



## Dance and Drama School Documentation UK

### Implementing protective measures in Dance and Drama settings

<b>Name of School:</b>	Dance Dedication
<b>Name of Manager/Owner:</b>	Christina Hadjisavvas
<b>Postcode of Registered Address:</b>	SG8 5FS
<b>Disciplines Offered:</b>	Group Dance - Ballet, Group Dance - Ballet (Pointe), Group Dance - Modern, Group Dance - Tap, Group Dance - Jazz, Group Dance - Street & HipHop, Group Dance - Contemporary, Individual Dance Lessons, Group Singing
<b>Intended Start Date (based on continuing guidance):</b>	Friday, September 1, 2023
<b>Ages Attending:</b>	2-5 yrs, 6-10 yrs, 11-13 yrs, 14-18 yrs, 18+ yrs

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# Statement of general policy and arrangements for Dance Dedication

We will actively maintain and promote good health and safety procedures and will:

- Maintain safe and healthy work conditions
- Provide adequate control of the health and safety risks at our school
- Be open to comments and suggestions from our employees, students and their parents on matters relating to health and safety
- Provide information, instruction and supervision for employees and students and make them aware of this policy
- Ensure all employees are capable of doing their tasks, hold any required qualifications, and that they receive adequate training
- Record any harm or injuries that occur in an Accident Book and make changes where required to avoid similar incidents in the future
- Regularly review and update this policy.

Christina Hadjisavvas has overall responsibility for health and safety.

A Health & Safety Law poster is displayed in On website

A First Aid box is located in in teachers bag

An Accident Book is located in in teachers bag

In the case of an emergency or serious injury, please contact the emergency services on 999 or 112

This policy was last reviewed on Wednesday, August 23, 2023

**Name of Manager/Owner:**

Christina Hadjisavvas

**Signed:**

A handwritten signature in black ink, appearing to read 'Christina Hadjisavvas', with a long horizontal line extending from the end of the signature.

# General Risk Assessment

A risk assessment is simply a careful examination of anything that may cause harm to you or others during the course of our Dance or Drama work. The aim is to prevent incident, accident and illness. It is carried out by identifying risk and using appropriate control measures to minimize or eliminate the risk.

This Risk Assessment was undertaken based on information provided by Christina Hadjisavvas on Dance Dedication.

It is the responsibility of Christina Hadjisavvas to make sure that those carrying out the work are instructed and trained to do so using the control measures identified in the risk assessment. Christina Hadjisavvas will directly supervise those with the least experience until they are deemed to be competent to carry out the work unsupervised. Those carrying out the work must co-operate with Christina Hadjisavvas by following the instructions they have been given.

Any changes resulting in the escalation of either the Severity Rating or Probability Rating of an identified hazard is to be reported to Christina Hadjisavvas or an appropriate line manager at Dance Dedication. The severity and probability definitions relating to this document can be found below.

It is assumed that this Risk Assessment forms part of Dance Dedication's over-arching Risk Assessments, Operating Procedures and preventative measures used to minimise risk. It should not be viewed in isolation. Other documentation that should be considered, where applicable, includes;

- Dance Dedication Terms and Conditions
- Dance Dedication Conduct Policy
- Dance Dedication Safeguarding/Child Protection Policy
- Dance Dedication GDPR Policy
- Venue handbook and RAMS

		RISK TOLERANCE					
		6	12	18	24	30	36
LIKELIHOOD	ALMOST CERTAIN	6	12	18	24	30	36
	VERY LIKELY	5	10	15	20	25	30
	LIKELY	4	8	12	16	20	24
	POSSIBLE	3	6	9	12	15	18
	VERY UNLIKELY	2	4	6	8	10	12
	UNFORESEEABLE	1	2	3	4	5	6
		1	2	3	4	5	6
		NEGLECTABLE	MINOR	MODERATE	MAJOR	CRITICAL	CATASTROPHIC
		SEVERITY					

## SEVERITY DEFINITIONS

- NEGLECTABLE:** May lead to a miscommunication, no foreseeable risk of harm or discomfort, no damage.  
**MINOR:** Superficial injury, temporary discomfort or distress, minor property damage.  
**MODERATE:** Cuts, grazes or other injury which require on-site first aid, moderate property damage.  
**MAJOR:** Minor fractures, requires hospital treatment, absence from work for 3 days or more, major property damage. (RIDDOR)  
**CRITICAL:** Major fractures, ill health leading to disability or reportable disease (RIDDOR). critical property damage, e.g. structural.  
**CATASTROPHIC:** Amputations, fatality, life shortening illnesses, catastrophic property damage.

## TO CALCULATE RISK SCORE:

- First..... Assess the likelihood of the hazard occurring.  
 Second..... Assess the severity of the hazard if it were to occur.  
 Third..... Calculate risk score using the matrix to the left. This is done by reading from the box at the intersection between your chosen severity and likelihood figures.

## RISK TOLERANCE:

The Risk Tolerance is 9. Anything above this is deemed an unacceptable risk and appropriate control measures need to be applied in order to reduce the risk factor below 9.

## General – Car Parking and External Safety

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Parking and drop off measures	Collision with a motor vehicle or other hazard in car park	All	3	5	15	<ul style="list-style-type: none"> <li>Plan parents' drop-off and pick-up protocols that minimise risk of harm (getting to/from nearby car park)</li> <li>Tell parents and young people their allocated drop-off and collection times and the process for doing so (i.e. day students should be walked to the building entrance). Older students aged 16 are allowed to arrive/depart on their own.</li> <li>To provide instructions to safe and secure parking where possible when official visitors (such as pianists, examiners and visiting teachers) are expected</li> </ul>	1	5	5
Slip or Trip hazard (raised paving slabs, slippery surface following rainfall)	Personal injury	All	4	3	12	<ul style="list-style-type: none"> <li>Any slip or trip hazards to be identified and marked</li> <li>Slip or trip hazards to be addressed and resolved by Whittlesford Memorial Hall, URC Whittlesford, Great Shelford Memorial Hall, Chesterfords Community Centre, Pampisford Village Hall</li> <li>URC Whittlesford does not have a car park. Guardians will have to assist pupils 16 and above into the building as they may have to cross the road</li> </ul>	1	3	3
Lack of lighting during dark evenings	Unable to see and identify trip and slip hazards	All	4	3	12	<ul style="list-style-type: none"> <li>Route to/from entrance/exits are covered by appropriate lighting</li> </ul>	1	3	3
Lack of external lighting (due to blown lamp or tripped circuit)	Unable to see and identify trip and slip hazards	All	4	3	12	<ul style="list-style-type: none"> <li>Whittlesford Memorial Hall, URC Whittlesford, Great Shelford Memorial Hall, Chesterfords Community Centre, Pampisford Village Hall to be informed and requested to repair or replace the lighting within 24hrs</li> </ul>	1	3	3

