



Patrons: Anya Sainsbury CBE, Sir Anthony Dowell CBE, Kevin O'Hare CBE, Michael Nunn OBE, William Trevitt OBE.

Director Cira Robinson Founder David Gayle

CHILD PROTECTION AND SAFEGUARDING POLICY

Yorkshire Ballet Seminars (YBS)

[20 February 2025]

CONTACTS IN RELATION TO SAFEGUARDING



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YBS

Safeguarding Trustee, David Pickering – info@ybss.co.uk

Operations Manager, Kathryn Young – info@ybss.co.uk

Designated Safeguarding Lead, Cira Robinson – Director@ybss.co.uk; 07394 049350

Deputy Safeguarding Lead, Dylan Vivian – pastoral@ybss.co.uk

Emergency

If you believe a student is in immediate need, to protect the student, the police should be called on 999

External Contacts

Non-Emergency calls can be made to the police by calling 101

Help for adults concerned about a student. Call NSPCC Helpline on 0808 800 5000

Help for students and young people. Call Childline on 0800 1111

Local Authority

Contact details of the local authority safeguarding helpline will be displayed at each YBS residential venue. As some of the students on site are over 18 and legally classified as an Adult, this will include contact details of the Local Authority Designated Officer (LADO).

Additional Contacts for the Prevent Team

If anyone is concerned about issues relating to extremism and radicalization within any organization / school that works with students, they can contact the Department for Education (DfE) on: 02073407264.

CONTENT



YORKSHIRE
BALLET SEMINARS

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1. SAFEGUARDING POLICY STATEMENT



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- I. Yorkshire Ballet Seminars (YBS) recognizes its responsibilities to safeguard and promote the welfare of students and to protect them from abuse by neglect, bullying, physical harm, emotional harm or sexual activity from those looking after them within a relationship of trust. To this end YBS has adopted principles and procedures which comply with UK legislation and with due regard to Keeping Children Safe in Education (KCSIE) published annually by the Department for Education (DfE).
- II. The procedures form part of the Policy which requires every adult working in or for YBS in a position of trust to avoid any behavior which might lead to abuse or an unacceptable relationship. This applies irrespective of sexual orientation, gender, race, religion, or disability. All adults have a duty to raise concerns about the behavior of others which may be harmful to those in their care, without prejudice to their own position.
- III. Safeguarding and student protection is everyone's responsibility. All Staff and Volunteers must comply with this Policy. Staff must always act in the best interest of the student.

2. PRINCIPLES

In all our work with students we adhere to the following principles:

- I. Their well-being and safety are our primary concerns.
- II. We respect the rights and dignity of everyone we work with.
- III. Relationships between Staff and students they work with are based on mutual trust and respect.
- IV. The feelings and concerns of any student or their parent/carer are listened to and acted upon.
- V. Staff acknowledge that some students are particularly vulnerable to abuse for example those with disabilities, those living in circumstances of domestic violence, severe parental mental illness, potential substance misuse, living in care, young carers, students whose behavior involves a lack of control.
- VI. All Staff and artists who work with students have a responsibility to prevent the physical, sexual, or emotional abuse of anyone with whom they come into contact. Any suspicions or allegations of abuse are taken seriously and responded to swiftly and appropriately.



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- VII. Staff recruitment and selection processes will include Enhanced Disclosure Barring Service (DBS) checks for all Staff that work with students and these checks will be renewed at least every three years, and more frequently where appropriate. All on-site Staff will be required to complete Level 2 Child Safeguarding training.
- VIII. All Staff and Trustees must read this document and sign off their understanding and acceptance of the contents.

All young people and parents/carers who work with YBS will receive information of how to access our policies and procedures via the YBS website and hard copies can be made available, should they require.

3. PURPOSE OF THE POLICY

The purpose of the Policy is two-fold:

- I. The Policy outlines procedures designed to protect students participating in any YBS activities from abuse and to ensure that they are able to take part in an enjoyable and safe environment.
- II. The Policy provides clear and enforceable guidance on what behavior is unacceptable to protect the person in a position of trust by preventing him/her from entering into an unequal or potentially damaging relationship, deliberately or accidentally.

