

RAMBERT SCHOOL OF BALLET AND CONTEMPORARY
DANCE SAFEGUARDING POLICY

ADOPTED 3 SEPTEMBER 2018

Most recent review: May 2022

Next review date: May 2024

Approved by: Amanda Britton
Principal, Artistic Director & Chief Executive
Safeguarding Officer



1 EMERGENCY AND KEY CONTACT DETAILS

Where any student is in immediate danger you should contact the Police on 999. You should inform the Safeguarding Officer (or, if they are not available, the Deputy Safeguarding Officer) as soon as possible following this.

In all other (non-emergency) cases where you know or have reasonable grounds to believe that a student may be at risk of harm or abuse, you should immediately notify the Safeguarding Officer (or, if they are not available, the Deputy Safeguarding Officer).

Safeguarding Officer:

Amanda Britton, Principal, Artistic Director & Chief Executive

Phone: 020 8892 9960

Email: Amanda.britton@rambertschool.org.uk

Deputy Safeguarding Officer:

Judy Bowden, Head of Admissions, Registry and Student Support

Phone: 020 8892 9960

Email: Judy.bowden@rambertschool.org.uk

In the event that the Safeguarding Officer and the Deputy Safeguarding Officer are offsite, staff should contact them via Teams.

Members of the **Safeguarding Group** are:

Rachel Avery, Judy Bowden, Amanda Britton, Grace Campbell and Darren Ellis.

Any concerns about the Safeguarding Officer or the Deputy Safeguarding Officer should be reported to the Safeguarding Working Group of the Board of Trustees, whose current membership is Rachel Avery, David Cazalet, Katie Thorpe and Louise Verill.

The School is a registered charity, and it may be necessary to inform the Charity Commission of any safeguarding issue that involves significant risk to students or the School itself. This is in addition to any matters referred to the Police or other regulatory bodies.

Responsibility for making a Serious Incident Report rests with the School's Board of Trustees. The Safeguarding Officer (or, in their absence, the Deputy Safeguarding Officer) shall be responsible for notifying the Trustees of any safeguarding issues that may need to be reported to the Charity Commission or other public authorities.

Further guidance from the charity Commission on reporting serious incidents is available online at <https://www.gov.uk/guidance/how-to-report-a-serious-incident-in-your-charity>

3 INTRODUCTION TO SAFEGUARDING POLICY

The Rambert School of Ballet and Contemporary Dance (the "**School**") has for over 100 years upheld an international reputation for delivering elite vocational dance training. Throughout the School's history the creative energy and spirit of its founder, Marie Rambert, have endured. Graduates' work is characterized by their individuality, creativity and artistic expression in addition to strong technical skills, and they can be found in all areas of the profession: as dancers, choreographers, teachers, academics and directors.

Our mission is to provide world-leading training and education in ballet and contemporary dance. Fuelled by innovation and creativity, Rambert School plays a key part in the professional dance sector. Our finely tuned curriculum, inspirational teaching and the talent and individuality of our students makes us a world-leading centre for dance training. We are the only school in the UK to focus equally on classical ballet and contemporary dance, ensuring we give our students a sound technical training and that we produce industry-ready dancers and choreographers.

Our vocation is to realise the potential of every single student. Every member of staff here at the School welcomes individuality, and this is at the heart of our teaching.

4 GOVERNING PRINCIPLES

The fundamental principle that underpins the Safeguarding Policy is that the welfare and interests of our students are of paramount importance and should be protected at all times.

The School's priority is to ensure the safety and protection of children and vulnerable adults. However, the School recognises the risk that students may, through a range of circumstances, experience unwelcome behaviour or conduct which exposes them to risk. The School owes all its students a duty of care to protect them from harm and the risk of exploitation. The School has legal duties which require all staff and students to comply with this Safeguarding Policy and associated policies and procedures set out in the Staff Handbook and the Student Handbook. This is a mandatory obligation and a failure to comply may lead to disciplinary action being taken. This Safeguarding Policy applies to all activities of the School, whether on School premises or otherwise.