## Staff Training

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Teaching and coaching staff failing to act appropriately	Reputational and Financial impact on the business/teacher	All	3	4	12	<ul style="list-style-type: none"> <li>All staff hold the appropriate qualifications from their respective accreditation bodies.                             <ul style="list-style-type: none"> <li>- Christina Hadjisavvas ISTD DDE</li> <li>- Rachael Byham ISTD DDE</li> <li>Megan Bembridge Level 6 Diploma in Professional Musical Theatre</li> </ul> </li> <li>All staff to hold a current DBS (Disclosure and Barring Service) certificate. Certificate must be less than 3 years old unless subscribed to the DBS update service, in which case an update should be run every 3 years.</li> <li>Pianists, examiners and visiting teachers to provide evidence of a current DBS (directly or through affiliation to an official body such as ISTD, RAD etc) OR be accompanied by Dance Dedication staff at ALL times.</li> <li>Refer to Dance Dedication Policy and Procedures on Safeguarding Children &amp; Adults at Risk</li> <li>Staff have been regularly consulted and informed about the school policies and procedures (for example, safety measures, safeguarding, reporting requirements etc)</li> <li>Staff have been trained in correction methods (where these would normally be done with considered physical contact)</li> <li>Staff have been trained in how to deliver instruction to younger children who sometimes need things to be explained to them in a different way. They may not understand some of the language that adults use. Therefore, it is important to make sure that dance moves are explained using language that they understand or demonstrate the moves to them to make sure that they understand what they need to do.</li> </ul>	1	4	4
Lack of insurance	Reputational and Financial impact on the business/teacher	All	3	4	12	<ul style="list-style-type: none"> <li>Employer's Liability Insurance provided by Axa</li> <li>Public Liability Insurance provided by Axa and a copy of the certificate is available to view at the studio</li> <li>Each teacher has been confirmed to have their own Professional Indemnity Insurance</li> <li>Pianists, examiners and visiting teachers to provide evidence of suitable and sufficient insurance or affiliation to a professional body that provides insurance on their behalf.</li> </ul>	1	4	4

Lack of qualified First Aider(s) and first aid kit	Unable to facilitate appropriate care	All	3	4	12	<ul style="list-style-type: none"> <li>• There will always be a minimum of one member of staff present with a minimum of a one-day Emergency First Aid qualification.</li> <li>• Teachers will all carry their own first aid kit in addition to any equipment available in the venue. These will be checked every 6 months and supplies replaced as necessary.</li> <li>• Venue first aid boxes should be checked regularly to make sure that they are fully stocked and, where possible, they should include resuscitation face shields.</li> <li>• Refer to Dance Dedication Accident and Illness Policy</li> <li>• First aiders should all be briefed to check the latest Government guidance on cardiopulmonary resuscitation - <a href="https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov">https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov</a></li> </ul>	1	4	4
Lack of understanding and support from venue, support staff, and delivery workers	Failing to minimise hazards leading to likely increase in accidents/ incidents	All	3	4	12	<ul style="list-style-type: none"> <li>• Communicate early with venue, contractors and suppliers that will need to support dance classes and ensure copies of policies and procedures are provided.</li> <li>• Discuss cleaning requirements (floors, toilets, kitchens, etc) with cleaning contractors or staff</li> </ul>	1	4	4
Failing to secure data leading to a breach of GDPR regulations	Reputational and Financial impact on the business/teacher	Dance School and staff	3	3	12	<ul style="list-style-type: none"> <li>• Dance Dedication is committed to protecting the privacy and confidentiality of its students.</li> <li>• Dance Dedication will only collect; <ul style="list-style-type: none"> <li>- Personal information (such as name and date of birth);</li> <li>- Next of kin (such as name/s and emergency contact number/s);</li> <li>- Relevant medical information;</li> <li>- Attendance information (such as dates of attendance/absence and reason for absence);</li> <li>- Assessment information (such as examination results). It also includes your (parent/carer's or students over 16 years of age):</li> <li>- Contact details (such as name, address, telephone number and email address).</li> </ul> </li> <li>• We do not sell or pass on personal data to any other organisations or use for any other purposes. The personal information held by Dance Dedication about our Students is the minimum necessary to facilitate the running of our business; such as contact details and examination history.</li> <li>• Details may be passed to external examination bodies in accordance with consent obtained from the relevant individual.</li> <li>• See Dance Dedication General Data Protection Regulations 2018 Policy for full details.</li> </ul>	1	3	3

## Student Welfare

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Lack of register/accountability in the event of fire or evacuation	Significant injury /death	All	3	6	18	<ul style="list-style-type: none"> <li>All students are registered within the first 15 minutes of their class commencing</li> <li>Parents or carers who remain in the building must also sign in at the teacher.</li> <li>Pianists, examiners and visiting teachers must sign in and out on arrival.</li> </ul>	1	6	6
Lack of Emergency contact details and related information	Unable to facilitate appropriate care	All	3	5	15	<ul style="list-style-type: none"> <li>All staff and students to complete a 'contact form' including;                             <ul style="list-style-type: none"> <li>- Personal information (such as name and date of birth);</li> <li>- Next of kin (such as name/s and emergency contact number/s);</li> <li>- Relevant medical information;</li> </ul> </li> <li>Parents/carers or students must inform their teacher of any existing injuries, medical conditions/needs (e.g. Asthma, use of an EpiPen or diabetic monitoring) or any if they/anyone in their family are showing symptoms of infection.</li> </ul>	1	5	5
Staff or students with individual Risk Assessments (i.e. disability, young persons or new/expectant mothers)	Individuals personal needs are not met resulting in distress or harm	Identified individual	3	4	12	<ul style="list-style-type: none"> <li>Existing individual Risk Assessments to be implemented and reviewed as necessary and additional measures put in place for those at enhanced risk.</li> <li>See Additional Needs Risk Assessment</li> </ul>	2	4	8
Lack of drinking water	Fainting leading to minor/major injury	Individual student	4	3	12	<ul style="list-style-type: none"> <li>Ensuring students are drinking plenty of water. As with every active sport, fluids lost through sweating must be replaced. Even mild dehydration can harm performance and reduce the ability to concentrate. Drinking enough is especially important when temperature and humidity levels increase.</li> <li>Ensure that a class for younger children includes breaks for them to rest and that there is water available for them to drink. Teacher to remind them to stop and rest as required.</li> <li>Spillages will be mopped up immediately and cordoned off until dry.</li> <li>Only water in sealable bottles to be allowed in studio spaces.</li> </ul>	2	3	6
Lack of food	Lack of energy resulting in lack of focus and injury	Individual student	4	3	12	<ul style="list-style-type: none"> <li>To ensure that students have eaten properly before they dance. If they don't eat enough, they won't have enough energy particularly if doing a performance or competition.</li> <li>Teacher to ensure students don't eat a big meal just before a performance or competition as they won't be able to digest it properly and may feel unwell or get a stitch.</li> </ul>	2	3	6



Inappropriate footwear and clothing	Slips, trips and falls	Individual student	3	4	12	<ul style="list-style-type: none"> <li>Students should always wear appropriate clothing and footwear for the dance class. This should not be restrictive or uncomfortable and footwear should support the foot – proper ballet, jazz or other dance shoes are best.</li> <li>Shoes should be correctly fitted by a teacher or at an outfitter. Unless requested by the teacher, ballet shoes should have full soles and elastic to hold the shoes on securely.</li> <li>No mule type, platforms, flip flops or sling back shoes allowed.</li> <li>No outside clothing is to be allowed during class.</li> </ul>	1	4	4
Hair	Obstruction of sight causing slips, trips and falls	Individual student	3	4	12	<ul style="list-style-type: none"> <li>Hair must be neatly tied back for all classes; any fringes that drop below the eyebrow must be gripped back or a hair band worn.</li> </ul>	1	4	4
Jewellery and valuables	Injury through catching/snagging Theft	Individual student and their partner(s)	3	4	12	<ul style="list-style-type: none"> <li>Where possible students should not bring valuables to class.</li> <li>Clear policy for all students to remove any jewellery that might pose a risk (such as necklaces and earrings)</li> <li>No jewellery is to be worn in class at any time apart from stud earrings that do not hang.</li> <li>Mobile devices are not to be used in class</li> </ul>	1	4	4
Exhaustion	Fainting, slips, trip and falls	Individual student	4	3	12	<ul style="list-style-type: none"> <li>Include times for a break between performances or classes.</li> <li>Students encouraged to have a snack to increase energy levels</li> </ul>	2	3	6