4. BEHAVIOUR AND CONDUCT

- I. No member of Staff shall engage in sexual contact or in any relationship with a student other than a properly conducted Staff-to-student relationship. This condition applies regardless of the age of the student and also when the student is over the age of consent. (It should be noted that a sexual relationship between an adult teacher and any student is in breach of professional teaching guidelines. In certain circumstances it may also constitute a criminal offence).
- II. No member of Staff shall engage in conduct towards a student that is intended to be oppressive, threatening, and manipulative or in any way improper or with a view to causing the student physical or emotional harm or sexual harm.
- III. Where physical contact is necessary during teaching practice, the responsible adult should be able to explain the reasons. All contact must be conducted in line with and following our Appropriate Physical Contact in Dance Policy.
- IV. It is the primary duty of every member of Staff to ensure the safety and well-being of every student in their care. Each member of Staff must ensure that all reasonable steps



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are taken to minimise risk of harm or injury to any student and must abide by the policies, procedures and guidelines set out in this document.

- V. Any instance of inappropriate behaviour towards a student, by any person employed by YBS shall be the subject of an enquiry, which may involve external statutory authorities. The report of any enquiry will be presented to the YBS Board of Trustees who will decide what further action is necessary.
- VI. A member of Staff who finds him/herself alone with a student must exercise particular care. There should be no apprehensiveness in the mind of either person if such a situation arises, but physical contact should be avoided whenever possible, and the presence of an additional person sought as soon as reasonably practicable.
- VII. Students must at all times be treated with respect in attitude, language and behaviour. Sexual innuendo whether by word or gesture is prohibited.
- VIII. No person under the age of 18 years shall have the responsibility for supervising any other student.
- IX. In working with students, Staff should be aware of the Good Practice guidelines below. Good practice creates a positive environment for the students and assists in protecting Staff from false allegations of abuse.

4.1 REQUIRED GOOD PRACTICE

- I. All Staff will read and understand part 1 and annex B of the DfE's statutory safeguarding guidance, KCSIE, and Trustees will review this guidance annually at the January Board meeting.
- II. The Designated Safeguarding Lead (DSL) and deputy will undertake formal student protection and safeguarding training at least every 2 years.
- III. The DSL or deputy DSL will always be on-site during opening hours of any residential.
- IV. A formal Student Protection and Safeguarding report will be reviewed and signed by Trustees annually at the first board meeting of the year, informing all of them of any changes or updates to school/ educational policies that affect the organisation.
- V. All Staff and Trustees will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.
- VI. YBS will ensure that notices are prominently displayed at each venue showing students



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and Staff: (a) the names and contact details of Staff members to whom all safeguarding concerns should be notified in the first instance; and: (b) the contact details of the relevant local authority for the reporting of all safeguarding concerns. As some of the students on site are over 18 and legally classified as an Adult, this will include contact details of the LADO.

- VII. All adults attending YBS summer schools (apart from performances) will be signed in on arrival and issued with lanyards. Unless DBS checked, they must be accompanied by a member of Staff when moving about the premises.
- VIII. Teachers leading a class should always introduce visitors to the class and explain their interest in/involvement with YBS.
- IX. Staff should ensure appropriate management of and signage at venues with regard to sensitive areas, such as boarding houses, toilets etc.
- X. Arrangements concerning chaperones and house parents should be clearly set out. (attached as an appendix to this Policy – to follow).
- XI. Staff should always work in and encourage an open environment (e.g., no secrets).
- XII. Staff should treat all students equally, with respect and dignity.
- XIII. Staff should always put the welfare of each student first.
- XIV. Staff should maintain a safe and appropriate distance except where it is a necessary part of the teaching process.
- XV. Staff should build a balanced relationship based on mutual trust which empowers students.
- XVI. YBS will: (a) keep a Single Central Record that shows all the pre-employment checks conducted on Staff, including teachers, support Staff and Volunteers (including Trustees), to ensure they are suitable for working with students; (b) keep a confidential written Safeguarding Incident Record which notes all safeguarding incidents reported and actions taken.

4.2 PRACTICE TO BE AVOIDED

- I. Staff should avoid spending time alone with students, away from others.
- II. Staff should avoid associating (outside the work environment) with students they have met at work.