In particular **staff** must have regard to the related policies and procedures of the School:

- The “Safe Touch” policy in relation to appropriate physical contact in dance, a copy of which can be found at Appendix 1
- The Staff Professional Code of Conduct and its clauses in relation to staff and student relationships and in respect of anti-bullying, harassment and victimisation
- Health and safety procedures
- Information Technology Policy ~ acceptable use
- Social Media Policy
- Trips & Visits Procedure
- Grievance procedure and disciplinary procedure
- Policy and Procedure on Public Interest Disclosure (prev Whistleblowing)
- Prevent Policy (see also note at Appendix 5)

Students must have regard to the Student Handbook which sets out the expectations of students as regards conduct and standards of behaviour. Students may be at risk of being excluded from the School if they fail to meet the expected standards of conduct and behaviour towards one another and in relation to the staff of the School.

The Safeguarding Policy reflects the laws and best practice in England. All students and staff are expected to adhere to these standards.

5

RELEVANT DEFINITIONS

An "**adult**" is any person who has attained the age of 18.

A "**vulnerable adult**" is any adult who has needs for care and support; or who may be experiencing, or is at risk of abuse or neglect; and/or is experiencing, or is at risk of experiencing controlling and/or coercive behaviour. Note that this may not be a permanent form of vulnerability or risk.

Vulnerability can arise from time to time as the result of mental or physical health issues and/or as a consequence of an inappropriate relationship.

A "**child**" is any person who has not attained the age of 18.

"**Coercive behaviour**" is an act or pattern of acts that is used to harm, punish or frighten, intimidate or humiliate a person.

"**Controlling behaviour**" is an act or pattern of acts intended to make a person subordinate or dependent. It might include isolating them from support, exerting control over their everyday behaviour. It can extend to exploiting them for personal gain and/or depriving them of the resources they need for independence.

"**Staff**" includes all permanent, temporary, freelance and volunteer staff.

6 SAFEGUARDING ROLES AND RESPONSIBILITIES

All staff have a legal duty to safeguard the School's students, to recognise any signs of abuse and to take action where it is reported. All staff will receive training on what abuse is and how to recognise and report it.

This Safeguarding Policy commits staff to respond promptly to all allegations or suspicions of abuse. This is a mandatory obligation and a failure to comply may lead to disciplinary action being taken.

The **Safeguarding Officer and their Deputy** are responsible for:

- Ensuring the School's Safeguarding Policy is implemented consistently across the School
- Referring cases of suspected abuse to the relevant agencies
- Supporting staff who report suspected abuse
- Referring cases where a person is dismissed or leaves the School, due to a risk of harm to a child or vulnerable adult, to the Disclosure and Barring Service ("**DBS**") as required
- Keeping a full and secure record of all safeguarding reports and concerns
- Ensuring that all staff receive appropriate safeguarding training
- Keeping staff appropriately informed about matters to do with safeguarding
- Reporting to the School's Board of Trustees on safeguarding issues on a termly basis, and before then where a report to the Charity Commission may need to be considered
- Liaising with other professionals and agencies which support children and vulnerable adults

The School's **Safeguarding Group** is responsible for steering work in relation to safeguarding and making recommendations to the School's senior management team regarding any actions that need to be taken to maintain compliance and best practice in respect of safeguarding, including reviewing this Safeguarding Policy.

7 SAFEGUARDS

A number of safeguards are in place to protect the School's students and also to protect staff where they may also be at risk.

All staff

- Express prohibition on intimate or personal relationships between staff and students

Staff should conduct themselves at all times in accordance with the School's policies and procedures and acknowledge their professional and ethical responsibility to protect the interests of students and accept the obligations and constraints inherent in that responsibility. Staff have a responsibility to ensure that an unequal balance of power is not used to personal advantage or gratification, including where students are adults, whether or not they would be considered vulnerable adults. Staff are therefore expressly prohibited from entering into any intimate or personal relationship with a student of the School. Such relationships can lead to perceived or actual conflicts of interest, which can have a detrimental effect on the teaching and learning environment for other students and colleagues.