## Viral Illness and Infectious Diseases (including COVID-19)

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Failure to implement local or national PHE infectious disease advice	Contracting and/or conveying viral illness and infectious disease (including COVID-19)	All	3	5	15	<ul style="list-style-type: none"> <li>Ensure familiarity with the <a href="https://www.gov.uk/topic/health-protection/infectious-diseases">https://www.gov.uk/topic/health-protection/infectious-diseases</a> list and signs and symptoms where appropriate.</li> <li>See <a href="https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf">https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf</a> for details on recommended immunisation and exclusion periods.</li> <li>Refer to Accident and Illness Policy</li> </ul>	2	5	10
Staff or students at enhanced risk from infectious disease (i.e. disability, young persons or new/expectant mothers)	Contracting and/or conveying viral illness and infectious disease (including COVID-19)	Identified individual	3	5	15	<ul style="list-style-type: none"> <li>Individual Risk Assessments to be undertaken or reviewed as necessary and additional measures put in place for those at enhanced risk from infectious diseases.</li> </ul>	2	5	10
Teaching and coaching staff failing to act appropriately (infection control)	Contracting and/or conveying viral illness and infectious disease (including COVID-19)	All	3	4	12	<ul style="list-style-type: none"> <li>All staff have received training in the signs and symptoms of infectious diseases</li> <li>Staff have been informed about changes in current guidance, including discussing whether additional training would be helpful.</li> <li>Staff have been spoken to about correction methods and minimising physical correction where possible</li> <li>Pianists, examiners and visiting teachers to comply with local or national requirements in operation at the time of their visit in addition to any reasonable requests by Dance Dedication.</li> <li>Where appropriate, and in accordance with local or national advice, Dance Dedication will inform other students or parents, teachers, examiners, pianists or visiting staff of any potential outbreak (defined as 2+ positive cases) to which they may have been exposed in order they may take any action they feel appropriate (such as self-isolation, protecting vulnerable family members etc)</li> </ul>	1	4	4

Inadequate cleaning and ventilation of space(s)	Contracting and/or conveying viral illness and infectious disease (including COVID-19)	All	3	4	12	<ul style="list-style-type: none"> <li>Follow latest cleaning of non-healthcare settings guidance</li> <li>Enhanced cleaning of common contact surfaces in reception, offices and studios (such as drama blocks, pianos, chairs and barres), particularly during peak flow times</li> <li>Shared equipment to be cleaned and disinfected more frequently than day to day</li> <li>If an ill student needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>Increase ventilation (to ideally maximum) within enclosed spaces through the opening of doors and windows and ensure air handling systems are not occupancy driven (over-ride where possible)</li> <li>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>Decide which lessons or activities will be delivered giving consideration to physical contact and duration</li> <li>To implement any class capacities that may be imposed by local or national guidance</li> <li>Classes to be delivered by one person or as small number of persons as possible without compromising safety or child protection measures.</li> <li>Reduce and control any activities that result in air droplets travelling excessive distance (i.e. Vocal Projection, Singing and Breathing exercises).</li> <li>Where such activities are introduced in line with guidance, introduce further controls such as; <ul style="list-style-type: none"> <li>Smaller group sizes</li> <li>Group lessons delivered in one direction with minimum distancing rather than in a circle</li> </ul> </li> <li>To encourage the use of hand sanitiser and other appropriate hygiene measures</li> <li>Reduce and control any 'partner' work for the immediate future endeavouring to remain below the 'close contact' definition as a guide (less than 1m for more than 1min and less than 2m for more than 15mins) where possible</li> </ul>	2	4	8
Physical work (during an outbreak of viral illness or disease)	Contracting and/or conveying viral illness and infectious disease (including COVID-19)	All	4	4	16		2	4	8
Partner work (during an outbreak of viral illness or disease)	Contracting and/or conveying viral illness and infectious disease (including COVID-19)	All	4	4	16		2	4	8

## Venue – Spaces/Studios

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Unsuitable venue (including floor, lighting and ventilation)	Slips, trips and falls, illness and dehydration	All	3	4	12	<ul style="list-style-type: none"> <li>The facilities at the venue are suitable for the type of dance.</li> <li>The type of floor is wood, vinyl and carpet and suitable for the students to move freely, and free of obstructions.</li> <li>The room is well ventilated, lit and of an appropriate size.</li> <li>Class Teacher to ensure that dancers are well spaced out within the room and that they have sufficient room for the activity</li> </ul>	2	4	8
Ingress/Egress to site	Injury	All	3	4	12	<ul style="list-style-type: none"> <li>To be aware and manage the following if applicable;                             <ul style="list-style-type: none"> <li>- Heavy swing doors into building and studio (particular for younger children)</li> <li>- Entry and exit route from the studio is up/down a flight of stairs – children and young people to be briefed to hold the rail and go slowly whilst descending the stairs</li> </ul> </li> </ul>	2	4	8
Lack of fire Risk Assessment	Impeded evacuation resulting in personal injury/death	All	3	6	18	<ul style="list-style-type: none"> <li>Whittlesford Memorial Hall, URC Whittlesford, Great Shelford Memorial Hall, Chesterfords Community Centre, Pampisford Village Hall are responsible for the regular inspection and maintenance of the fire alarm system and emergency lighting</li> <li>Whittlesford Memorial Hall, URC Whittlesford, Great Shelford Memorial Hall, Chesterfords Community Centre, Pampisford Village Hall undertake regular Fire Risk Assessments and make these available to Dance Dedication</li> </ul>	1	6	6
Lack of knowledge of fire evacuation procedures	Impeded evacuation resulting in personal injury/death	All	3	6	18	<ul style="list-style-type: none"> <li>Studios have clearly marked illuminated fire exits indicating exit routes</li> <li>A meeting point has been established in The carpark outside or out the front of the building and this is shown to students at the commencement of each term.</li> <li>A fire evacuation 'drill' is undertaken every 6 months</li> <li>Any visitors such as pianists, examiners and visiting teachers to be informed of the fire evacuation procedures on arrival.</li> </ul>	1	6	6

