel able to raise their concerns with their line manager, in the first instance, or employer, staff can contact Southwark's lead officers for child protection and safeguarding. The contact details are on page 1 of this policy or for more information visit: [Safeguarding The London Borough of Southwark • Home](#)

### Internal Enquiries and Suspension

In the event that an allegation is made against a member of staff, student or volunteer, Central School of Ballet's Designated Safeguarding Lead will act as the school's representative for the purposes of the allegation procedures and will raise the matter with the Executive Director and then contact the LADO before any investigation takes place. The LADO will advise on the appropriate course of action to ensure the safety of the child in question and any other child who may be at risk.

The Designated Safeguarding Lead will consult with the Executive Director of Central School of Ballet who will inform the Chair of the Board. Together they will make an immediate decision about whether any member of staff accused of abuse should be temporarily suspended pending further police and social services inquiries and following the advice of the LADO. The welfare of the child will remain of paramount importance throughout.

The individual who the allegation is against may be informed of the allegation, on the advice of the local safeguarding authority, and may be removed from contact with children and vulnerable adults in line with the appropriate disciplinary process (staff or student). Any internal disciplinary action arising from an investigation will be handled in accordance with the relevant disciplinary process (staff or student). 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.

Staff must understand their own vulnerability when working with children and therefore follow Central's Code of Conduct.

Further information regarding disciplinary procedures can be found in the Staff Handbook or the Student Handbook.

Central School of Ballet is responsible for reporting a person who is no longer deemed suitable to work with children to the Disclosure and Barring Service within 4-6 weeks of leaving a school.

### **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, Central should follow the procedures as detailed above and report the matter to social services or the police. This is because other children may be at risk from this person.

Further information regarding Central's recruitment procedures can be found in the Safer Recruitment Policy.

### **Indicators of Abuse**

Please refer to **Appendix D** for a list of definitions and indicators that abuse may be taking place.

We ask all staff to familiarise themselves with the indicators so that they may recognise the signs when abuse may be taking place.

## **REVIEW AND SUPPORT**

### **Support to Deal with the Aftermath of Abuse**

Consideration will be given to the support that children, parents and members of staff may require. Use of helplines, support groups and open meetings can help deal with the process.

The therapist directory of the British Association for Counselling (BACP) can be found at <http://www.itsgoodtotalk.org.uk/> which has a search facility for counselling options.

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

### **Supporting the Child / Adult at Risk**

In cases where the child or adult at risk may have suffered significant harm, or there may be a criminal prosecution, advice will be sought from the Local Authority Designated Officer (LADO) and the police, if appropriate, as to what support the child or vulnerable adult may need.

### **Supporting Staff**

- Employers have a duty of care towards employees
- We will provide effective support to anyone facing an allegation
- We will provide the employee with a named contact if suspended
- Suspension would be carefully considered
- All allegations will be dealt with quickly and fairly to ensure protection of child and support the person at the centre of the allegation

### **Supporting Parents and Carers**

Parents or carers of children involved in disclosing information will be told of any allegation if they are not already aware. However, parents and carers must understand that in certain circumstances of alleged abuse, there may be a need to contact other agencies without first notifying the parent / carer. This decision will be made in consultation with the Local Authority Designated Officer.

Parents / carers will be kept informed about progress of the allegation and told the outcome of an investigation and any disciplinary process.

## **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 Designated Safeguarding Lead
- The parents/carers 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)
- The person who the disclosure was made to

The School will seek local authority advice on who should approach the alleged abuser. The matter will not be dealt with by a lone staff member but in consultation with the appropriate people.

Information will be stored in a secure place with limited access to designated people, in line with data protection laws. All information recorded needs to be accurate, regularly updated, relevant and secure.

## **Complaints Procedure**

Any person wishing to complain about an issue dealt with by the Central School of Ballet Child Protection and Safeguarding Policy should follow the school's Complaints Procedure. This policy can be found in the school's staff handbook and on the School's Websites [General Policies](#).

## **Monitoring**

The Safeguarding Committee will meet termly to:

- Review any activity relating to safeguarding and address any issues arising.
- Review and plan training undertaken or required by staff, volunteers and governors in relation to safeguarding.
- Review and update safeguarding policies and procedures.