- Create 'safe space' where staff can confidentially report concerns
- The School supports a 'safe space' approach where staff can confidentially report any concerns (of their own or regarding other members of staff) to the Safeguarding Officer or the Deputy Safeguarding Officer, who shall determine the appropriate course of action. Where appropriate, such reports will be treated in accordance with the School's Policy and Procedure on Public Interest Disclosure (previously Whistleblowing).
- Protection against false or malicious complaints against members of staff

Appropriate support will be provided to any member of staff who may be subject to allegations under this Safeguarding Policy in accordance with the School's Disciplinary and Dismissal Procedure and Staff Grievance Policy.

- Mandatory periodic updates of DBS checks

The School will update DBS checks on all staff on or around the third anniversary of the commencement date of their employment with the School and every three years during

their employment thereafter.

Selection of new staff

- All shortlisted applicants will be interviewed.
- Two references will be taken up prior to the appointment of an individual.
- All new staff are required to declare whether they have any criminal convictions through a compulsory enhanced Disclosure & Barring Services (DBS) Check, which will be carried out by the School.

Training

All staff will receive an initial briefing as part of their induction and comprehensive online training on child protection and safeguarding (Safeguarding Children – Level 1) will be provided to all staff who hold responsibilities under this Safeguarding Policy. Thereafter updates will be provided by way of refresher briefings or when there is a change in legislation.

Further training will also be provided if required due to the nature of an individual member of staff's role.

New trustees will also be required to complete online safeguarding training (Safeguarding Children – Level 1). .

The School's safeguarding training programme is kept under regular review.

Should a member of staff feel that additional training relating to safeguarding issues is required for a particular role, please contact Grace Campbell, Head of Administration.

Ongoing supervision

Regular supervision of staff will monitor the work undertaken and offer the opportunity to raise any issues.

One to one contact

Wherever possible, staff should avoid working alone with a student. If unavoidable, one to one contact should ideally take place in an environment where other staff are present or within sight.

Staff should also refer to the "Safe Touch" policy, which can be found at Appendix 1.

8 RECOGNISING ABUSE IN CHILDREN

Abuse may be a single act or one that happens repeatedly. It may be planned or reactive as well as intentional or unintentional. It can also happen due to ignorance or due to the abuser needing help themselves.

Abuse can take many forms. A non-exhaustive reference guide can be found at Appendix 2, to help staff and students recognise signs of abuse.

Staff should remain alert to the indicators of abuse and respond promptly to all allegations or suspicions of abuse.

9 PREVENT

Rambert School adopts a Safeguarding Approach to PREVENT. This means that where there may be an issue of concern relating to PREVENT, we will follow the information-sharing protocols and conventions set out in this Safeguarding Policy. However, we also have our own PREVENT Strategy and Policy, which sets out in more how we manage our legal and statutory obligations with regard to the PREVENT Duty, and the relevant legislation and agencies that may be involved (eg Channel; CONTEST). The Strategy and the Policy can be found on the School website at <https://www.rambertschool.org.uk/courses/policies-and-procedures/>.

The PREVENT Single Point of Contact (SPOC) is the Academic Registrar & Head of Compliance. Staff or students with any issues or concerns that may fall within the scope of the PREVENT Duty should contact the PREVENT SPOC immediately, or a member of the School's Safeguarding team. Where an issue is raised as a safeguarding concern with a member of the Safeguarding team that may fall within the scope of the PREVENT Duty, the PREVENT SPOC should be notified immediately so that any action taken is in accordance with the PREVENT Policy.

Any student disclosing abuse to a member of staff must be listened to carefully and sensitively. Note that it may not be immediately apparent that a disclosure is being made. The member of staff should follow the guidance outlined in Appendix 3 “Responding appropriately to a disclosure”.

Where a student does not speak English it is not appropriate to ask a family member to interpret. Where necessary, an independent interpreter must be found.

The member of staff must make an immediate record of what has been said using the Disclosure Form at Appendix 4. Staff should record the student's own words and the language used but should not take a statement. The Disclosure Form must be signed and dated by the member of staff and passed to the Safeguarding Officer as soon as possible.

In the case of an emergency, a member of staff should verbally communicate the matter to the Safeguarding Officer as soon as possible and complete a Disclosure Form within 24 hours.

Contact details, including alternative contacts for the Safeguarding Officer, are at the start of this Safeguarding Policy.