Lack of firefighting equipment and familiarisation in its use	Impeded evacuation and further damage	All	3	6	18	<ul style="list-style-type: none"> <li>Teachers are familiar with the venue fire procedure and brief any staff under their duty of care.</li> <li>Adequate and appropriate fire extinguishers (Water, CO2 and Foam) and fire blanket are provided by the venue in accessible positions in high risk areas.</li> <li>Fire extinguishers are serviced annually by Do not own premisis, do not know.</li> <li>Flammable liquids are to be stored away from any sources of ignition and in their correct containers.</li> <li>Strictly no smoking allowed in the venue.</li> </ul>	1	6	6
Unsecured power cables	Slips, trips and falls	All	3	4	12	<ul style="list-style-type: none"> <li>All power cables are to be run to the nearest access points in the venue</li> <li>Any exposed cabling is to be secured into place with gaffer tape or equivalent</li> </ul>	2	4	8
Unsafe, poorly maintained/ installed Electrical Equipment	Electrocution and Fire	All	3	5	15	<ul style="list-style-type: none"> <li>All school equipment is PAT tested by Only have bluetooth speaker which is charged before class so not PAT. on an annual basis</li> <li>All work to conform to IEE Regulations and Electricity at Work Regulations 1989.</li> <li>Whittlesford Memorial Hall, URC Whittlesford, Great Shelford Memorial Hall, Chesterfords Community Centre, Pampisford Village Hall are responsible for ensuring venue electrical systems are installed and inspected by qualified contractors.</li> <li>All cables are rated for use.</li> <li>All circuits protected by MCB's to prevent overloading.</li> <li>All fittings positioned so as not to cause a fire risk.</li> <li>CO2 fire extinguisher(s) to present at all times.</li> </ul>	2	4	8
Inadequate cleaning of space(s)	Spread of illness and sickness	All	3	4	12	<ul style="list-style-type: none"> <li>Regularly clean common contact surfaces in reception, offices and studios (such as drama blocks, pianos, chairs and barres), particularly during peak flow times</li> <li>Cleaning frequently touched surfaces using standard products, such as detergents and bleach</li> </ul>	2	4	8
Lack of ventilation of space(s)	Spread of illness and sickness	All	3	4	12	<ul style="list-style-type: none"> <li>Spaces well ventilated using natural ventilation (opening windows).</li> <li>Endeavour to maintain a studio temperature between 18° and 24° degrees</li> <li>Increased ventilation (to ideally maximum) within enclosed spaces and ensure air handling systems are not occupancy driven (over-ride where possible).</li> </ul>	2	4	8

Lack of maintenance of gas heating systems and gas cooking systems (where applicable)	Carbon monoxide poisoning, explosion etc leading to major injury, property damage and death	All	3	6	18	<ul style="list-style-type: none"> <li>Gas boiler and system checks and maintenance are carried out on a regular basis by We do not own our own premises so do not know.</li> <li>Carbon Monoxide Alarm (audible alarm only)</li> </ul>	1	6	6
Failure to maintain water system	Spread of illness and sickness	All	3	4	12	<ul style="list-style-type: none"> <li>Whittlesford Memorial Hall, URC Whittlesford, Great Shelford Memorial Hall, Chesterfords Community Centre, Pampisford Village Hall has a legionnaires policy in place</li> </ul>	2	4	8
Lack of Hand Washing	Spread of illness and sickness	All	3	4	12	<ul style="list-style-type: none"> <li>Staff and students to wash their hands on arrival at the school with soap and warm water for 20 seconds and dry thoroughly. Where hand washing is not readily available, hand sanitiser may be used.</li> <li>Ensure help is available for children and young people who have trouble cleaning their hands independently</li> <li>Consider how to encourage young children to learn and practise these habits through drama games, songs and repetition.</li> </ul>	2	4	8
Child Protection where toilet facilities are shared with other facility users	Child Protection concerns	All	3	4	12	<ul style="list-style-type: none"> <li>Dedicate a toilet for use by students where facilities are accessed by other persons such as members of the public and venue staff – consider Child Protection implications.</li> <li>Younger children to be accompanied to the toilet by an appropriate DBS checked adult (where parent is absent)</li> </ul>	2	4	8
Furniture and other Hazards	Injuries from falling items	All	3	4	12	<ul style="list-style-type: none"> <li>Teacher to check the space before each class for any miscellaneous objects or hazards and will remove them.</li> <li>Whittlesford Memorial Hall, URC Whittlesford, Great Shelford Memorial Hall, Chesterfords Community Centre, Pampisford Village Hall should be notified of any damages or hazards pertaining to the building itself</li> <li>Remove unnecessary items from studio environments where there is space to store it elsewhere</li> <li>Chairs not to be stacked in piles of more than 6 and away from students.</li> <li>Common sense, awareness and reporting-on-sight promoted.</li> <li>Young people also asked not to take sharp items into studios and to be vigilant</li> <li>curtain in URC hall only to be operated by teacher. chairs may be stacked at side of room, insure younger pupils can not climb!</li> </ul>	2	4	8

Ill student, child or member of staff	Failing to provide adequate and timely care	All	4	4	16	<ul style="list-style-type: none"> <li>• There will always be a minimum of one member of staff present with a minimum of a one-day Emergency First Aid qualification.</li> <li>• Teachers will all carry their own first aid kit in addition to any equipment available in the venue. These will be checked every 6 months and supplies replaced as necessary.</li> <li>• If a student or child is awaiting collection, they should be moved, if possible, to an area away from other students but under the supervision of staff.</li> </ul>	2	4	8
Lack of Waste Management	Spread of illness and sickness Exposure to waste	All	2	4	8		<ul style="list-style-type: none"> <li>• Whittlesford Memorial Hall, URC Whittlesford, Great Shelford Memorial Hall, Chesterfords Community Centre, Pampisford Village Hall to provide appropriate waste management solutions.</li> </ul>	1	4

## Delivery of Classes

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Class timetable- Lack of planning	Personal injury	All	4	4	16	<ul style="list-style-type: none"> <li>Teaching will be according to the age and ability of the students.</li> <li>Class structure will allow for an appropriate warm up and cool down for the class and ensuring the teaching of correct posture and technique to avoid injury.</li> </ul>	2	4	8
Lack of rules and behavioural expectations	Injury or damage to property	All	3	4	12	<ul style="list-style-type: none"> <li>Rules for behaviour and conduct will be outlined at the start of term and reinforced when necessary at the start of class.</li> <li>School rules will be displayed where everyone can see them (these include general behaviour, clothing and footwear, food and drink in class and also general health and safety rules)</li> </ul>	2	4	8
Partner work (including lifts and higher risk manoeuvres)	Injury to dancer and their partner(s)	All	4	4	16	<ul style="list-style-type: none"> <li>Ensure appropriate staffing in place prior to any classes including manoeuvres of increased risk</li> <li>Staff to be appropriately qualified and affiliated</li> <li>Consider response times from the Emergency Services (this may vary depending on localised incidents)</li> <li>Correct landing techniques and methods of falling safely should be effectively taught and encouraged at all times.</li> </ul>	2	4	8
Ill maintained Acro equipment or environment	Injury to dancer and their partner(s)	All	4	4	16	<ul style="list-style-type: none"> <li>Acro/Gymnastics activity, training or coaching takes place in a safe environment, and the equipment and facilities used are suitable, safe and well-maintained.</li> </ul>	2	4	8