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4.3 PRACTICE NEVER TO BE ALLOWED

- I. The below practices are never allowed:
 - Engage in rough, physical or sexually provocative games, including horseplay.
 - Share a changing room alone with a student.
 - Allow or engage in any form of inappropriate touching.
 - Allow students to use inappropriate language unchallenged.
 - Allow adults to use inappropriate language in the presence of students unchallenged.
 - Make sexually suggestive comments to a student, even for fun.
 - Use tactics such as reducing a student to tears, as a form of control.
 - Allow allegations made by a student to go unchallenged, unrecorded, or unaddressed.
 - Do things of a personal nature for students that they can do by themselves.
 - Invite or allow students to stay with you at your home unsupervised.

4.4 PROCEDURE FOR DEALING WITH A DISCLOSURE BY A STUDENT

Any student who disclose abuse to a member of Staff (including bullying – see 5.3 below) must be listened to carefully and sensitively. The member of Staff should:

- I. Know how to balance the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals, such as the designated safeguarding lead (DSL). If the incident involves the DSL, Staff should contact the Safeguarding Trustee named, as specified at the start of this Policy. Staff should never promise a student that their disclosure will remain confidential, as this may not be in the student's best interest.
- II. Avoid probing or asking for more information than what is offered by a student. Staff should also avoid asking 'leading' questions.
- III. An immediate record must be made of what has been said, using the student's actual words wherever possible. This must be a record of fact, not an opinion. If handwritten, the record should be signed and given to the DSL, or sent securely by email to the DSL.
- IV. Reassure the student that they did the right thing by telling and explain the next steps to them. It is important not to jump to conclusions, speculate or make accusations.



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- V. Record in writing that the report has been made. This is for the protection of the member of Staff involved.
- VI. The DSL/Director will investigate the disclosure and take appropriate action to prevent recurrence and ensure the safety of all students.
- VII. If a crime may have been committed, the matter should be reported to the police.

4.5 PROCEDURE FOR DEALING WITH CONCERNS ABOUT A STAFF MEMBER, VOLUNTEER OR CONTRACTOR

- I. If you have concerns about a member of Staff (including a supply teacher, Volunteer or contractor), or an allegation is made about a member of Staff posing a risk of harm to students, speak to the Director as soon as possible. If the concerns/allegations are made about the Director or a Trustee, speak to the Chair of Trustees.
- II. The Director or Chair of Trustees will follow the procedure set out in section 4.4 above as closely as possible.
- III. For further information, you can contact the 24-hour confidential NSPCC Child Protection Helpline at: 0808 800 5000.

5 TYPES OF CHILD ABUSE

Physical	when a student's body is hurt or injured.
Emotional	where students do not receive love and affection, may be frightened by threats or taunts, or are given responsibilities beyond their capabilities
Sexual	where adults (and sometimes other students) use students to satisfy sexual desires.
Neglect	where adults fail to care for students and protect them from danger, seriously impairing health and development.
Peer On Peer	this abuse can take many forms including physical (e.g., kicking, shaking, biting, hair pulling etc.), sexual (e.g., inappropriate touching) and emotional abuse (e.g., bullying & cyberbullying).
Sexting	sharing a sexual message and/or a naked or semi-naked image, video, or text message with another person. It is also known as nude image sharing.



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Upskirting	taking a photograph under a person's clothing without their knowledge, for sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence and must be treated as a form of peer on peer abuse.
CCE	Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a student into participating in criminal activity.
CSE	Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a student under the age of 18 into sexual activity. This will be in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. This may occur through the use of technology, and the activity may not always involve physical activity or appear non-consensual.

5.1 SIGNS OF ABUSE

- I. Physical signs can identify some types of abuse, such as bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained from inadequate supervision. The identification of physical signs is complicated, as students may go to great lengths to hide injuries due to shame or embarrassment or fear of further violence from their abuser. It is also difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that Staff are aware of the range of behavioural indicators of abuse and report any concerns to the designated person.
- II. Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or determine whether a student has been harmed or abused.
- III. A student who is being harmed, abused and/or neglected may:
 - have bruises, bleeding, burns, fractures or other injuries
 - show signs of pain or discomfort
 - keep arms and legs covered, even in warm weather
 - be concerned about changing their clothes for class
 - appear unkempt and uncared for
 - change eating habits
 - have difficulty in making or sustaining friendships



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- appear fearful
- engage in reckless behaviour regarding their own or others' safety
- self-harm
- arrive late or show signs of not wanting to go home
- display a change in behaviour (e.g., from quiet to aggressive, or happy-go lucky to withdrawn)
- challenge authority
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond what is expected for their age.

