

CHILD PROTECTION AND SAFEGUARDING POLICY

Hasland Dance Studios, 146 Kings Road, Herne Bay CT6 5RG

Policy: Child Protection and Safeguarding		
Date Adopted:	Date of last review:	To be reviewed next before/on:
July 2024	July 2024	July 2025
<p>Purpose and Statement:</p> <p>As HDS, everything we do is focused on providing a safe environment for our students. Children and young people have the right to be safe and happy whilst participating in activities organised by Hasland Dance Ltd. The company therefore takes all reasonable precautions to safeguard the welfare of the young people who work and train with us.</p> <p>This child protection and safeguarding policy recognises our responsibilities as defined in The Children Act 2004, the Education Act 2002 and The Children (Performance + Activities) Regulations (England) 2014. It has been drawn up for the benefit of children and young people under the age of 18, or adults who may be considered vulnerable. The policy, with its associated procedures, applies to all teaching and support staff, voluntary class assistants and volunteer licenced chaperones working with HDS students.</p> <p>In accordance with the provisions of The Children Act 1989, the "welfare of children is paramount". This means that some of the usual considerations of confidentiality may be superseded by the need to protect children, young people, and vulnerable adults (collectively referred to as 'young people' in this document).</p> <p>The protection and safeguarding co-ordinator with overall responsibility for child protection and safeguarding at Hasland Dance Ltd is the Studio Principal, Alison Hunt (01227 636773). Alison has received training in the protection of young people and is responsible for ensuring that the company's policies and procedures are kept up to date, and adhered to by all Hasland Dance Ltd staff and volunteers. She is also the person to whom any concerns regarding suspected child abuse should be addressed. (The principal is also responsible for health and safety matters within the company.) It is not Alison Hunt's role to decide whether a child/young person has been abused: this is the responsibility of the statutory authorities to whom she has a duty to report possible child abuse.</p>		
<p>Distribution:</p> <ul style="list-style-type: none">• To be distributed to all staff and volunteers• To have a copy of the policy document available at all times• To publish the policy document on the HDS website as a reference for parents, guardians and carers		
<p>Review and monitoring of policy:</p> <ul style="list-style-type: none">• To be reviewed annually or in the instance of legislative changes• Monitoring the policy and procedures is part of the company's Management and Supervision		

The following policy is based on the following principles:

- The welfare of the child/young person is paramount
- All children/young people, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse
- Identifying and responding to children/young people in need of support and/or protection
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff and volunteers have a responsibility to report concerns to the Safeguarding Co-ordinator with responsibility for child protection.
- Staff/volunteers are not trained to deal with situations of abuse or to decide if abuse has occurred

We will aim to safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers
- Sharing information about concerns with appropriate authorities and agencies, parents and children
- Carefully following the procedures for recruitment and selection of staff and volunteers
- Providing effective management for staff and volunteers through support, supervision, and training
- We are committed to reviewing our policy and good practice regularly

Child Protection:

When recruiting staff and volunteers, the company requires an Enhanced Disclosure certificate from the Disclosure and Barring Service. This is a check that reveals whether the prospective member of staff or volunteer is known to the police in relation to committing offences against children/young people and any other convictions and/or cautions.

Every HDS activity has a teacher or other responsible adult who is in charge and has overall responsibility for the welfare of the students.

HDS aims to have at least two members of staff present onsite during classes, workshops, rehearsals, etc. This will usually be the class teacher and a receptionist. Exceptions may occasionally be made for teachers who are well known to the students.

For external rehearsals and performances, children and young people will be supervised at all times by teachers and licenced chaperones according to the guidelines published by KCC.

All external activities organised by HDS are subject to risk assessments, both during the planning stage and by monitoring the activity. Appropriate steps are taken to minimise any identifiable risks.

Where classes and activities involve physical contact between students and staff, such physical contact will only be made where appropriate in relation to the activity involved, and with the prior agreement of the children and young people involved, or with their parents, guardians or carers agreement as appropriate.