**Pointe Work (Note: this section is only relevant if you specifically teach Pointe Ballet Work)**

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Pointe Shoes/pointework lessons	Foot pain, injury and in some cases permanent foot damage	Individual student	3	5	15	<ul style="list-style-type: none"> <li>Teacher will advise students when it is time for them to begin Pointework classes, this will be at the Principal's discretion only and will be subject to the following conditions:                             <ul style="list-style-type: none"> <li>- The child is of the correct age and their physical development is slowing;</li> <li>- The child has adequate technical ability and understanding to participate;</li> <li>- The child has sufficient strength and control to participate safely.</li> </ul> </li> <li>Teacher will lead appropriate strengthening and technical exercises to ensure sufficient foot strength before Pointework is offered</li> <li>Pointe shoe must fit securely and provide the correct support and be shown to the teacher before wearing or modifying. If the teacher doesn't think the shoe is fit for purpose, then they reserve the right to ask for the shoe to be replaced before any Pointework lessons are delivered.</li> </ul>	1	5	5
Upright pianos/keyboards (if used for ballet and singing classes)	Tipping and causing injury	All	2	4	8	<ul style="list-style-type: none"> <li>Upright piano/keyboards are only held or moved from the two ends, and never pushed or pulled from the keyboard side or back. Suitable footwear is to be worn.</li> <li>A safety check on electrical pianos is to be made every year in line with electrical checks</li> </ul>	1	4	4

**Singing (Note: this section is only relevant if you specifically teach Group Drama (Musical Theatre Based), Group Singing, and/or Individual Singing Lessons)**

Hazard	Risk	Who is at Risk	Likelihood	Severity	Risk Score	Control Measure	Likelihood	Severity	Risk Score
Noise (associated with Group Singing, Bands and Loud Music)	Noise related injury/hearing loss	All	3	4	12	<ul style="list-style-type: none"> <li>Students not to make loud sounds near to anyone's ear. Teachers are not to expose pupils to excessively loud sounds and recognise and manage their own extended exposure to sound during the working day.</li> <li>Students are taught about potentially dangerous sound levels of music, and the permanent damage to hearing which can occur as a result of long-term exposure to excessive sound.</li> </ul>	1	4	4

Risk Assessment generated on Wednesday, August 23, 2023 based on a template written by Alex Ralls (MIIRSM, GradIOSH) and on information provided. Risk Assessment implemented by Christina Hadjisavvas.



## Policy and Procedures on Safeguarding Children & Adults at Risk

**Name of the Designated Safeguarding Lead and Prevent Officer:** Christina Hadjisavvas

**Contact number for the Designated Safeguarding Lead and Prevent Officer:** 07796646569

### **Names of First Aiders:**

Christina Hadjisavvas  
Rachael Byham  
Megan Bembridge

### **Purpose and scope of policy**

Dance Dedication has a 'duty of care' to provide a safe environment for and to promote the health and well-being of children under the age of 18 years and adults at risk. The Dance Dedication will take all reasonable steps to ensure that safeguarding and promoting the welfare of children and adults at risk is embedded in our contact with them through the training and activities we provide.

The Dance Dedication believes that the welfare of the child is paramount. All children and adults at risk regardless age, disability, gender, race, sexual orientation or identity, or religious belief have the right to equal protection from all types of harm or abuse.

The purpose of this policy and associated procedures is:

- to facilitate protection for children under the age of 18 years and adults at risk during any activity provided by the Dance Dedication
- to protect children and adults at risk where there is a concern about the behaviour of an adult, including a Dance Dedication employee
- to assist all individuals at the Dance Dedication to meet their duty of care to safeguard all children and adults at risk who take part in Dance Dedication activities
- to ensure that where Dance Dedication teaching faculty, students or visitors have concerns about the welfare of children or adults at risk, they are in a

position to take appropriate steps to address them

## **Statutory and legislative frameworks**

This policy has been drawn up on the basis of UK law and guidance.

Under the Children Act 1989, which applies to England and Wales, a child is a person up to the age of 18 years. For child protection purposes, all four nations in the UK use an age band up to 18 years old. This can also be up to the age of 25 years in the case of someone who is receiving help from Social Services or Education. Other relevant legislation includes the Children Act 2004 and the Children, Schools and Families Act 2010.

There is also a common law duty of care applicable to organisations not to be negligent and to avoid causing harm or injury.

## **Responsibilities**

The Dance Dedication will ensure that the Safeguarding Policy and Procedures and training are effective and comply with the law at all times and take account of statutory guidance. The Dance Dedication will remedy any deficiencies or weaknesses in regard to safeguarding and child protection arrangements that are brought to their attention without delay.

The Dance Dedication will safeguard children and adults at risk by:

- valuing, listening to and respecting them
- adopting child protection procedures
- sharing information about child protection and good practice with children, adults at risk, Parents, carers, Dance Dedication faculty and the companies and organisations with which we work
- sharing information about concerns with the appropriate agencies
- implementing and adhering to a Code of behaviour and good practice
- ensuring to the best of our ability, the security of Dance Dedication premises (owned or rented) where activities involving Children and adults at risk take place

No single professional, including those at the Dance Dedication, can have a full picture of a child or adult at risk's needs and circumstances. If children, carers and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Policy is reviewed biennially or sooner if there are changes in legislation, guidance or in the event of an incident.

## **Terminology and Definitions**

There are four main recognised categories of child abuse: physical abuse, sexual abuse, neglect and emotional abuse; in addition, the Dance Dedication is aware of other considerations and practices that affect children and young people such as self-harm, eating disorders, bullying (including cyber-bullying), peer on peer abuse, serious youth violence, violence in the name of honour, radicalisation, child sexual exploitation, sexual violence and sexual harassment.

The Dance Dedication also works with adults at risk who are protected by different legislation. The main forms of abuse in relation to an adult at risk include: physical abuse, sexual abuse, psychological abuse, financial or material abuse, neglect, acts of omission and discriminatory abuse.

## **Overview and responsibilities**

These procedures aim to strike a balance between the need to protect children and adults at risk from abuse and the need to protect Dance Dedication faculty, volunteers and visitors from false allegations.

It is not the responsibility of the Dance Dedication faculty to decide whether a child or adult at risk has been abused in the past, is being abused, or might be abused. However, there is a responsibility to act on concerns in order that children and adults at risk can be supported and protected in the short term, and that appropriate agencies can make enquiries and take necessary action to protect them.

It is the remit of the appropriate authority and not anyone connected with the Dance Dedication to investigate incidents that require referral.

Abuse of children and adults at risk can be perpetrated by another child or adult at risk and where this occurs the age and understanding of the alleged perpetrator must be taken into consideration. The circumstances of the alleged abuser must be assessed separately from those of the alleged victim and must include exploration of why the behaviour has occurred.

Where the Dance Dedication receives reports of concerns regarding safe dance practice, they will carry out all possible and appropriate investigations as the expert in the dance and drama education field. In the event of the investigation substantiating such concerns, a safeguarding referral may then be made to the appropriate authority. In this context, it should be noted that complaints cannot be assumed to be substantiated until appropriate processes have been completed, and in some circumstances may be rejected or may not be able to be investigated (e.g in the case of anonymous complaints).

## **Responding to a safeguarding incident or concern involving a child or adult at risk**

If an incident, allegation or suspicion of abuse or any other matter which calls the wellbeing of a child or adult at risk into question, the Dance Dedication should follow the procedure below:

- stop other activity and focus on what you are being told or seeing – responding to the incident being reported should take immediate priority
- react in a calm and considered way but show concern
- tell the child, adult at risk or third party that it is right for them to share this information
- take what the child, adult at risk or third party has said seriously and allow extra time where there is a speech or language difficulty
- keep questions to an absolute minimum necessary to gain a clear and accurate understanding of what is being said and do not interrogate the child, adult at risk or third party
- offer reassurance
- do not give assurances of confidentiality but explain you will need to pass on this information to those that need to know;
- and consider whether immediate action is needed to protect a child or adult at risk who may have been harmed or be at risk of harm – think about the child or adult at risk who is the immediate concern and any others who may have been harmed or be at risk of harm, in light of what you have been told or seen
- safeguarding incidents and/or behaviours can be associated with factors that occur outside of the Dance Dedication (such as family matters, and/or issues between children or adults at risk outside of the Dance Dedication) and so when dealing with a concern the full context should be considered

In cases where there is an immediate risk of harm to a child or adult at risk and it is unsafe to wait until the next working day, the appropriate authorities should be contacted immediately and you should stay with those you think are at immediate risk until they can be transferred to safe care, where practical.