The Safeguarding Committee will include:

- The Designated Safeguarding Lead
- The Deputy Safeguarding Officers
- The Executive Director
- The Nominated Board Member for Safeguarding
- The Director of Operations and Finance (when an incident involves a member of staff)

### **Central School of Ballet Code of Conduct and Safeguarding Procedures for all Staff, Guest Tutors and Choreographers**

This document should be read in conjunction with Central School of Ballet's Safeguarding Policy and Procedures (above)

Central School of Ballet works with children, young people and vulnerable adults delivering programmes of education and classes. Teachers and other adults working with children and young people have a duty to safeguard them from harm and promote their welfare. Central recognises that all children, young people and vulnerable adults involved in the work of the school have a right to protection and feel safe at all times. For the purpose of this policy a child is defined as a person under 18 and includes young people over 18 who are in full time education.

We ask all staff, visiting tutors and guest choreographers to familiarise themselves with our Safeguarding Policy and comply with the clear guidelines as written below. Please note that failure to follow the school's safeguarding policy may result in formal disciplinary action and termination of employment.

#### **Personal and Professional Conduct**

Tutors and guest artists are expected to demonstrate consistently high standards of personal and professional conduct. All students, irrespective of culture, disability, gender, age, language, racial origin, religious belief and/or sexual identity should be treated fairly and with dignity and mutual respect. We expect all staff to demonstrate tolerance of other faiths and uphold the values of individual liberty. Always ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. Please familiarise yourself with Central's Policy for the Prevention of Radicalisation [here](#)

Adults should not swear or use sexist, sexual, racist, homophobic, transphobic or discriminatory language at, or in the presence of students. Staff should not demonstrate favouritism towards any one student or group of students.

Adults should be polite and use respectful language in the presence of students. Do not use language to humiliate or undermine a student. Avoid the use of sarcasm or irony which can be misunderstood by a student. We expect students to be similarly respectful and polite to adults.

Adults must take due care when accepting gifts and hospitality from students, parents/guardians or prospective students as acceptance of such gifts can be misunderstood and misinterpreted.

All staff and visiting tutors must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance, punctuality and personal appearance. Adults should dress appropriately and respectfully at all times whilst in school and in the studio this includes the use of logos on items of clothing.

All staff and visitors must sign in on arrival and sign out whenever they leave the building even if



they are to return a short while later. All visitors must wear a visitor lanyard whilst in the building. Staff do not have to wear their lanyard whilst teaching but it must be on view and readily accessible if required. At Central School of Ballet all students and staff use first names when addressing one another.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Adults should not behave in a way that could be subject to misinterpretation, both physically and verbally.

### **Photography and Filming**

No member of staff or visitor should use their own mobile phone or any other personal device to take photographs of, or film, Central School of Ballet students or any young people they may teach as part of their Central School of Ballet duties. Any footage taken on a Central School of Ballet device should not be used on personal websites or personal social media sites nor copied to personal computers. No young person should be identified and named on such photographs and film footage. **Please refer to the Artist and Staff Sharing of Approved Content Policy [here](#).**

### **Use of Mobile Phones in School**

All adults must not make personal phone calls when in a class. All phones must be turned off or switched to silent. Personal phone calls should be made during breaks and out of earshot of students.

### **Social Media**

It is not appropriate for staff or visiting tutors to have pupils or ex-pupils below the school leaving age of 18 years, as 'friends' on Facebook or to 'follow' pupils on any other social media platform. Adults should not disclose personal phone numbers, email addresses and contact details to students. Staff social media profiles must be set to 'private'. Inflammatory comments about the school, students or individual members of staff should not be posted on any social media platform. No pupil or staff name should be posted on any online social media without prior permission from the Executive Director of the school.

### **Communication**

All staff should communicate with pupils via a school email address only.

For pupils under the age of 18, communication should be with a parent or guardian unless enrolled on the Higher Education Degree Course when the pupil is using a school email account. No member of staff should communicate with pupils via a personal mobile phone or share their personal email address or phone number with pupils.

### **Please Note**

Adults must only use the changing rooms (Level 1 staff room) and toilets for staff or visitors. Adults must not enter toilets or changing rooms designated for student use on -1.