Under no circumstances should a member of staff attempt to undertake any personal investigation.

10 PROCEDURE FOR REPORTING SUSPECTED ABUSE

Where a member of staff observes or suspects that a child or vulnerable adult is being harmed or abused, or is at risk of being harmed or abused, they must notify their concerns to the Safeguarding Officer or the Deputy Safeguarding Officer as soon as possible.

The School assures staff that it will fully support any member of staff who, in good faith, reports his or her concerns that anyone is, or may be, abusing a child or vulnerable adult, whether or not those concerns turn out to be justified.

11 ALLEGATIONS MADE AGAINST STAFF

If a member of staff or anyone involved in an activity with the School has a concern about the behaviour of another staff member or adult working within the School, even as a visitor, they should discuss this with the Safeguarding Officer or the Deputy Safeguarding Officer. A decision will be made as to the best course of action. This could include a referral to the Police or other regulatory bodies.

Following this course of action and the outcome, the School may wish to refer the individual for consideration for barring and will contact the DBS.

It is important that all allegations against staff are taken seriously and are acted upon whether the allegation constitutes abuse or not.

Any member of staff hearing allegations will be expected to provide a written report, using the Disclosure Form, as outlined in section 9.

The parents or guardians of the child, or appropriate contacts for the vulnerable adult, should be contacted as soon as possible following decisions made by the Safeguarding Officer or other regulatory bodies.

12 RECORDS AND REPORTING

The Safeguarding Officer will maintain records of all safeguarding concerns raised or reports made. These records will be held confidentially and separate from other staff and student records or files in order to preserve confidentiality. Electronic records will be encrypted and password-protected.

Records will be held for a period of at least six years following a student's last day of attendance at the School. Retention of records beyond six years will be considered by the Safeguarding Officer in the circumstances and taking account of relevant laws and best practice on retention of data.

The Safeguarding Officer will collate details of any incidents relating to safeguarding students and these will be reported confidentially in an anonymous form to the Safeguarding Group at their meetings and the Board of Trustees on a termly basis. Any concerns or patterns that emerge will be identified and dealt with appropriately by the Safeguarding Group.

Where the matter raised may involve significant risk to students or the School itself, it may be necessary to inform the Charity Commission under its serious incident reporting regime. Please refer to section 2 of this Safeguarding Policy for further guidance.

13 POLICY UPDATE

The Safeguarding Policy will be reviewed by the Safeguarding Group biannually or more frequently in response to new legislation or where an incident has occurred that requires an adjustment to processes within the School.

APPENDICES

1 SAFE TOUCH POLICY

Staff and students at the School enjoy a close working relationship and it is recognised that a level of physical contact exists in the day to day training and education in ballet and contemporary dance in England. The level of this contact is determined by the context and the relationship between the student and staff member. It is crucial that such physical contact occurs only in ways that are appropriate to the staff member's professional role.

When possible, staff should seek permission to touch, informing students of all contact intended during an activity. If a student refuses or indicates discomfort then staff should refrain from the activity and report this to the relevant line manager, who will ensure that the Safeguarding Officer or Deputy Safeguarding Officer is informed. Where physical contact is made with students, it should be in response to their needs at the time, of limited duration and appropriate.

Staff agree to refrain from any physical contact or touch when working alone with students on a one-to-one basis and will only do so when working with students in a classroom setting, where other students and / or staff are present, providing the student has granted permission. This is with the exception of staff working in the Screening, Treatment and Rehabilitation Unit (STRU), who by nature of their work must be able to engage in safe-touch with students, with the permission of the student. These staff agree to operate an “open door policy” in their treatment rooms when working with students, whether on a one-to-one basis or otherwise.

There will be some instances where staff have employed strategies to encourage appropriate physical contact but they have been ineffective and the student continues to pursue touch that is outside the safe boundaries of what is reasonably expected in the context of training and education in ballet and contemporary dance in England. On such occasions staff should remove themselves from such contact at the earliest opportunity and initiate a more appropriate level of physical contact. It will also be appropriate for a member of staff to reflect on their practice and whether their teaching methods effectively promote appropriate physical contact in training and education in ballet and contemporary dance in England. Guidance can be sought from the staff member's line manager, the Safeguarding Officer or their Deputy.