## **Reporting a safeguarding incident or concern**

Make a comprehensive record of what is said or seen and actions taken at the earliest possible opportunity. The record should include the following:

- a detailed record of the incident in the child or adult at risk's own words or the words of the third party reporting it. You should note that there may be occasions when this record may be used later in a criminal trial and therefore needs to be as full and accurate as possible
- details of the nature of the incident
- a description of any injury (please note that you must not remove the clothing of a child or adult at risk to inspect injuries)
- dates, times or places and any other information that may be useful such as the names and addresses of potential witnesses; and written records including emails and letters.

The report should be submitted to the appropriate authority immediately but if this is not possible, certainly within 24 hours.

All Dance Dedication faculty handling cases involving allegations against teachers, students or visitors will recognise the need for absolute confidentiality in these circumstances.

There may be occasions when it is appropriate for the child(ren)'s main school to be contacted, where these details are known.

## **Further advice and guidance**

Anyone who wishes to seek guidance from an external agency may contact the Police or Social Services Department. Guidance and advice is also available from the NSPCC Adult Child Protection Helpline or Childline for children and young people.

## **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)

### **Physical abuse**

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

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described as factitious illness, fabricated or induced illness in children or “Munchausen Syndrome by proxy” 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 such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve making a child feel or believe they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person.

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

Some level of emotional abuse is involved in all types of ill treatment of a child, 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 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 in the production of, pornographic material or watching sexual activities, or encouraging children 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's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or a carer failing to provide adequate food, shelter and clothing, leaving a young child home alone or the failure to ensure that a child 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 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 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's health and development and may be noticed by an organisation caring for a child. If it is felt that a child'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

### 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 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:

- Bruising or bleeding near genital/anal areas
- Sexually transmitted disease
- 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
- Suddenly having 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 from other children
- 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

## Code of Behaviour and Good Practice

The Dance Dedication believes that the Code of Behaviour and Good Practice will assist everyone in protecting children and adults at risk. Anyone organising activities on behalf of the Dance Dedication, involving children and/or adults at risk, must adhere to this code as set out below:

- All children and adults at risk should be treated with respect
- All children and adults at risk (including those with special educational needs) should be provided with an environment in which they can feel confident and able to discuss their concerns and have support with communication difficulties where needed
- All activities (including examinations) involving children and adults at risk should include a ratio of one adult to every 10 children/adults at risk. For younger children under the age of nine, there should always be at least one additional adult (e.g. a teacher, a pianist, an assistant). Where this is not possible, the Dance Dedication will ensure that activities take place within sight or hearing of other adults
- Respect should be given to a child's or adult at risk's rights to personal privacy
- Physical contact with a child or young person may be misinterpreted and should be avoided. Where any physical touching is required for purposes of instruction, it should be provided openly in front of other students. Parents, guardians and students will be warned in advance that physical touching may be required for correctional purposes only
- Feedback should always be constructive rather than negative and language used should never be threatening or upsetting
- Private or unobserved contact with a young person or adult at risk should be avoided wherever possible unless authorisation is given by the appropriate parent or guardian
- Children with special educational needs/disabilities may be especially vulnerable to abuse and extra care should be taken to interpret apparent signs of abuse or neglect. They may be disproportionately impacted by behaviour such as abuse or bullying without outwardly showing any signs through communication barriers
- Assumptions should not be made that indicators of abuse (e.g. behaviour, mood and Injury) relate to a child's disability or learning difficulty without further exploration
- If first aid is required, where possible, it should be administered by a trained first aider in the presence of another adult. Dance Dedication First Aiders are as follows; Christina Hadjisavvas  
Rachael Byham  
Megan Bembridge
- A First Aider will complete a report if they have any safeguarding concerns as a result of administering the first aid
- The Dance Dedication has changing room guidelines which are designed to provide a safe environment in which children and adults at risk can use Dance Dedication facilities. Teachers should encourage children, young people, parents, guardians and carers to follow this guidance
- The changing room guidelines prohibit the use of telephones, cameras or other photographic or filming devices being used in changing rooms or toilet facilities
- Written parental or guardian consent should always be obtained by the Dance Dedication for the use of any photographs, film or videos involving children and adults at risk. This should clearly indicate the uses to which the photographs, film or videos will be put.
- Dance Dedication Faculty, students, volunteers and visitors where appropriate, should challenge unacceptable behaviour in accordance with the provisions of this code of conduct and good practice

Any incidents, allegations or suspicions of abuse should be reported immediately

In all dealings with children and adults at risk, Dance Dedication Faculty, students, volunteers and visitors to the Dance Dedication where appropriate, should never:

- leave children who are in their care unsupervised on Dance Dedication premises
- play rough, physical or sexually provocative games, involving or observed by children or adults at risk whether based on talking or touching
- allow or engage in any form of inappropriate physical activity involving children or adult at risk, or any bullying of a child by an adult or another child
- allow children or adults at risk to use inappropriate language without challenging it
- use any physical punishment as part of disciplining a child or adult at risk
- give their personal contact details to a child or adult at risk whom they have met through work including via social networking sites
- allow allegations by a child or adult at risk to go unrecorded or not acted upon in accordance with these or other Dance Dedication procedures

Any incidents which cause concern in respect of a child or an adult at risk must be reported immediately. Below are examples of incidents which are to be reported. When...

- a child or adult at risk is hurt accidentally
- you think a child or adult at risk has misunderstood or misinterpreted something you have done
- you have been required to take action to prevent a child or adult at risk from harming themselves or another, or from causing significant damage to property. Unless you have received specific training on how to restrain a child or adult at risk, this should only be done as a last resort. Try not to do it alone, call for assistance
- you see any suspicious marks on a child or adult at risk
- you hear any allegations made by a child or adult at risk or any other person relating to events giving rise to a safeguarding concern either inside or outside of the Dance Dedication which have happened recently or in the past
- you are concerned that a child or adult at risk is being subjected to violence in the name of honour
- a child or adult at risk discloses that they have been a victim or are involved in serious violent crime

## **Dance Dedication Faculty**

The Dance Dedication uses the Disclosure and Barring Service (DBS) in the UK for criminal record checks and follows its advice with regard to requirements in relation to vetting and checking any Dance Dedication Faculty.

People and organisations that hire the Dance Dedication premises to run their own activities will be required to have their own necessary disclosure and barring checks done for any employees and volunteers. For the avoidance of doubt, this means that anyone who will be working with participants below the age of 18 or adults at risk in any capacity must hold an appropriate Enhanced Disclosure from the Disclosure and Barring service. This requirement applies whether parents, guardians and/or carers are present during the activities or not.