We will not use photographic images or videography of children/young people for publicity purposes without written permission from the legal guardian. Even when such permission is given, the child/young person's full name and address will not be revealed.

We hold student records, including emergency contact details, so that we know who to contact in case of an emergency. Where a student suffers from allergies, has an existing medical condition, a disability and/or special needs diagnosis, all members of staff and volunteers will be provided with this information for monitoring purposes. All student records are treated as confidential, including where information is provided to teachers or volunteers who need to be aware of such conditions.

If a student sustains an injury during a session or at a rehearsal/performance, this will be recorded in the company's Accident Book and treatment given if appropriate. Should an incident occur at an outside venue, an accident form will be completed and returned to the safeguarding co-ordinator, to be held confidentially. In the event of a serious incident, the parent/guardian/carer will be contacted immediately. A telephone number (landline and mobile) should always be available for staff and licenced chaperones to use in case of an emergency.

This policy sets out agreed guidelines relating to the following areas:

- Responding to allegations of abuse, including those made against staff, volunteers, students or other persons in contact with students while in the care of Hasland Dance Ltd.
- Recruitment and vetting of staff and volunteers
- Supervision of organised activities associated with Hasland Dance td
- **Keeping accurate records of any complaint, incident or injury**

Definitions of abuse:

These definitions are based on those from Working Together to Safeguard Children (Department of Health, Home office, Department for Education and Employment, 1999)

Child abuse occurs when someone harms a child

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/young person

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child/young person whom they are looking after. This situation is commonly described as factitious illness, fabricated or induced illness in children/young people, or "Munchausen Syndrome by proxy" (named after the person who first identified this situation.)

A person might do this because they enjoy or need the attention, they get through having a sick child.

Physical abuse, as well as being the result of a deliberate act, can also be caused through omission or the failure to act to protect.

Female Genital Mutilation (FGM) is also classed as physical abuse. FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve making

a child/young person feel or believe they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of the abuser.

It may feature age or developmentally inappropriate expectations being imposed on children/young people. It may also involve causing children/young people to feel frequently frightened or in danger, or the exploitation or corruption of a child/young person.

Some level of emotional abuse is involved in all types of ill treatment of a child/young person, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child /young person is aware of, or consents to, what is happening. The activities may involve physical contact, including penetrative acts such as rape, buggery or oral sex, or non-penetrative acts such as fondling.

Sexual abuse may also include non-contact activities, such as involving children in looking at, or participating in the production of, pornographic material or watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways.

Boys and girls can be sexually abused by males and or females, by adults and by other young people. This includes people from all different walks of life.

Neglect

Neglect is the persistent failure to meet a child/young person's basic physical and or psychological needs, likely to result in the serious impairment of the child/young person's health or development. It may involve a parent/guardian/carer failing to provide adequate food, shelter, and clothing; leaving a young child home alone or the failure to ensure that a child/young person gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children/young people are subjected to more than one form of abuse at any time. These four definitions do not minimise other forms of maltreatment.

Note

Recent guidance notes other sources of stress for children/young people and families, such as social exclusion, domestic violence, the mental illness of a parent or carer, or drug and alcohol misuse. These may have a negative impact on a child/young person's health and development, and may be noticed by an organisation caring for a child/young person. If it is felt that a child/young person's well-being is adversely affected by any of these areas, the same procedures should be followed.

