

**English
National
Ballet
School**

**ENGLISH NATIONAL BALLET SCHOOL
SAFEGUARDING POLICY AND PROCEDURES**

Contents	
	page
Safeguarding Policy and Procedures Title page.....	1
Table of Contents	2
Safeguarding Policy and Procedures Reviewers	4
Policy Statement, Principles and Aims	5
Safeguarding Legislation and Guidance	6
Roles and Responsibilities	7
The Designated Safeguarding Lead (DSL)	7
The Deputy Designated Safeguarding Lead(s)	7
All Staff Must Read	8
Good Practice Guidelines and Staff Code of Conduct	8
Abuse of Position of Trust	8
Children Who May Be Particularly Vulnerable	8
Children With Special Educational Needs and Disabilities	9
Children Missing Education	9
Whistleblowing If You Have Concerns About A Colleague	9
Allegations Against Staff	10
Staff Training	10
Safer Recruitment	10
Volunteers	10
Contractors	11
Site Security	11
Extended School and Off-Site Arrangements	11
Staff / Student Online Relationships	11
Child Protection Procedures	11
Recognising Abuse	11
Bullying	12
Taking Action	12
If You Are Concerned About A Student's Welfare	12
If A Student Shares a Welfare Concern With You	12
Notifying Parents	13
Confidentiality and Sharing Information	17
Referral to Three Key Safeguarding Partners	18
Reporting Directly To Safeguarding Partners	18
Peer On Peer Abuse	18
Serious Violence	19
Online Safety	19
Sexting	20
Upskirting	20
Criminal Sexual Exploitation (CSE)	20
Child Criminal Exploitation (CCE)	20
Honour-Based Abuse	21
Radicalisation and Extremism PREVENT	21
Special Circumstances	22
Looked After Children	22
Work Experience	22
Children Staying With Host Families	22
Hostels and Other Recommended Accommodation	22

Appendix	
Appendix 1: Four Categories of Abuse	23
Appendix 2: Related Safeguarding Portfolio Policies	25
Appendix 3: Safeguarding Referral Form	27
Document Change History	29

Safeguarding Policy and Procedures Reviewed By

Designated Safeguarding Lead: Emma Morgan

Date: September 2023

Deputy Designated Safeguarding Lead: Katie Smith

Date: September 2023

Executive Director: Amanda Skoog

Date: September 2023

Artistic Director: Viviana Durante

Date: September 2023

On behalf of the Board, Wellbeing and Safeguarding Sub-Committee: Juliet Hall

Date:

Policy Statement

English National Ballet School works with children, young people and their families as its core business. Whilst 'children' refers to those under the age of 18, for the purpose of this policy, 'children and young people' at English National Ballet School refers to ALL our students. We have an equal duty of care to ALL, regardless of age. The purpose of this policy statement is to:

- Protect children and young people who are under the care of the School.
- Provide parents/guardians, staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

This policy statement applies to anyone working on behalf of, or in partnership with, English National Ballet School, a key partner being English National Ballet. All stakeholders, including senior managers, the board of trustees, paid staff, volunteers, sessional workers and agency staff have a responsibility for safeguarding.

English National Ballet School believes that all children and young people have the right to be listened to, to be treated with respect and to receive the right care and support. We are fully committed to safeguarding the welfare of all children and young people at the School. All staff at English National Ballet School endeavour to work together to develop an ethos which embraces and celebrates diversity, creates a culture of vigilance and respects the rights of children, young people and adults. We will continuously work to create a setting in which children and young people are able to learn and develop in a secure, understanding and encouraging environment. At the heart of our values is the education of the whole student ensuring the balance and development of both physical and mental wellbeing.

This policy is available on the School's website and referenced in the Staff Handbook.

Our Core Safeguarding Principles Are:

- The School's responsibility to safeguard and promote the welfare of students is of paramount importance.
- All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Safeguarding is everyone's responsibility.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm.
- Students and staff involved in child protection issues will receive appropriate support.
- Safer students make more successful learners.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

The procedures contained in this Policy apply to all staff, including Directors, volunteers and governors and are consistent with those of the local safeguarding partner arrangements.