Adults should not drink alcohol, smoke or vape in front of students. Please refer to the school guidelines regarding the designated smoking and vaping area. Please be aware not to wear any item of clothing that can identify you as a member of Central School of Ballet whilst in the designated smoking area ie a Central School of Ballet T-shirt or hooded top. Physical contact between a student and an adult should be kept to a minimum. **Please refer to Central's Policy for the Use of Touch in Dance Teaching [here](#).**

Please familiarise yourself with the school's Emergency Evacuation Route and Procedures. If a student is injured, please consult a first aid trained member of staff for guidance. All accidents must be recorded in the accident book.

As a rule, adults should avoid speaking to, or working with a student alone in a room with the door closed. If an adult needs to work with a student in confidence, then it is advisable that this meeting or interaction takes place in an environment visible to others and preferably with the door open. If this is not possible then adults should ensure an appropriate distance is maintained between the adult and student and ideally, notify your line manager before the meeting takes place. **Please refer to Central's Solo and 1:1 Working with a Young Person Policy.**

Please be aware that an adult should never promise to keep a disclosure by a student secret but explain that all disclosures are immediately reported to the school's Designated Safeguarding Lead.

Adults must not transport a student in their own car nor invite students to their home. Adults should not meet socially with students outside of school. In the case of an emergency where a student may need to be chaperoned home, public transport, or with prior permission, a taxi should be used. In the event of an emergency, the Executive Director, or Artistic Director, needs to be consulted.

**Disclosures:**

**All staff and visitors agree to report Disclosures to Central's Designated Safeguarding Lead:**

**Jo Hurst, Associate School and Short Courses Manager, located in the office on Level 1.**

**EM: [jo.hurst@csbschool.co.uk](mailto:jo.hurst@csbschool.co.uk) DL: 020 7923 5490**

## **Central School of Ballet**

### **Code of Conduct for Contractors and Operations related visitors to Central School of Ballet**

Central School of Ballet works with children, young people and vulnerable adults delivering courses of education and recreational classes. Central recognises that all children, young people and vulnerable adults involved in the work of the school have a right to protection and feel safe at all times. For the purpose of this policy a child is defined as a person under 18 and includes young people over 18 who are in full time education.

We ask all visitors to the school to comply with the clear guidelines as written below. Please note that failure to follow the school's safeguarding policy may result in termination of any contract between us.

#### **Disclosure & Barring Service**

Unaccompanied adults working at Central need to provide evidence of a DBS or will need to be escorted through any student areas by another member of staff when in use.

#### **Personal and Professional Conduct**

All visitors are expected to demonstrate consistently high standards of personal and professional conduct. All students, irrespective of culture, disability, gender, language, racial origin, religious belief and/or sexual identity should be treated fairly and with dignity and mutual respect. Adults should not swear or use sexist, sexual, racist, homophobic, transphobic or discriminatory language at, or in the presence of students. We expect all visitors to Central to demonstrate tolerance of other faiths and uphold the values of individual liberty. Adults should be polite and use respectful language in the presence of students. Do not use language to humiliate or undermine a student. We expect students to be similarly respectful and polite to adults.

All adults must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance, punctuality and personal appearance. Adults should dress appropriately and respectfully at all times.

Adults should not behave in a way that could be subject to misinterpretation, both physically and verbally.

## **Photography and Filming**

No visitor should use their own mobile phone or any other personal device to take photographs of or film Central School of Ballet students.

## **Use of Mobile Phones in School**

All visitors should refrain from making personal phone calls when in the building. All phones should be turned off or switched to silent. Personal phone calls should be made out of earshot of students. No personal mobile number should be given to young people.

Adults should not disclose personal phone numbers, email addresses and contact details to students.

## **Whilst in the Building:**

Adults must only use toilets designated for staff.

Adults must not enter toilets or changing rooms designated for student use unless for specific maintenance tasks which are supervised by the Buildings Manager.

Adults should not drink alcohol, smoke or vape, in front of students. Please ask a member of Reception staff regarding the designated smoking area.

Adults should avoid speaking to students or working in a room alone with a student.