Recognising and Responding to Abuse:

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Physical signs of abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or games.
- Unexplained bruising, marks, or injuries on any part of the body
- Bruises which reflect hand marks or fingertips (from slapping or pinching)
- Cigarette burns
- Bite marks

- Broken bones
- Scalds
- Injuries which have not received medical attention
- Neglect, under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care
- Repeated urinary infections or unexplained stomach pains
- Female Genital Mutilation

Changes in behaviour which can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example, wearing long sleeves in hot weather.
- Depression
- Withdrawn behaviour
- Running away from home

Emotional signs of abuse

The physical signs of emotional abuse may include:

- A failure to thrive or grow, particularly if a child/young person puts on weight in other circumstances e.g., in hospital or away from their parents' care
- Sudden speech disorders
- Persistent tiredness
- Development delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Being unable to play
- Attention seeking behaviour
- Fear of making mistakes
- Self-harm
- Fear of parent being approached regarding their behaviour

Sexual Abuse

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal area
- Bruising or bleeding near genital/anal areas
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g., becoming withdrawn or aggressive
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home

- Sexual knowledge which is beyond their age or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as over-eating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Sudden unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way with adults

Neglect

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food
- Constantly dirty or smelly
- Loss of weight or being constantly underweight
- Inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised

What to do if you suspect that abuse may have occurred

1. You must report the concerns immediately to the safeguarding co-ordinator: Alison Hunt

The role of the safeguarding co-ordinator is to:

- Obtain information from staff, volunteers, children/young people or parents and carers who have child protection concerns, and to record this information
- Assess the information quickly and carefully and ask for further information as appropriate
- Consult with a statutory child protection agency such as the local social services department or the NSPCC to clarify any doubts or worries. In this case, or if she feels it to be appropriate anyway, the safeguarding co-ordinator would either contact Kent County Council Social Services Duty Childcare Co-ordinator ([03000 41 11 11](tel:03000411111)) or the NSPCC Child Protection Helpline (0808 800 5000)
- The safeguarding co-ordinator should make a referral to a statutory child protection agency or the police without delay

The safeguarding co-ordinator has been nominated by Hasland Dance Ltd to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of Alison Hunt, the matter should be brought to the attention of Anne-Marie Maple.

2. Suspicions will not be discussed with anyone other than those nominated above

3. The FGM Mandatory reporting duty - When a girl under 18 discloses she has suffered FGM, or when the professional sees this: report is to be made to the police via the 101 non-emergency number.

Please Note:

It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the safeguarding co-ordinator, or the person designated in her absence, have not responded appropriately to your concerns, then it is up to you to contact the child protection agencies directly.

Allegations of physical injury or neglect:

If a child has a symptom of physical injury or neglect, the safeguarding co-ordinator will:

1. Contact Social Services for advice in cases of deliberate injury or concerns about the safety of the child/young person. The parents should not be informed by the organisation in these circumstances
2. Where emergency medical attention is necessary, it will be sought immediately. The safeguarding co-ordinator will inform the child/young person's doctor of any suspicions of abuse
3. In other circumstances, where the medical attention is not considered an emergency, a teacher, licenced chaperone or the safeguarding co-ordinator should speak with the parent/carer/guardian and suggest that medical help/attention is sought for the child/young person. Their doctor will then initiate further action if necessary
4. If appropriate, the parent/carer/guardian will be encouraged to seek help from Social Services. If the parent/care/guardian fails to act, the safeguarding co-ordinator should in case of real concern, contact social services for advice
5. Where the safeguarding co-ordinator is unsure whether to refer a case to Social Services, advice should be sought from the Area Child Protection Committee

Allegations of sexual abuse

In the event of allegations or suspicions of sexual abuse, the safeguarding co-ordinator will:

1. Contact the Social Service duty social worker for children and families directly, without speaking to the parent/guardian/carer (or anyone else)
2. If the safeguarding co-ordinator is unsure whether to follow the above guidance, then advice from the Area Child protection Committee will be sought
3. Under no circumstances is the safeguarding co-ordinator to attempt to carry out any investigation into the allegation or suspicions of sexual abuse. Her role is to collect and clarify the precise details of the allegation or suspicion, and to provide this information to Social Services whose task it is to investigate the matter under section 47 of the Children Act.
4. Whilst allegations or suspicions of sexual abuse should normally be reported to the safeguarding co-ordinator, her absence should not delay referral to Social Services

Responding to a child making an allegation of abuse:

Stay calm, listen carefully to what is being said

- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child/young person to continue at his/her own pace
- Ask questions for clarification only and always avoid asking leading questions that suggest a particular answer
- Reassure the child/young person that they have done the right thing in telling you
- Tell them what you will do next, and with whom the information will be shared
- Record in writing what was said, using the child/young person's own words as soon as possible, noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.