In line with current legislation, the three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups) must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area. [Working Together: transitional guidance](#)

Policy Aims

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the School's commitment regarding safeguarding and child protection to students, parents and other partners.

Terminology

Safeguarding and promoting the welfare of children and young people refers to the process of protecting students from maltreatment, preventing the impairment of mental and physical health or development, ensuring that students grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all students to achieve the best outcomes.

Child protection refers to the processes undertaken to protect children and young people who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the School

Parent refers to birth parents and other adults who are in a parenting role, as notified by the family to the School in writing.

Safeguarding Legislation and Guidance

This policy has been written taking into account the most up to date Safeguarding guidance and legislation. This includes as a key document Keeping Children Safe in Education (KCSiE) 2023.

Roles and Responsibilities: Key Responsibilities

Designated Safeguarding Lead (DSL) for child protection:

Emma Morgan, Head of Wellbeing and Safeguarding
emmamorgan@enbschool.org.uk 020 7376 7076

Deputy Designated Lead:

Katie Smith, Student Support and Welfare Officer:
katiesmith@enbschool.org.uk 020 7376 7076

Chair of Governors: James Mee

jamesmee@enbschool.org.uk

Nominated Child Protection Governor: Juliet Hall

juliethall@enbschool.org.uk 07739 707175

Executive Director: Amanda Skoog

amandaskoog@enbschool.org.uk 020 7376 7076

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the School. The DSL has the status and authority within the School to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood, and used appropriately by staff, reviewed annually and publicly available.
- advising and supporting staff on child protection and safeguarding matters.
- encouraging a culture of listening to children and young people.
- managing safeguarding referrals to children's social care, the police, or other agencies.
- taking part in strategy discussions and inter-agency meetings.
- liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff.
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements.
- transferring the child protection file to a student's new School.

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of KCSIE. In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The Deputy Designated Safeguarding Lead:

Is trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume the functions above.

Oversight of Safeguarding

Ms Juliet Hall is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. The School considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The Governing Body, guided by the designated safeguarding governor, reviews all Safeguarding policies and procedures annually. As part of this process, the designated safeguarding governor visits the school at least annually to inspect the safeguarding practice in the School, and to ensure that the policies are followed effectively. The outcomes of these visits are reported to the full Governing Body. The School draws on the expertise of staff, including the DSL and Deputy DSL, in shaping the School's safeguarding arrangements and policies. If there has been a substantiated allegation against a member of staff, the School will work to determine whether there are any improvements to be made to the School's procedures or practice to prevent similar events in the future.

All staff must read and follow the statutory guidance for schools and colleges:

[KCSIE 2023](#)

The requirement is for all staff to have read and be familiar with Part One of this document (pages 4 – 20).

It is not the responsibility of School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to be professionally curious, recognise concerns and maintain an open mind. All concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead prior to any discussion with parents.

Good Practice Guidelines and Staff Code of Conduct

Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the School's Safeguarding Policy
- Being aware that the personal and family circumstances and lifestyles of some students may lead to an increased risk of abuse.
- Referring all concerns about a student's safety and welfare to the DSL, or, if necessary, directly to police or children's social care.
- Maintaining clear communication with a young person's family regarding any welfare or safeguarding concerns, except in circumstances where informing the family is likely to cause increased risk of harm to the student.

Abuse of Position of Trust

All School staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the School staff and a student under 18 may be a criminal offence. Staff also understand that any sexual or inappropriate activity with any student of any age is unacceptable and would lead to immediate dismissal.

Students who may be particularly vulnerable

Some students may be more at risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that our students receive equal protection, we will give special consideration to young people who are:

- Living away from home or in temporary accommodation.
- Living with health conditions
- Living with mental health needs
- Living in chaotic and unsupportive home situations.
- Living transient lifestyles.
- Affected by parental substance misuse, domestic violence or parental mental health needs.
- Affected by parental offending or who have a family member in prison
- Vulnerable to being bullied or engaging in bullying.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Students who are lesbian, gay, bisexual, transgender or questioning (LGBTQ+), are considered to be a vulnerable group as it's possible that they may be targeted by their peers, or might not have a trusted adult they can talk to
- Do not have English as a first language.
- At risk of sexual exploitation or being drawn into extremism.
- At risk of honour-based abuse (such as female genital mutilation or forced marriage)
- Persistently absent from school, including persistent absences for part of the school day

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and young people with communication needs.

