

YBS Policies

Contents page:

Page 2 - 15: Child protection & Safeguarding

Pages 16: Appropriate Physical Contact in Dance Policy

Pages 17: Social Media Policy

Pages 18 - 23: Behaviour Policy

Page 24 - 29 : First-Aid Policy



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Director Cira Robinson Founder David Gayle

CHILD PROTECTION AND SAFEGUARDING POLICY

Yorkshire Ballet Seminars (YBS)

[20 February 2025]

CONTACTS IN RELATION TO SAFEGUARDING



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

Director Cira Robinson Founder David Gayle

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



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Director Cira Robinson Founder David Gayle

1 2	SAFEGUARDING POLICY STATEMENT
3 4	PRINCIPLES
4.1	PURPOSE OF THE POLICY
4.2	BEHAVIOUR AND CONDUCT
4.3	REQUIRED GOOD PRACTICE
4.4	PRACTICE TO BE AVOIDED
4.5	PRACTICE NEVER TO BE ALLOWED
	PROCEDURE FOR DEALING WITH A DISCLOSURE BY A STUDENT
	PROCEDURE FOR DEALING WITH CONCERNS ABOUT A STAFF MEMBER, VOLUNTEER OR CONTRACTOR
5	TYPES OF CHILD ABUSE
5.1	SIGNS OF ABUSE
5.2	BULLYING
5.3	RADICALISATION AND PREVENT
5.4	MENTAL HEALTH
6	DEFINITION OF TERMS USED IN THIS POLICY
7	RELEVANT DATES

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 where adults (and sometimes other students) use students to satisfy sexual desires.
Sexual	where adults fail to care for students and protect them from danger, seriously impairing health and development.
Neglect	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).
Peer On Peer	sharing a sexual message and/or a naked or semi-naked image, video, or text message with another person. It is also known as sexting.
Sexting	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.



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APPROPRIATE PHYSICAL CONTACT IN DANCE POLICY

Teaching classical ballet is a physical activity and appropriate physical contact between students and teachers in class is essential to ballet training. Teachers can make physical contact with a student to illustrate a concept or to adjust a student's alignment (especially with the younger students). Ballet posture often requires adjustment of particular parts of the body simultaneously.

Yorkshire Ballet Seminars ("YBS") recognises that such physical contact is a potentially complex area; Yorkshire Ballet Seminars also fully recognises its responsibilities for safeguarding students and teachers and for protecting their welfare.

The following principles and procedures are in place to fulfil the YBS obligations:

1. Physical contact by the teacher is made with particular awareness of the needs of each individual, to assist the dancer in correcting placement or illustrating a concept.
2. All teachers will treat any physical contact with due sensitivity and care, and with due regard for the wishes of the student.
3. Physical contact will not involve force or the use of any instrument.
4. For corrections using physical contact consent must be given by the student.
5. Students should be encouraged to discuss any worries with any member of staff.
6. Please report any concerns to the Artistic Director.
7. Teachers must not be on their own with a student. All classes should be held in studios and dance areas with windows.

Approved by the Board of Trustees,

Date of next review, September 2025



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Social Media Guidelines

"Social Media" refers broadly to any online media which allows for user participation, interaction, or publishing. This [includes platforms such as](#) but not limited to; Facebook, Instagram, Tik Tok, YouTube and discussion boards, for example. We at YBS take the privacy and discretion of our students very seriously and on our applications, we ask for parental consent for their child to be photographed and filmed. Although majority of our students are using some form of social media, the teachers must take extra precautions when it comes to the topic.

DO'S:

- Accept or decline your photo being taken with a student (personal preference)
- Ask permission to take the photo and be posted.
- Be mindful of [physical](#) contact while being photographed.
- Tag @yorkshireballetseminars in all posts involved so we can approve the content.
- Be polite and respectful.

DON'T:

- Take photos on your personal device.
- Assume that everyone is in [agreement with](#) being posted.
- Display any form of inappropriate behaviours.
- Show favouritism among students (i.e. photograph with one and not the other)
- Do not post, access, or engage with any material that is inappropriate or illegal.
- Make contact with any student on social media under any circumstances.
- Live Stream. It is strictly prohibited on site.

These guidelines are primarily for the teachers but also pertain to the students. Consent must be given for taking photos while other student are visible in the background.

Approved by the Board of Trustees,

Date of next review, October 2025



BEHAVIOUR POLICY

Introduction

Yorkshire Ballet Seminars fosters a community rooted in mutual respect, care, and support. We expect all students to behave in a manner that reflects civility, respect, and kindness. Our students should treat everyone on the course with dignity and uphold the values of YBS, refraining from actions that could bring themselves, others, or YBS into disrepute. Students are expected to adhere not only to the written rules but also to the spirit of our guidelines. These include the YBS Code of Conduct, instructions from staff, and other YBS policies on behaviour.