Helpful statements to make.

- I believe you (or showing acceptance of what the child/young person says)
- Thank you for telling me
- It's not your fault
- I will help you

Do not say.

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure that this is true?
- Why? Who? When? Where?

Never make false promises

What to do after a child/young person has spoken to you about abuse:

1. Make accurate notes as soon as possible. Ideally, within 1 hour of being told, you should write down exactly what the child said, what you said in reply, and what was happening immediately before being told. You should record the date and time of the conversation as well as when you made the record. All hand-written notes should be kept securely and confidential
You should use the form "Reporting allegations or suspicions of abuse". This form is attached at the back of this policy. (Appendix 1)
2. You should report your discussion to the safeguarding co-ordinator as soon as possible. If this person is implicated, you need to report to Anne-Marie Maple. If both are implicated, report to Social Services directly
3. **Under no circumstances** should you discuss your suspicions or allegations made to you with anyone other than Alison Hunt, Anne-Marie Maple or Social Services
4. After a child/young person has disclosed abuse, the safeguarding co-ordinator should carefully consider whether it is safe for a child to return home to a potentially abusive situation. On these rare occasions, it may be necessary to take immediate action to contact Social Services to discuss putting safety measures into effect.

Recruitment and appointment of staff and volunteers:

In recruiting and appointing staff and volunteers, we, Hasland Dance Ltd, will be responsible for the following:

- Identifying the tasks and responsibilities involved, and the type of person most suitable for the job.
- Drawing up the selection criteria and putting together a list of essential and desirable qualifications, skills and experience
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience
- We will make sure that we measure the application against the selection criteria
- We will always interview our candidates face-to-face
- We will ensure that our successful applicant obtains or shows an enhanced check from the Disclosure and Barring Service
- New DBS checks will be carried out for all new permanent members of staff (including self-employed office staff). New freelance teachers and volunteers will either need to obtain or show an in date enhanced DBS check with barring list check

- The same principles above apply to volunteers and young people who have been involved with the organisation and have become volunteers

Allegations made against a member of staff/volunteer:

Hasland Dance Ltd will assure all staff/volunteers that we will fully support and protect anyone who in good faith reports his or her concern that a colleague is, or may be, abusing a child. Where there is a complaint made against a member of staff, there may be three types of investigation:

- A criminal investigation
- A child protection investigation
- A disciplinary or misconduct investigation

The results of the police and child protection investigation may well influence the disciplinary investigation, but not necessarily.

Actions to be taken where there are concerns:

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, this will be dealt with as a misconduct issue
- If the allegation is about poor practice by the safeguarding co-ordinator, or if the matter has been handled inadequately and concerns remain, it should be reported to Anne-Marie Maple who will decide how to deal with the allegation, and whether or not the organisation should initiate disciplinary proceedings

Concerns about suspected abuse:

- Any suspicion that a child/young person has been abused by either a member of staff or a volunteer should be reported to the safeguarding co-ordinator who will take such steps as are considered necessary to ensure the safety of the child/young person in question, and any other child/young person who may be at risk
- The safeguarding co-ordinator will refer the allegation to social services who may involve the police; or go directly to the police if out-of-hours
- The parents/guardians/carers of the child/young person will be contacted as soon as possible following advice from social services

3. Internal Enquiries and Suspension

- The safeguarding co-ordinator will make an immediate decision about whether any individual accused of abuse should be temporarily suspended, pending further police and social services inquiries
- Irrespective of the findings of social services or police inquiries, Hasland Dance Ltd will assess all individual cases to decide whether a member of staff or volunteer can be reinstated, and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action taken by the police. In such cases, Hasland Dance Ltd must reach a decision based upon the available information which could suggest that, on a balance of probability, it is more likely that the allegation is true. The welfare of the child should remain of paramount importance throughout