**If you need any further clarification on these matters, please refer to Central's Designated Safeguarding Lead:  
Jo Hurst, Associate School and Short Courses Manager. Workstation on the 1st floor.  
EM: [jo.hurst@csbschool.co.uk](mailto:jo.hurst@csbschool.co.uk)  
DL: 020 7923 5490**

**Central School of Ballet Child Protection & Safeguarding Policy  
Incident Recording Form**

**Please complete this form to ensure any disclosures, allegations of abuse or misconduct are correctly documented and pass to the Designated Safeguarding Lead.**

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

<b>Your name:</b>
<b>Your position:</b>
<b>Child's name:</b>
<b>Child's date of birth (if known)</b>
<b>Gender of Child:</b>
<b>Parents/carer names and address (if known):</b>
<b>Parent / Carer Contact Number:</b>
<b>Parent / Carer Email Address:</b>
<b>Have parents been contacted? YES / NO (if yes, what has been said)</b>
<b>Date, time and place of alleged incident:</b>
<b>Are you reporting your own concerns or those of somebody else? If so, who?</b>

**Your observations:** (continue on a separate sheet if necessary)

**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).

**Were there any witnesses. If so, who?**

**Were there any people alleged to be involved. If so who?**

**Have any external agencies been contacted? YES / NO**  
**If Yes, who has been contacted? Include name; contact details, date and time and what advice was given.**