## **Photography and filming of children and/or adults at risk**

No filming or photography of children or adults at risk should take place without gaining written permission from the appropriate parent, guardian or carer. The purposes for which any photographic images or film will be used should be clearly explained.

There is evidence that some people do use activities and events as an opportunity to take photographs or footage of children and/or adults at risk, including those with disabilities, with the intention to use them inappropriately or manipulate them.

## **Online Classes**

Following the COVID-19 pandemic, Dance Dedication may deliver lessons via an online video conferencing software called Zoom.

Safeguarding policies will be followed as normal, with some additional precautions.


Zoom is an unaffiliated company, and attendees must agree to their terms and conditions. Online security and GDPR have been assessed and deemed acceptable.

Attendees join through private links sent only to people who have pre-booked sessions. Session leaders add attendees through waiting room feature to ensure only Dance Dedication students have access.

All attendees must use their webcam at all times.

# APPENDIX 1

## Reporting Suspected Abuse - Confidential Recording Sheet

Organisation:	Name of Person Reporting:	Has anybody been alleged to be the abuser? If so, please give details?	
Name of Child:	Age & Date of Birth:	Have you consulted anybody else? Please give details.	
Ethnicity:		Person reported to:	Date of reporting:
Religion:		Signature of person reporting:	Today's Date:
First Language:		Action taken:	
Disability:			
		Notes: inc. Body Map for signs/evidence of physical abuse.	
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?			



## General Data Protection Regulations 2018 Policy for Dance Dedication

### In accordance with the GPDR Statement.

GDPR stands for General Data Protection Regulation and replaces the previous Data Protection. It was approved by the EU Parliament in 2016 and came into effect on 25th May 2018. GDPR states that personal data should be 'processed fairly & lawfully' and 'collected for specified, explicit and legitimate purposes' and that individual's data is not processed without their knowledge and are only processed with their 'explicit' consent. GDPR covers personal data relating to individuals. Dance Dedication is committed to protecting the rights and freedoms of individuals with respect to the processing of children's, students, parents, visitors and staff personal data. The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

### What we do at Dance Dedication

- We do not disclose (other than to Official Examination bodies) or sell personal data to third parties.
- We do not disclose personal data to other members of the School and their families.
- The School uses contact numbers and emails for communication with and updates to parents, whole school and individual communication, invoices and general information.
- Emergency parent contact numbers are given to Dance Dedication for the use of emergency contact & for contact in respect of Dance School business only.
- Personal data is stored in a locked password-protected computer database.
- Hard copy information is destroyed via a shredding device when the students leaves the School.

Information about individual children is used in certain documents, such as a weekly register, medication information and examination documentation. These documents include data such as children's names, date of birth and emergency contact numbers.

Dance Dedication stores personal data held visually in photographs or video clips. No names are stored with images in photo albums, displays, on the website or on Dance Dedication social media sites without express permission.

Access to the School Email account, Website, Personal Data, Social Media Accounts and Examination Details is password protected and is not available to members of the Public, members of the school and or its staff. The Manager/Owner (Christina Hadjisavvas) has sole access to all this data.



## **GDPR includes 7 rights for individuals**

### **1) The right to be informed**

Dance Dedication is registered with dance and drama bodies and as such is required to collect and manage certain data. The School collects parents' and or guardians' names, addresses, emergency telephone numbers, medical information, and email addresses.

As an Employer of Self-Employed Practitioners, Dance Dedication is required to hold data on its Teachers such as names, addresses, email addresses, telephone numbers and bank details. Information such as Disclosure and Barring Service (DBS) check references, personal Public Liability insurance, RAD/ISTD Membership details.

### **2) The right of access**

At any point an individual can make a request relating to their data and Dance Dedication will need to provide a response (within 1 month). Dance Dedication can refuse a request if we have a lawful obligation to retain data but we will inform the individual of the reasons for the rejection.

### **3) The right to erasure**

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However, Dance Dedication has a legal duty to keep student and parents' details for a reasonable time\*. Dance Dedication retain any records relating to the student's accident and injury records for 19 years (or until the child reaches 21 years), and 22 years (or until the child reaches 24 years) for Safeguarding/Child Protection records. Self Employed Teaching records will be erased when the member of staff leaves their position. All hard copy information is destroyed via a shredding device.

\* Dance Dedication holds personal data while the student is registered at the School. Once the student leaves data will be erased.

### **4) The right to restrict processing**

Parents, visitors and staff can object to Dance Dedication processing their data. This means that records can be stored but must not be used in any way, for example School Communications, General Emails about School news and updates. In this situation, The School has no obligation to refund any classes missed or cancelled due to 'lack of communication'. It will be the parent's responsibility to ensure they are informed about any events happening at the School.

### **5) The right to data portability**

Dance Dedication requires data, for example registration forms to be transferred from student to teacher, to School Principal. The School is also required to provide data such as student DOB and exam pin numbers to be able to enter students in dance examinations. In this case, recipients (such as the ISTD/RAD) use secure file transfer systems and have their own policies and procedures in place in relation to GDPR.

### **6) The right to object**

Parents, visitors, and staff can object to their data being used for certain activities like marketing or research.

### **7) The right not to be subject to automated decision-making including profiling.**

Automated decisions and profiling are used for marketing-based organisations. Dance Dedication does not use personal data for such purposes.



## Accident and Illness Policy for Dance Dedication

At Dance Dedication we will deal promptly and effectively with any illnesses or injuries that occur while children are in our care. We take all practical steps to keep staff and children safe from communicable diseases (including COVID-19).

All parents or carers must complete the Medical Form when their child joins the School, requesting permission for emergency medical treatment for their child in the event of a serious accident or illness.

We will record any accidents or illnesses, together with any treatment given, on an Incident Record or Accident Record sheet as appropriate, which the parent or carer will be asked to sign when they collect the child.

Dance Dedication cannot accept children who are ill. If any children are ill when they first arrive at the School we will immediately notify their parents or carers to come and collect them. Any children who have been ill should not return to the School until they have fully recovered, or until after the minimum exclusion period has expired (see table at the end of this policy).

### First Aid

The School's designated First Aider is Christina Hadjisavvas

Rachael Byham

Megan Bembridge. The designated First Aider(s) have a current first aid certificate and has attended a minimum of one-day Emergency First Aid course. First aid training will be renewed every three years. To ensure that there is a qualified first aider present and available at all times when the School is running, other members of staff will also receive first aid training. We will take into account the number of children and layout of the premises to ensure that first aiders are able to respond quickly to any incident.

The location of the first aid box and a list of qualified first aiders is clearly displayed in teachers bag. The designated First Aider regularly checks the contents of the first aid box to ensure that they are up to date, appropriate for children and comply with the Health and Safety (First Aid) Regulations 1981.

The manager will ensure that a first aid kit is taken on all outings (festivals, competitions, shows etc) and that at least one member of staff on the outing holds a current first aid certificate.

### Procedure for a minor injury or illness

The first aider at the session will decide upon the appropriate action to take if a child becomes ill or suffers a minor injury.

- If a child becomes ill during a session, the parent or carer will be asked to collect the child as soon as possible. The child will be kept comfortable and

will be closely supervised while awaiting collection.

- If a child complains of illness that does not impair their overall well-being, the child will be monitored for the rest of the session and the parent or carer will be notified when the child is collected.
- If a child suffers a minor injury, first aid will be administered and the child will be monitored for the remainder of the session. If necessary, the child's parent will be asked to collect the child as soon as possible.