Grievances regarding 'whistleblowing':

It is the right of any individual making a report to the safeguarding co-ordinator to be treated fairly and appropriately. If any individual feels that this is not the case, and they are being penalised and/or silenced,

they must contact the Principal of Hasland Dance Ltd. If this is not appropriate, contact the NSPCC helpline for whistleblowing, support and advice: 08000 280 285

Appropriate Physical Touch:

As Performing Arts practitioners and facilitators, there may be occasions when physical touch between students and staff, and students and other students is appropriate.

Touch Between Students and Staff:

There are three reasons why contact between student/staff could be deemed appropriate

A) A distressed pupil needs comfort and reassurance which may include physical comfort such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present as normal and natural, does not become unnecessary and unjustified contact, particularly with the same student over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance, he/she should seek the advice of the safeguarding co-ordinator

(B) Some staff are likely to come into physical contact with students from time to time in the course of their duties. An example is demonstrating a movement or position during class. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

(C) There may be occasions where it is necessary for staff to restrain a student physically to prevent him/her from inflicting injury to others or themselves, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the student. Where an employee has taken action to physically restrain a student, he/she should make a written report of the incident and submit it to the safeguarding co-ordinator, Alison Hunt immediately.

Touch Between Student and Student:

During the course of HDS activities, students may find physical touch an important part of their learning and development. Such as performing correct technique, partner work, dramatic scenes, improvisation and choreography.

Staff should be encouraged to keep this to a minimum, and ensure all students involved feel comfortable with any touch involved. Physical contact should be limited to what the teacher deems necessary and should never be sexual/violent in content.

If touch between students becomes violent, the safeguarding co-ordinator must be informed immediately, and a full incident report written.

Peer on Peer Abuse:

Hasland Dance Ltd continues to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to any child/young person, with full consideration to the potential impact on that individual child/young person's emotional and mental health and well-being.

Children and young people may be harmful to one another in a number of ways which would be classified as peer-on-peer abuse.

At HDS we have the following policy in place that should be read in conjunction with this section:

- Code of Conduct (Student)

Examples of peer-on-peer abuse may include, but are not limited to:

- Physical abuse e.g. biting, hitting, kicking, hair pulling etc
- Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault etc
- Bullying (physical, name calling, homophobia, etc.)
- Cyber bullying
- Sexting
- Initiation/Hazing
- Prejudiced behaviour
- Teenage relationship abuse

HDS will deal with any incident of peer abuse immediately and sensitively. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood/adolescence. It is necessary that staff consider each issue and individual before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

Information will be gathered as soon as possible to establish the true facts as soon as any suspicion of peer-on-peer abuse is discovered. Staff will not be prejudiced, judgemental, dismissive or irresponsible, and will adhere to HDS's 'Responding to a child/young person making an allegation of abuse' guidelines as outlined in this policy document.

In the instance of UK law being broken, or a safeguarding concern, a report will be made by the safeguarding co-ordinator to both the police (via the 101 number) and social services.

HDS will also, as part of any investigation, try to discover intent. Without repetition or malicious intent, some of the above could be handled internally. This decision will only be taken by the safeguarding co-ordinator.

Parents and Guardians will be informed if the safeguarding co-ordinator has no concerns that by doing so could make the situation worse.

If a case of Peer-on-Peer abuse is handled internally, or an ongoing case of Peer-on-Peer abuse has been reported and is being handled externally:

The young person who has been harmed will continue to be monitored and offered support, including, but not limited to, mentoring, risk assessments and improving peer relationships guidance.

The young person who has displayed harmful behaviour will be punished as appropriate to the Student Code of Conduct including, but not limited to, exclusion and additional supervision.