Students With Special Educational Needs and Disabilities

Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of young people, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration.
- The potential for young people with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of young people are appropriately safeguarded.

Students Missing Education

Attendance, absence and exclusions are closely monitored. A young person **absent** or missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where a young person goes **missing or is absent** on repeated occasions and/or are missing for periods during the school day. Staff must also be alert to signs of young people at risk of travelling to conflict zones, female genital mutilation and forced marriage. Where reasonably possible, the School will hold more than one emergency contact number for each child to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

Whistleblowing If You Have Concerns About A Member Of Staff

Staff or students who are concerned about the conduct of a member of staff towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise someone's career. Staff and students should feel supported by the fact that the welfare of the student is paramount. The School's Whistleblowing Policy enables staff and students to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by a staff member should be reported to the Head of Wellbeing and Safeguarding or the Artistic Director or Executive Director. Concerns of this nature involving the Artistic Director or Executive Director should be reported to the Head of Wellbeing and Safeguarding who has a direct line of reporting to the Board, or directly to the Chair of Governors. Concerns regarding the Head of Wellbeing and Safeguarding should be reported directly to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations Against Staff

When an allegation is made against a member of staff, the School's set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2023) and in the [ENBS Whistleblowing Policy](#) available via our website.

Allegations concerning staff who no longer work at the School, or historical allegations will be reported to the police by the DSL. Further work would also be undertaken internally to ensure current, and ex-students are safe. The Board of Governors would also be kept informed.

Any allegations made relating to organisations or individuals using the school premises will be handled in line with the School's safeguarding procedures and if necessary, the allegation will be referred to the LADO (Local Authority Designated Officer).

Staff Training

It is important that all staff receive training to enable them to recognise the possible signs of abuse and exploitation and to know what to do if they have a concern.

New staff (including temporary staff and volunteers) and governors will receive a briefing during their induction, which includes the School's Safeguarding Policy, Whistleblowing Policy and Staff Code of Conduct, reporting and recording arrangements, and details for the DSL as well as a copy of Part One of KCSIE. School leaders and staff who work directly with children will also be required to read Annex A of KCSIE and Part Five of KCSIE. All staff, including the DSL, Artistic Director, Executive Director, and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates as required via email, e-bulletins and staff meetings throughout the year.

Safer Recruitment

The School complies with the requirements of Keeping Children Safe in Education and the local safeguarding partner arrangements by carrying out the required checks through the Disclosure and Barring Service (DBS) and verifying the applicant's identity, qualifications and work history. A further online search of shortlisted candidates may be conducted to identify any incidents and issues that are publicly available – all candidates will be notified

before checks are undertaken. The School's Safer Recruitment Policy can be accessed via our website: [ENBS Safer Recruitment Policy](#)

At least one member of each recruitment panel will have attended safer recruitment training.

The School obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the School have been appropriately checked and are suitable to work with children and young people. Trainee teachers will be checked either by the School or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children. The School maintains a single central record of recruitment checks undertaken.

The School has protocols in place for ensuring that any visiting speakers or teachers either hold a current clear DBS (issue date within the last 3 years) or are suitably and appropriately supervised by a permanent member of the School staff.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the School, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The School checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the School day.

Site Security

All staff, students and visitors to the School, including contractors, are asked to sign in at the InVentry Sign-in screen in reception. This system provides a personalised identity sticker, which confirms they have permission to be on site and indicates whether or not they are DBS checked. All visitors are expected to observe the School's Safeguarding and Health and Safety regulations. The DSL will exercise professional judgement in determining whether any visitor should be supervised whilst on site. All Visitors are asked to read a Visitors Safeguarding information statement on arrival.

Off-Site Arrangements

All off-site activities, such as performances, organised by the School are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where off-site activities are provided by and managed by the School, our own Safeguarding Policy and Procedures apply. If other organisations provide services or activities off-site on behalf of the School, such as working with English National Ballet, we will check that they have appropriate procedures in place, including up to date safeguarding procedures.