### **Procedure for a major injury or serious illness**

In the event of a child becoming seriously ill or suffering a major injury, the first aider at the session will decide whether the child needs to go straight to the hospital or whether it is safe to wait for their parent or carer to arrive.

- If the child needs to go straight to the hospital, we will call an ambulance and a member of staff will go to the hospital with the child. The staff member will take the child's Medical Form with them and will consent to any necessary treatment (as approved by the parents on the Medical Form).
- We will contact the child's parents or carers with all urgency. If they are unavailable, we will call the other emergency contacts that we have on file for the child.
- After a major incident, the manager and staff will review the events and consider whether any changes need to be made to the School's policies or procedures.
- We will notify HSE under RIDDOR in the case of a death or major injury on the premises (eg broken limb, amputation, dislocation, etc – see the HSE website for a full list of reportable injuries).

### **Communicable diseases and conditions**

If an infectious or communicable disease is detected on the School's premises, we will inform parents and carers as soon as possible in order they may take appropriate action.

If there is an outbreak of a notifiable disease at the School, we will inform the local health protection unit, HSE under RIDDOR (if appropriate), and Ofsted.

### **Useful contacts**

Health Protection Unit: [insert number of your local HPU]

RIDDOR Incident Contact Unit: 0845 300 99 23

**Minimum exclusion periods for infectious conditions and diseases**

<b>Disease/Condition</b>	<b>Exclusion period</b>
Chicken Pox	Until all vesicles (spots) have crusted over
Cold Sores	None. Avoid contact with sores
Conjunctivitis	None
Diphtheria*	Exclusion always necessary, consult local Health Protection Team
Diarrhoea and Vomiting	48 hours after last episode of diarrhoea or vomiting
Glandular Fever	None
Gastro-enteritis, E. Coli, Food Poisoning, Salmonella and Dysentery	48 hours after last episode of diarrhoea – further exclusion may be required for some children
Hand, Foot and Mouth disease	None
Hepatitis A*	Until 7 days after onset of jaundice
Hepatitis B* and C*	None
High temperature	24 hours
HIV/AIDS	None
Impetigo	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment
Influenza (inc COVID-19)	Until recovered
Measles*	4 days from onset of rash
Meningitis*	Until recovered
Molluscum Contagiosum	None
Mumps*	5 days from onset of swollen glands
Pediculosis (lice)	None
Pertussis* (Whooping cough)	5 days from commencing antibiotic treatment or 21 days from the onset if antibiotics not given
Ringworm	Exclusion not usually required
Rubella* (German Measles)	4 days from onset of rash
Scabies	Until first treatment has been given
Scarlet fever*	24 hours after starting antibiotic treatment
Slapped Check, Fifth Disease	None (once rash has developed)
Threadworms	None
Tonsillitis	None
Tuberculosis*	Consult local Health Protection Team
Typhoid*, Paratyphoid*	48 hours after last episode of diarrhoea – further exclusion may be required for some children
Warts (including Verruca)	None. Verruca sufferers should keep feet covered

\* Denotes a notifiable disease.  
If in any doubt contact local health services for further information.



## Complaints Policy for Dance Dedication

At Dance Dedication we aim to work in partnership with parents to deliver a high-quality dance tuition for everyone. If for any reason we fall short of this goal, we would like to be informed in order to amend our practices for the future. Our complaints policy is displayed on the premises at all times. Records of all complaints are kept for at least three years. A summary of complaints is available for parents on request.

The manager is usually responsible for dealing with complaints. If the complaint is about the manager, the registered person or other senior member of staff will investigate the matter. Any complaints received about staff members will be recorded on an Incident log and a Complaints log will be completed. Any complaints made will be dealt with in the following manner:

### Stage one

Complaints about aspects of Dance Dedication's activity:

- The manager will discuss the matter informally with the parent or carer concerned and aim to reach a satisfactory resolution.

Complaints about an individual staff member:

- If appropriate, the parent will be encouraged to discuss the matter with staff concerned.
- If the parent feels that this is not appropriate, the matter will be discussed with the manager, who will then discuss the complaint with the staff member and try to reach a satisfactory resolution.

### Stage two

If it is impossible to reach a satisfactory resolution to the complaint through informal discussion, the parent or carer should put their complaint in writing to Christina Hadjisavvas. The manager will:

- Acknowledge receipt of the letter within 7 days.
- Investigate the matter and notify the complainant of the outcome within 28 days.
- Send a full response in writing, to all relevant parties, including details of any recommended changes to be made to the school's practices or policies as a result of the complaint.
- Meet relevant parties to discuss the school's response to the complaint, either together or on an individual basis.

If child protection issues are raised, the manager will refer the situation to the School's Child Protection Officer, who will then contact the Local Authority Designated Officer (LADO) and follow the procedures of the Safeguarding Policy. If a criminal act may have been committed, the manager will contact the police.

**Making a complaint to Ofsted (where relevant)**

Any parent or carer can submit a complaint to Ofsted about Dance Dedication at any time. Ofsted will consider and investigate all complaints. Ofsted's address is: Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD  
Telephone: 0300 123 1231 (general enquiries), 0300 123 4666 (complaints)



## Equalities Policy for Dance Dedication

At Dance Dedication we will ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community.

To achieve Dance Dedication's objective of creating an environment free from discrimination and welcoming to all, the School will:

- Respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping.
- Not discriminate against children on the grounds of disability, sexual orientation, class, family status or HIV/Aids status.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Strive to ensure that children feel good about themselves and others, by celebrating the differences which make us all unique individuals.
- Ensure that its services are available to all parents/carers and children in the local community.
- Ensure that Dance Dedication recruitment policies and procedures are open, fair and non-discriminatory.
- Work to fulfil all the legal requirements of the Equality Act 2010.
- We will monitor and review the effectiveness of our inclusive practice by conducting an Inclusion Audit on an annual basis.

### **Challenging inappropriate attitudes and practices**

We will challenge inappropriate attitudes and practices by engaging children and adults in discussion, by displaying positive images of race and disability, and through our staff modelling anti-discriminatory behaviour at all times.

### **Racial harassment**

Dance Dedication will not tolerate any form of racial harassment. The school will challenge racist and discriminatory remarks, attitudes and behaviour from the children at the school, from staff and from any other adults on school premises and when representing the school at competitions and events (eg parents/carers collecting children or watching/supporting events).

### **Promoting equal opportunities**

Dance Dedication Equal Opportunities Named Coordinator (ENCO) is Christina Hadjisavvas. The ENCO / Manager is responsible for ensuring that:

- Staff receive relevant and appropriate training
- This Equalities policy is consistent with current legislation and guidance
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes occur.

**Children with additional needs**

Our School recognises that some children have additional needs or physical disabilities that require particular support and assistance. We will assess the individual needs of each child in consultation with their parents prior to their attending the school and will make reasonable adjustments to ensure that children can access our services and are made to feel welcome.

Where one-to-one support is required, we will endeavour to assist parents in accessing the funding required to provide the additional care.

**Special Educational Needs Coordinator**

Dance Dedication Special Educational Needs Coordinator (SENCO) is Megan Bembridge. The SENCO will:

- Manage the provision for children with special educational needs or physical disabilities.
- Be fully trained and experienced in the care and assessment of such children.

All members of staff will assist the SENCO in caring for children with additional needs or physical disabilities.