<p>Neglect / Self-neglect 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</p> <p>Indicators</p> <ul style="list-style-type: none"> - Hunger - Poor personal hygiene - Inappropriate clothing - Frequent lateness or non-attendance - Untreated medical problems - Poor social relationships - Compulsive stealing or scrounging - Tiredness 	<p>Sexual abuse Forcing or enticing a child to take part in sexual activities, physical contact including non-penetrative act, and non-physical contact including making pornographic material, being exposed to sexual activity, encouraging to behave sexually and verbally abusive</p> <p>Indicators</p> <ul style="list-style-type: none"> - Bruises, scratches, burns or bite marks on the body - Scratches, abrasions or persistent infections in the anal or genital regions - Sexual awareness inappropriate to the child's age - Public masturbation - Teaching other children about sexual activity - Refusing to stay with certain people or go to certain places - Aggressiveness, anger, anxiety, tearfulness - Withdrawal from friends - Pregnancy
<p>Physical abuse Hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, otherwise causing physical harm, or factitious illness by proxy</p> <p>Indicators</p> <ul style="list-style-type: none"> - Unexplained injuries or burns - Refusal to discuss injuries/improbable explanations - Untreated injuries/illness - Admission of punishment which appears excessive - Shrinking from physical contact - Fear of returning home or of parents being contacted - Fear of undressing or medical help - Aggression / bullying - Over compliant behaviour or "watchful attitude" - Running away - Significant changes in behaviour 	<p>Emotional Abuse Persistent emotional ill-treatment of a child causing severe and persistent adverse effects on child's emotional development</p> <p>Indicators</p> <ul style="list-style-type: none"> - Continual self-deprecation - Depression, withdrawal - Inappropriate emotional responses to painful situations - Self-harm or mutilation - Compulsive stealing/scrounging - Drug/solvent abuse/eating problems (over/under-eating) - "neurotic" behaviour – obsessive rocking, thumb sucking - "don't care" attitude or desperate attention-seeking behaviour - Social isolation – does not join in and has few friends

Radicalisation Factors to indicate that a young person might be in danger or radicalisation include: <ul style="list-style-type: none"> - Isolation - Lack of self-esteem - Victim of bullying - Family tensions - Searching for personal identity - Race and hate crime - Use of internet glorifying violence - Political grievances 	Other safeguarding indicators <ul style="list-style-type: none"> - Persistent lateness or absence - Bullying, including cyber-bullying - Use of drugs/excessive alcohol - Consumption - Persistent illness - Gender-based violence - Mental health problems - Panic attacks - Aggressive outbursts
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RECOGNISING ABUSE IN VULNERABLE ADULTS, A QUICK REFERENCE TABLE

Psychological or emotional abuse Coercive and/or controlling behaviour, including enforced social isolation, removing mobility or communication aids, failing to respect privacy, preventing activities, intimidation, harassment, use of threats, humiliation, bullying or swearing, threats of harm or abandonment. Indicators <ul style="list-style-type: none"> - An air of silence when a particular person is present - Withdrawal or change in the psychological state of the person - Insomnia - Low self-esteem - Uncooperative and aggressive behaviour - A change of appetite, weight loss/gain - Signs of distress: tearfulness, anger - Apparent false claims, by someone involved with the person, to attract unnecessary treatment. 	Sexual abuse Rape, attempted rape or sexual assault, inappropriate touching, non-consensual masturbation, any sexual activity that the person lacks capacity to consent to, indecent exposure. Indicators <ul style="list-style-type: none"> - Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck - Torn, stained or bloody underclothing - Bleeding, pain or itching in the genital area - Unusual difficulty in walking or sitting - Pregnancy in a woman who is unable to consent to sexual intercourse - The uncharacteristic use of explicit sexual language or significant changes in sexual behaviour or attitude - Self-harming - Poor concentration, withdrawal, sleep disturbance - Excessive fear/apprehension of, or withdrawal from, relationships
Physical abuse Assault, hitting, biting, scalding, burning, excessive restraint, bullying, force-feeding or withdrawing food, over-medication. Indicators <ul style="list-style-type: none"> - No explanation for injuries or inconsistency with the account of what happened 	Domestic violence or abuse Psychological, physical, sexual, financial, emotional, including threatening behaviour, coercive and/or controlling behaviour, "honour"-based violence, FGM and forced marriage. Indicators <ul style="list-style-type: none"> - Low self-esteem