When our students attend off-site activities arranged by the School, including work-related activities (such as tours), we will check that effective safeguarding arrangements are in place, including a suitable staff to student ratio and gender balance.

Staff / Student Online Relationships

The School provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff should only communicate with students via their School email or telephone. No staff member should be in contact with students via social media. This is vital to safeguard staff.

Child Protection Procedures

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child or young person by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2023) refers to four categories of abuse:

- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**

These are set out at Appendix 1 along with indicators of abuse.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a young person 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. Staff, however, are well placed to observe students 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.

A young person's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Bullying: There is a zero tolerance policy to bullying at English National Ballet School

While bullying between young people is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures.

Taking Action

Any young person, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember are:

- In an emergency take the action necessary to help the student – this may include calling 999 if you think that the student is at immediate or imminent risk of harm.
- Report your concern as soon as possible to the DSL
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of your concerns via **CPoms** – if you do not have access to a computer, then you can still complete a **Safeguarding Record Form** (See Appendix 3) Paper copies of this form will also be available in the Staff Room and the School Office. If you complete a paper form, please submit this to the DSL or Deputy DSL and they will scan and upload this to CPoms.
- Seek support for yourself if you are distressed.

If You Are Concerned About A Student's Welfare

The School always has a duty to consider the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone's** responsibility.

Parents are encouraged to raise any safeguarding concerns directly with the School referring to this policy for concerns about the safety and/or welfare of young people.

There will be occasions when staff may suspect that a student may be at risk. The student's behaviour may have changed, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff may, if they feel comfortable to do so, try to give the student the opportunity to talk. Staff members should seek out the DSL or Deputy to be part of the conversation where possible, or report their concern to the safeguarding team for them to follow up directly. No staff member should try to act as a DSL, but should be mindful to put their own mental

health first and not feel they need to act where they are not trained sufficiently to do so.

Staff should however use **CPoms** or the Safeguarding Record Form (Appendix 3) to record these early concerns. If a student reveals that they are being harmed, staff should follow the advice below.

If A Student Shares A Welfare Concern With You

It takes a lot of courage for a student to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If staff suspect or hear an allegation or complaint of abuse or neglect from a student or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping young people safe.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the student know that in order to help them they must pass the information on to the DSL.** The point at which they tell the student this is a matter for professional judgement.

If you are having a conversation with a student and they disclose something of a safeguarding nature, remember to:

- Allow them to speak freely.
- Remain calm and not overreact.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Not be afraid of silences.
- **Under no circumstances** ask investigative questions – such as how many times this has happened or whether it happens to siblings.
- Be mindful to not automatically offer any physical touch as comfort, but ask first.
- Avoid admonishing the young person for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the student to mean that they have done something wrong.
- Tell the student what will happen next.
- Report verbally to the DSL even if the young person has promised to do it by themselves.
- Complete a record of your conversation on CPoms or on a Safeguarding Record Form and hand it to the DSL as soon as possible
- **Seek support if you feel distressed.**

Where there is a safeguarding concern, the School will ensure the student’s wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by discussing the wishes and feelings of the young person at the time of disclosure or an appropriate time afterwards, and recording these on the CPOMS record. The School operates its processes with the best interests of the young person at their heart.

Notifying Parents

The School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion, or disclosure.

Our focus is the safety and wellbeing of the student. Therefore, if the School believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, the Deputy DSL, the Artistic Director, the Executive Director, or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing. ENBS uses CPOMS safeguarding software for recording all such information. If CPOMS is unavailable, staff should take careful notes, ideally using the School record form, signed and dated, and ensure they are confidentially delivered to the DSL. Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy), although a disclosure should not be stopped or compromised because there is only one member of staff present.

Following several cases where senior leaders in School had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2023) emphasises that **any** member of staff can contact children's social care if they are concerned about a young person.

Child protection information will be stored and handled in line with our Records Management Policy available on our website [ENBS School Records Management Policy](#)

Information sharing will take place in a timely and secure manner and where:

- It is necessary and proportionate to do so; and
- The information to be shared is relevant, adequate, and accurate.