**Your Signature:**

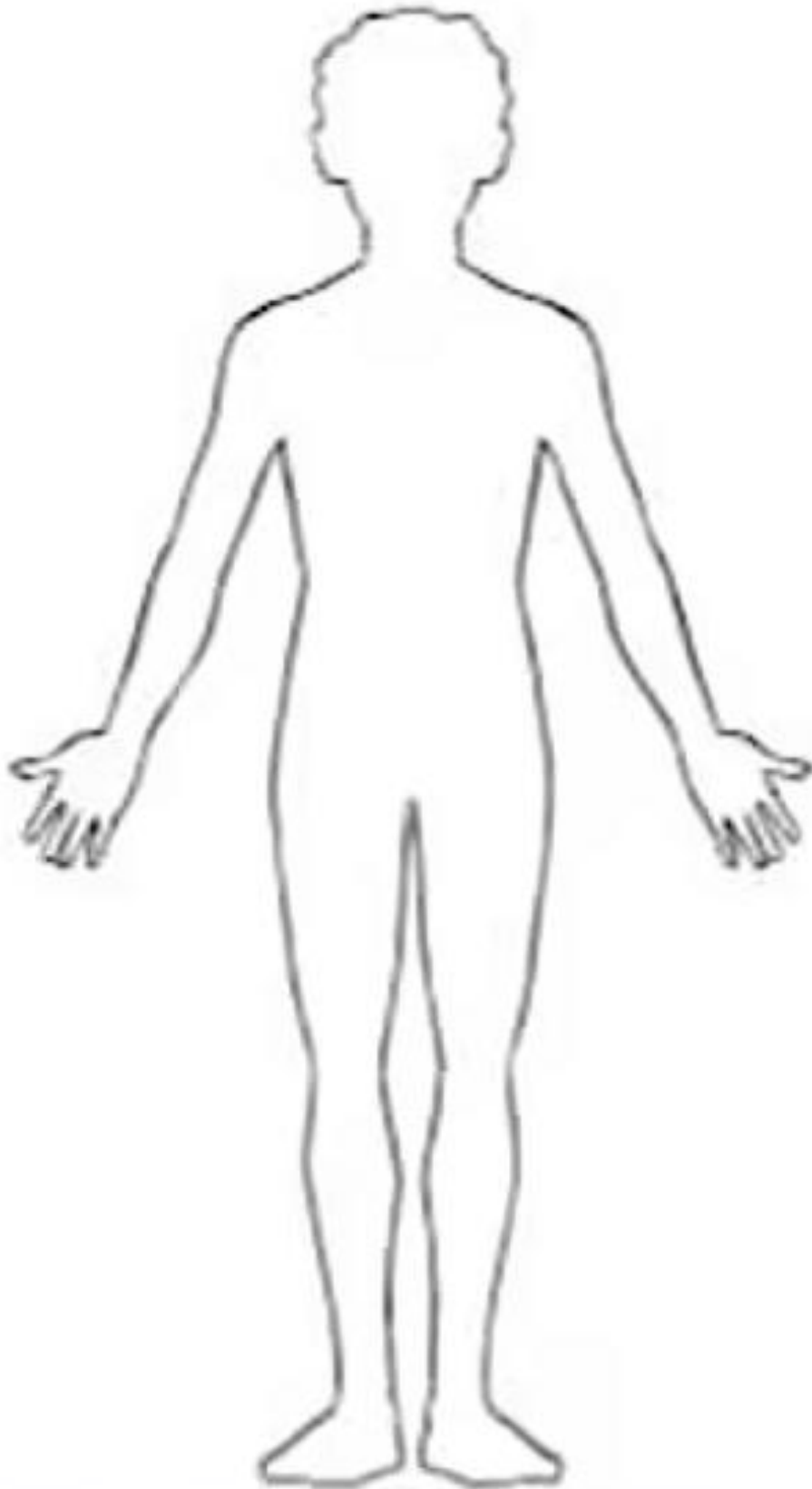
**Print Name:**

**Date:**

**FOLLOW UP ACTION TO BE COMPLETED BY DSL:** (include date and time of all correspondence / conversations)

**Please forward this form to Central's Designated Safeguarding Lead immediately or within 24 hours.**

**Please indicate if front or back.**



## Appendix D

### Child Protection: Definitions & Indicators of Abuse & Neglect

#### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Children's Safeguarding and Social Work have a legal duty to investigate and take proportionate action to protect children where there are concerns that they are at risk of suffering significant harm which is defined as:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.



**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Possible Indicators of Abuse and Neglect

<b>Physical Abuse</b>	<ul style="list-style-type: none"> <li>• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</li> <li>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</li> <li>• High frequency of injuries</li> <li>• Parents seem unconcerned or fail to seek adequate medical treatment</li> </ul>
<b>Emotional Abuse</b>	<ul style="list-style-type: none"> <li>• Developmental delay</li> <li>• Attachment difficulties with parents and others</li> <li>• Withdrawal and low self-esteem</li> </ul>
<b>Sexual Abuse</b>	<ul style="list-style-type: none"> <li>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age / stage of development</li> <li>• Sexual risk taking behaviour including involvement in sexual exploitation / older boyfriend or girlfriend</li> <li>• Continual inappropriate or excessive masturbation</li> <li>• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy</li> <li>• Unwillingness to undress for sports</li> </ul>
<b>Neglect</b>	<ul style="list-style-type: none"> <li>• Inadequate or inappropriate clothing</li> <li>• Appears underweight and unwell and seems constantly hungry</li> <li>• Failure to thrive physically and appears tired and listless</li> <li>• Dirty or unhygienic appearance</li> <li>• Frequent unexplained absences from school</li> <li>• Lack of parental supervision</li> </ul>
<b>Indirect Indicators of Abuse &amp; Neglect</b>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Withdrawal and low self-esteem</li> <li>• Eating disorders</li> <li>• Aggressive behaviour towards others</li> <li>• Sudden unexplained absences from school</li> <li>• Drug / alcohol misuse</li> <li>• Running away / going missing</li> </ul>
<b>Parental Attributes</b>	<ul style="list-style-type: none"> <li>• Misusing drugs and / or alcohol</li> <li>• Physical / mental health or learning difficulties</li> <li>• Domestic violence</li> <li>• Avoiding contact with school and other professionals</li> </ul>

## Appendix E

### Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. Below are some safeguarding issues all staff should be aware of.

#### Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. Child-on-child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>8</sup> (also known as sexting or youth produced sexual imagery); upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

#### Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

## **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

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

The statutory guidance 'Keeping Children Safe in Education' 2024, asks schools to ensure that they raise awareness of Female Genital Mutilation (FGM). All staff must be aware of FGM.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the member of staff does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff should follow local safeguarding procedures.

## **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy, and by speaking to the DSL.

## **Serious violence**

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

## **Radicalisation and Extremism**

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately in consultation with the SPOC, which may include making a referral to the Channel programme.