IV. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is essential that you report any concerns, you do not need 'absolute proof' that the child is at risk.

5.2 BULLYING

I. The seriousness of bullying cannot be overstated. Bullying is among the top concerns that parents have about students' safety and well-being, both at school and on the way to and from school. Bullying is also a top concern of students. Bullying makes the lives of its victims a misery, it undermines their confidence and self-esteem and destroys their sense of security. It can have a life-long negative impact on a student's life. At worst, bullying has been a factor in student suicide. It is unacceptable and will not be tolerated.

II. Examples of bullying are:

Physical (including sexual)	hitting, kicking, theft.
Verbal	racist or homophobic remarks, threats, name-calling.
Emotional	isolating an individual from activities.
Cyber Bullying	hostile behavior intended to harm others using platforms such as Facebook, Instagram, text, video, photograph messaging.

III. Bullying behaviour *will* include:



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- deliberate hostility and aggression towards a victim
- a victim who is weaker and less powerful than the bully
- an outcome that causes pain and distress for the victim

IV. Bullying behaviour *may* include:

- other forms of violence
- sarcasm, spreading rumours, persistent teasing
- tormenting, ridiculing, humiliation
- racial taunts, obscene or threatening gestures
- unwanted physical contact or abusive/offensive sexual comments.

5.3 RADICALISATION AND PREVENT

I. Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for an individual likely to become involved in extremism, or adopt violence in support of their ideology. Radicalisation and extremism can be wider than religious beliefs and linked affiliations. It can involve radicalisation around far right groups and criminal groups connected with gang activity.

II. Possible behavioural indicators are listed below:

- use of inappropriate language
- secretive behaviour
- searching for identity, meaning and belonging
- possession of violent extremist literature including electronic material accessed via the internet and communication such as e-mail and text messages
- behavioural changes
- expression of extremist views
- advocating violent actions and means
- association with known extremists
- seeking to recruit others to an extremist ideology

III. If Staff have concerns about student support for terrorism and/or violent extremism, they should immediately discuss with the DSL.

5.4 MENTAL HEALTH



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- IV. All Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If a member of Staff has concerns about a child's mental health and that it is also a safeguarding concern, then they need to raise it with the DSL as soon as possible.

6 DEFINITION OF TERMS USED IN THIS POLICY

Department for Education (DfE): a government department in the UK responsible for overseeing education and children's services.

Designated Safeguarding Lead (DSL): a person who has completed formal training (either online courses or in person) and has kept it in date.

Enhanced Disclosure Barring Service (DBS): government service that helps employers or charities make safer recruitment decisions by providing criminal record checks for potential employees or workers.

Keeping Children Safe in Education (KCSIE): guidance issued by the Department of Education setting out the legal duties and best practices for schools and educational settings in relation to safeguarding and promoting the welfare of children.

Local Authority Designated Office (LADO): designated professional responsible for overseeing allegations of abuse or inappropriate behaviour against individuals who work with children in a local authority.

Policy: means this Student Protection and Safeguarding Policy.

Staff: applies to all Staff who work for the YBS whether on permanent, temporary or freelance contracts, or those working as Volunteers (including Governors).

Students: any child below the age of 18 and any young person enrolled on a YBS course who has reached his or her 18th birthday.

Those in a relationship of trust: a person in a position of power or influence over another by virtue of their work or the nature of their activity or any position of inequality.

Trustee (including Board of Trustees): the trustees of YBS, also referred to as 'Governors'.

Volunteer: a type of Staff at YBS.



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Yorkshire Ballet Seminars (YBS): offers dance students ages 9 to 19 the opportunity to attend world class residential courses during the summer and Easter holidays.

7 RELEVANT DATES

Approved by the Board of Trustees: [20 February 2025]

Date of next review: [26 January 2026]

Copies of this Policy will be available at all YBS Residentials and attached as a link in all contracts of hired Staff (full time, part time, freelance etc.). We will obtain written confirmation from each Staff that they have read and understand the Policy.