Information sharing decisions will be recorded when the decision is taken to share.

Safeguarding concern forms and other written information will be scanned and uploaded to CPoms and then shredded.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the School or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSL.

The GDPR and the Data Protection Act 2018 do not prevent School staff from sharing information with relevant agencies, where that information may help to protect a student, and should not be allowed to stand in the way of the need to promote the welfare, and protect the safety of young people. If in doubt about what information can and should be shared, staff

should speak to the DSL.

The School's Privacy policy is available via our website: [ENBS Privacy Policy](#)

Referral to Three Key Safeguarding Partners

The Designated Safeguarding Lead and any deputies should liaise with the three safeguarding partners and work with other agencies, in line with Working Together To Safeguard Children, if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the student. Any member of staff may make a direct referral to the safeguarding partners if they genuinely believe independent action is necessary to protect a student.

The Safeguarding Partners are:

- The Local Authority
- Clinical Commissioning Group for the borough
- Chief Officer of Police for the borough.

Reporting Directly to Safeguarding Partners

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police, or the NSPCC if:

- The situation is an emergency and the Designated Safeguarding Lead, their deputy(ies), the Directors and the Chair of Governors are all unavailable.
- They are convinced that a direct report is the only way to ensure the student's safety.
- For any other reason they make a judgement that direct referral is in the best interests of the student.

Domestic abuse

Be aware that:

- Children who witness (see, hear, or experience the effects of) domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on a child
- Children can be victims, and perpetrators, in their own relationships too
- Domestic abuse can be physical, sexual, financial, psychological, or emotional

Child On Child Abuse

Young people may be harmed by other young people. Staff will be aware of the harm caused by bullying and use the School's Anti-Bullying Procedures where necessary. However, all staff recognise that young people can abuse each other and should be clear about the School's policy and procedures regarding child-on-child abuse. Child-on-child abuse is unacceptable and will not be tolerated. Child-on-child abuse can take many forms, including:

- **Bullying** of all types, including prejudice-based and discriminatory bullying.
- **Physical abuse** such as biting, hitting, kicking or hair pulling.
- **Sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault or rape.
- **Sexting** including pressuring another person to send a sexual imagery or video content.
- **Upskirting** – defined as the act of taking a photograph of underneath a person's skirt without their consent.

- **Teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner.
- Abuse in intimate personal relationships between young people.
- Causing someone to engage in sexual activity without their consent (for example, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)
- **Initiation/hazing** - used to induct newcomers into an organisation such as sports team or School groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them.
- **Prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless, or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our School, we take the following steps to minimise or prevent the risk of child-on-child abuse.

- All students are taught how to keep themselves safe and how to identify and report child-on-child abuse.
- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Tutorials are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- PSHE lectures are used to reinforce the message through stories, role play, current affairs, and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in School.
- We will ensure that the School is well supervised, especially in areas where young people might be vulnerable.

All allegations of child-on-child abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – students, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the School will normally seek to discuss concerns about a student with parents. Our focus is the safety and wellbeing of the student and so if the School believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. If it is necessary for a student to be interviewed by the

police in relation to allegations of abuse, the School will ensure that, unless advised otherwise, parents are informed as soon as possible and that the young people involved are supported during the interview by an appropriate adult and until the investigation is completed.

Where allegations of **sexual violence or sexual harassment** are made, the School will act in accordance with the guidance set out in Part 5 of Keeping Children Safe in Education (2023).

In the event of disclosures about child-on-child abuse, all young people involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed.

Supporting those Involved

Victims should be taken seriously, supported, and kept safe, and never made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment

The support required for the student who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or restorative justice work.

Support may also be required for the student that harmed. We will seek to understand why the student acted in this way and consider what support may be required to help the student and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

Serious Violence

All staff are made aware of indicators that young people are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that students have been approached by or are involved with individuals associated with criminal gangs.