Supervisory arrangements for the management of Hasland Dance Ltd activities and services

We will aim to protect children and young people from abuse. and our staff and volunteers from false allegations by adopting the following guidelines:

- We will keep a register of all children/young people attending our activities
- We will keep a register of all paid staff members and volunteers
- Staff will note their arrival and departure times. and the names of others in the building at the time.
- We will keep a record of all sessions, including monitoring and evaluation records
- Our staff and volunteers will record any unusual events on accident/incident forms
- Written consent from a parent or guardian will be obtained for every child/young person attending our activities
- Where possible, our staff and volunteers should not be alone with a child/young person, although we recognise there may be occasions when this may be necessary or helpful
- Staff and volunteers will escort children under 5 to the toilet but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian. At external venues, all students under school leaving age will be escorted to public toilets and around the building.
- We recognise that physical touch between adults and children/young people can be healthy and acceptable in public places. However, our staff and volunteers will be discouraged from this in circumstances where an adult and child/young person are left alone.
- All staff and volunteers should treat all children/young people with dignity and respect by their attitude, language and actions

Support and Training:

We, Hasland Dance Ltd are committed to the provision of child protection training for all our staff and volunteers.

The safeguarding co-ordinator will update her Child Safeguarding Officer training every three years or after legislative change, whichever occurs first.

APPENDIX 1**Reporting Suspected Abuse - Confidential Recording Sheet**

Organisation: [COMPANY NAME]	Name of Person Reporting:
Name of Child:	Age & Date of Birth:
Ethnicity:	
Religion:	
First Language:	
Disability:	
Parent's/Carer's name(s):	
Home address/Tel no:	
Are you reporting your concerns or reporting someone else's? Please give details.	
Brief description of what has prompted the concerns: include date, time, specific incidents.	
Any physical signs? Behavioural signs? Indirect signs?	
Have you spoken to the child? If so, what was said?	
Have you spoken to the parent(s)? If so, what was said?	
Has anybody been alleged to be the abuser? If so, please give details?	

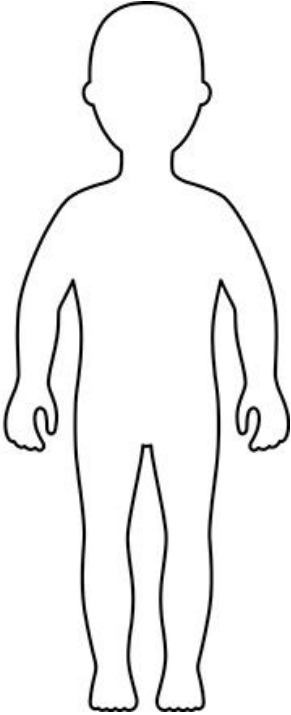
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Have you consulted anybody else? Please give details.

Person reported to:	Date of reporting:

Signature of person reporting:	Today's Date:

Action taken:

Notes: <i>inc. Body Map for signs/evidence of physical abuse.</i>


APPENDIX 2

HDS STUDENT CODE OF CONDUCT

July 2024

At HDS,

we expect our students to:

- be well presented in class by wearing the correct uniform, having hair neat and tidy in the appropriate style, remove all jewellery and tape over earrings where necessary.
- be on time for classes so teachers do not have to come and find missing students; remain in the studio during a lesson - so visit the toilet before class begins and take everything you need, including water, into the studio.
- behave in a respectful manner to teachers, support staff and other students; not talk in class when teachers are speaking and be ready to continue when asked; accept and learn from corrections given in class as this help improve technique and performance; approach each class with focus and a positive attitude.
- show patience and kindness to fellow students, in the studios, changing areas and around the school.
- behave as a role model to younger students

By following these simple rules, our teachers will be able to:

- provide enjoyable classes to the high standards expected at HDS.
- treat students with kindness and honesty, offering corrections to help with learning.
- be understanding of students' particular needs or difficulties.
- help all students achieve their full potential.