<ul style="list-style-type: none"> - Injuries are inconsistent with the person's lifestyle - Bruising, cuts, welts, burns and/or marks on the body or loss of hair in clumps - Frequent injuries - Unexplained falls - Subdued or changed behaviour in the presence of a particular person - Signs of malnutrition - Failure to seek medical treatment or frequent changes of GP 	<ul style="list-style-type: none"> - Feeling that the abuse is their fault when it is not - Physical evidence of violence such as bruising, cuts, broken bones - Verbal abuse and humiliation in front of others - Fear of outside intervention - Damage to home or property - Isolation – not seeing friends and family - Limited access to money
<p>Financial or material abuse Theft of money or possessions, fraud, scamming, undue pressure, duress or threat</p> <p>Indicators</p> <ul style="list-style-type: none"> - Missing personal possessions - Unexplained lack of money or inability to maintain lifestyle - Unexplained withdrawal of funds from accounts - Failure to provide receipts for shopping or other financial transactions carried out on behalf of the person - Disparity between the person's living conditions and their financial resources 	<p>Other forms of abuse:</p> <p>Modern slavery: Human trafficking, forced labour, servitude, sexual exploitation.</p> <p>Discriminatory abuse: unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation (protected characteristics).</p> <p>Neglect: both self-neglect and neglect of others.</p> <p>Organisation or institutional abuse: denying visitors, failure to care for residents.</p>

3 RESPONDING APPROPRIATELY TO A DISCLOSURE

DO

Do stay calm

Do ensure the immediate safety of the individual and yourself

Do assess the need for emergency services e.g. the Police, Ambulance services, GP etc.

Do listen attentively to what the person says and pay attention to body language

Do take the matter seriously

Do reassure the person they are right to tell you

Do explain to the person what action you will be taking

Do closely follow the Safeguarding Policy in place

Do write down exact details of the conversation you have had with the individual

Do take all precautions to preserve evidence

Do report to the Safeguarding Officer or their Deputy as soon as possible

DON'T

Do not panic

Do not show that you are shocked or that you do not believe the individual

Do not be judgemental or make assumptions

Do not stop someone who is freely recalling significant

events Do not launch into an investigation of your own

Do not press for more details or question excessively

Do not make a promise to keep it secret or other promises you cannot

keep Do not try to resolve the matter yourself

Do not contact or confront the alleged abuser

Do not tell people who do not need to know - confidentiality is important

Do not disturb or destroy possible evidence e.g. wash clothes

4 DISCLOSURE FORM

This form must be completed and given to the Safeguarding Officer (or in their absence, their deputy) immediately. If the disclosure was made during evening or weekend activity, please contact the Safeguarding Officer by phone (number available from the admin office) for further instructions.

Date and time the disclosure was made

Class/Programme attended at Rambert School

Name of child/ student

Age/Date of birth if known

Child/ student's home address and telephone number (if known, this will be given to the Safeguarding Officer by the relevant member of staff):

Who is reporting the Disclosure?

Has anyone else been consulted? Please give details

Nature of the alleged incident

Date & time of alleged incident

Location where alleged incident took place

Any special factors and other relevant information

Names of witnesses to the incidents (and contact details if available)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Address

Phone number

Signature

Date

This form must be completed and given to the Safeguarding Officer (or in their absence the Deputy). If the disclosure was made during evening or weekend activity, please contact the Safeguarding Officer by phone (number available from the admin office) for further instructions.

Actions

For completion by the Safeguarding Officer or the Deputy

What action has been taken to investigate the report?

What action has been taken as a result of the investigation? E.g. suspension of a worker or volunteer by the relevant programme manager, report to the Social Services.

Has this incident been referred to a statutory agency? Please tick

YES ☐ NO ☐

Give reasons

Who is the contact at the statutory agency?

Name

Agency

Contact details

Any further action needed?

Name (print)

Signature

Date