Risk factors that increase the likelihood of involvement in serious violence:

- Being male
- Being frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending such as theft or robbery

Online Safety

As schools increasingly work online, it is essential that students are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation, and sexual predation. The School ensures that all students are taught about safeguarding, including online, to help young people to adjust their behaviours, both inside and outside of School, to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet, and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people, and vulnerable adults.

The School's IT systems carry filtering and monitoring systems to protect students when using school facilities. The DSL is responsible for understanding this system. Full details of this are outlined in the ENBS E-Safety and ICT policy ([link](#)).

It is important to remember that abuse can happen online, offline or both, and to have an awareness that young people can also abuse their peers online. This can include:

- Abusive, harassing, or misogynistic messages
- Non-consensual sharing of indecent images (particularly in chat groups)
- Sharing of abusive images and pornography to those who don't want to receive such content

We have ensured that appropriate filters and monitoring systems are in place to manage the content available to students, who can contact our students and, where possible, the personal conduct of our students online. In the event of remote learning from home, the School has set up appropriate restrictions for all live zoom classes. The School will communicate with parents and students and remind them of keeping safe online.

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet.

The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

Upskirting

This is the act of taking a photograph or video underneath someone's clothes. This is a criminal offence under the Voyeurism Act. It is another type of sexual imagery.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the students involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the student at risk of harm.
- At any point in the process, if there is a concern a student has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the students involved.

Criminal Sexual Exploitation (CSE) of Young People

Criminal Sexual Exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a young person's physical and emotional health. It may also be linked to child trafficking.

The School includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the young person often doesn't recognise the

coercive nature of the relationship and doesn't see themselves as a victim. The student may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Child Criminal Exploitation (CCE) of Young People

Criminal exploitation of young people is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs exploiting young people to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns.

All staff are made aware of indicators that young people are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the young person may have been trafficked for the purpose of transporting drugs or money.

County Lines Exploitation

County Lines exploitation can affect any young person under the age of 18 years. It can still be exploitation even if the activity appears consensual, can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. County lines exploitation can be perpetrated by individuals or groups, males or females, and young people or adults and is typified by some form of power imbalance such as age, gender, cognitive ability, physical strength, status, and access to economic or other resources.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a young person into sexual or criminal activity.

Honour-Based Abuse

'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are abuse, as it includes emotional harm as well as physical violence.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so School staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be

particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

Radicalisation and Extremism- PREVENT

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some young people are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal, or dangerous. Islamic extremism is the most widely publicised form and Schools must also remain on high alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the School follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

For any concerns regarding Prevent, refer to our flowchart located here: *G:\Policies & Procedures\Prevent and Channel*

If we are concerned, we will follow the procedures set out in this document and refer to the local authority Prevent team.

Further Government guidance can be accessed here:
[Prevent-duty-departmental-advice](#)

Special Circumstances

Looked After Children

The most common reason for young people becoming looked after is because of abuse or neglect. The School ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff are provided with information about a student's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the student. The DSL will have details of the student's social worker and the name and contact details of the local authority's virtual head for children in care or care leavers.

Work Experience

The School has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2023). The main Provider of work experience is English National Ballet who provide opportunities for students to rehearse and perform in their productions. English National Ballet School and English National Ballet have a safeguarding working group whose purpose is to continue to ensure suitable safeguarding measures are in place.

Hostels and Other Recommended Accommodation

Research has shown that young people can be particularly vulnerable if living away from home. English National Ballet School will work closely with families and accommodation providers. The DSL or a trained member of the Student Support Team will visit providers annually to give reasonable assurance, so far as is practical and using their personal professional judgement, that the accommodation meets the School's safeguarding standards.

Students will be taught about safety outside of the School setting as part of their Induction and PSHE curriculum.

The School will be particularly alert to the signs of abuse in such settings and work closely with the host local authority as needed.

Parents are responsible for finding suitable accommodation for their child during term time if they are not able to live at home. It is also the responsibility of the parents of all international students to appoint a suitable Guardian whose responsibility is to act in the best interest of the student and on behalf of their parents during term time. The School must have the full contact details of the Guardian and be able to call them to support the student in case of medical appointments or emergencies.

Short courses and Associates

ENBS have an Associate programme which runs on Saturdays, and the School also delivers short courses and a summer intensive during the School holidays. The School will maintain the same level of care and follow safeguarding procedures for all children involved in these programmes, in the same way as for the main school students.

It is a requirement for all students participating on short courses, and therefore in many cases staying away from home, to provide specific information prior to the start of the course. This information will include details of where they will be staying and whom the responsible adult will be who will be with them for the duration of the course. The School will require to have that person's contact details as well as a second emergency contact.

As with any safeguarding concern, the School will always act in the best interest of the student. Where contact with a parent is deemed to put a student at further risk, the School will liaise with the relevant authorities, which may include calling the Police and / or making a referral to Children's Social Services.

Four Categories of Abuse

Physical

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young person (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional

Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to a young person 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 young person 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 young person. These may include interactions that are beyond a young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person 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 young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person 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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person 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 young people.

Neglect

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy because 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 young person from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a young person has been inadequately supervised. The identification of physical signs is complicated, as young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a student has been abused.

A student who is being abused, neglected, or exploited may:

- Have bruises, bleeding, burns, fractures, or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for dance classes.
- Look unkempt and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Be reckless with their own or other's safety.
- Self-harm.
- Frequently miss School, arrive late, or leave the School for part of the day.
- Show signs of not wanting to go home.
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn.
- Challenge authority.
- Become disinterested in their School work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.
- Acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Related Safeguarding Policies

This policy should be read alongside the School's organisational policies and procedures, including but not limited to:

- Nutrition Policy
- Anti-Bullying Policy and Procedures
- Online Safety Policy and Procedures
- Prevent Risk Assessment
- Safer Recruitment Policy and Procedures
- Staff Code of Conduct
- Complaints Policy
- Whistleblowing Policy

Approved School Policies can be found here: G:\Policies & Procedures

Safeguarding Record Form

Student of concern	Name:
Student reporting concern (if different to young person who is being referred)	
Staff member completing record form	Name:
Date of referral	
Role Please Tick ✓	<input type="checkbox"/> Teacher / Tutor <input type="checkbox"/> Student Support Team member <input type="checkbox"/> SMT <input type="checkbox"/> Support Staff member
Guidance and record concern	<p>Speak as soon as possible with the DSL or Deputy. Please make a detailed written record ideally via CPoms or complete this form and submit this via email to: emmamorgan@enbschool.org.uk or hand in person to the DSL or Deputy.</p> <p>Remember: you cannot promise confidentiality if a student is at risk of harm. Please make sure that you have told the student reporting the concern this.</p> <p>Please think about and record:</p> <ul style="list-style-type: none"> • Any relevant information about the student (culture, religion, family situation etc) • Nature of your concern • If you spoke to the student, when and where that happened • If you just noticed something, when and where • Who else was present? • What the student said • Any observations about the student • The name and address of the abuser if there is one/if you know it • Your response to the student • Who have you told (if you have told anyone else)?

Interventions taken	For example, if you have already contacted Children's social care or the Police as you ascertained that the student was at immediate risk of harm. Please record name and organisation of person you have spoken to.
Actions taken by DSL	E.g. Investigated / spoke with student(s) / staff / parents / social services / police / LADO / reported or discussed with ENBS Board
Follow up actions / recommendations	
Signed (DSL):	
Date	
DSL:	Emma Morgan, Head of Wellbeing and Safeguarding

Royal Borough of Kensington and Chelsea Safeguarding Information

If you want to report any abuse or discuss concerns in relation to students, please contact socialservices@rbkc.gov.uk

Telephone 020 7361 3013. Out of hours service: 020 7373 2227

For more information visit the Local Safeguarding Children Board's website.

In an emergency, do not hesitate, always call the Police on 999

Document Change History

This is version 4.0 of English National Ballet School's **Safeguarding Policy**. This policy is for internal and external use.

This policy is subject to regular revision and maintained electronically. Electronic copies are version controlled.

The most recent version is listed first.

Version: 5.0	Date of Change: 05/09/2023
Section Title:	Change:
Whole Document	Policy updated with KCSiE 2023
Approved by Board	
Version: 4.0	Date of Change: 17/08/2022
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