We ask parents to communicate with staff respectfully, following established protocols of courtesy and online conduct. For further information, please refer to the detailed guidelines later in this policy.

This policy should be read alongside several other key policies for example, the Anti-Bullying Policy. For access to all YBS policies, visit [Yorkshire Ballet Seminars Policies](#).

Our policy takes into account the guidance provided by governing bodies in education. It also complies with the legal duties outlined in the Equality Act 2010, particularly concerning safeguarding and the inclusion of students with SEN.

Policy Aims:

- 1: To promote and safeguard the welfare of all students.
- 2: To maintain a calm, safe, and orderly environment that supports both artistic and personal progress.
- 3: To encourage good behaviour, self-discipline, and mutual respect.
- 4: To ensure students feel safe and supported, knowing that bullying, verbal or physical threats, and abuse are not tolerated.
- 5: To establish a clear structure of YBS rules (Code of Conduct), sanctions, and rewards, which are consistently and fairly applied.
- 6: To promote good manners and appropriate respect for authority.
- 7: To prevent all forms of discrimination, including on the basis of race, gender, disability, sexual orientation, nationality, religion, or any other characteristic.
- 8: To ensure that staff consider whether a student's behaviour might indicate that they are suffering or at risk of suffering harm, and follow the Safeguarding Policy accordingly.
- 9: To outline parents' responsibilities in communicating with staff and engaging with the School both in person and online, and to outline the actions the School may take if those responsibilities are not upheld.

General Principles:

- 1. All students are expected to adhere to the YBS' Student Expectations Document, 'which is displayed in studios and boarding houses.
- 2. Positive behaviours will be acknowledged by staff through verbal praise and rewards.
- 3. Minor behavioural incidents will be handled by the staff member involved, taking into account the nature of the incident. Repeated or more serious incidents will be escalated to the Pastoral Lead.
- 4. Persistent or serious behavioural issues will be referred to the Pastoral Lead.
- 5. In cases of extreme misconduct, the Director will become involved.
- 6. Students involved in serious incidents will be interviewed with support from a member of the House team or a suitable staff member. Parents will not attend these interviews to ensure fairness and consistency.
- 7. Students will be given an opportunity to explain their version of events and provide any mitigating circumstances or issues. In appropriate cases, students will be asked to submit a written statement of events.
- 8. Serious incidents will be addressed as promptly as possible once all relevant information has been gathered. Parents will be informed of such incidents.
- 9. All formal sanctions will be recorded by the Pastoral Lead.

Encouraging Positive Behaviour:

Recognising and encouraging good behaviour is key to maintaining a positive and productive school environment. Staff are encouraged to actively acknowledge acts of kindness and positive behaviour, both individually and within groups, to foster a supportive community.

Good behaviour is often recognised informally with simple acknowledgements like a class or the boarding house. However, YBS also formally recognises and rewards students. "well done" in class or the boarding house. However, YBS also formally recognises and rewards students.

Rewards

Rewards represent formal recognition of positive behaviour and are recorded by the Pastoral Lead. These include:

- **House Commendations**

Commendations are awarded to students whose attainment, effort, or behaviour goes beyond expectations. These recognise achievements that may be:

- A **significant** accomplishment for that student, but not simply for recognisable effort where none has been shown before.
- A **regular demonstration** of the highest standards in effort, attainment, or behaviour.
- An achievement that is **particularly notable** given specific circumstances.

- **Activity Based Rewards**

Evening activities often involve competitions where the winners may receive prizes for their participation. House staff will award prizes according to the nature of the activity.

Boarding House Meetings

House meetings can provide an opportunity to give positive feedback to students within the boarding community and to encourage their contributions and ideas about the life of the House.

Addressing Poor Behaviour

It is essential to address poor behaviour promptly to demonstrate that such actions are unacceptable and to help students learn from their mistakes. Dealing with poor behaviour also reinforces the importance of distinguishing between right and wrong, discourages others from engaging in similar actions, and expresses the community's disapproval. The goal is for students who have been sanctioned to genuinely reflect on their actions and ensure the behaviour is not repeated.

Sanctions should always be proportionate to the specific circumstances, taking into account the student's age, any special educational needs or disabilities, and any religious requirements. YBS will always act reasonably and in accordance with its duties under the Equality Act 2010. Sufficient time will be allowed for students to eat, drink, and use the toilet while serving sanctions.

When applying sanctions, YBS will give careful consideration to the individual needs and circumstances of the student. Individual Welfare Plans and specific needs will be reviewed to ensure appropriate actions are taken. Sanctions may be related to artistic or pastoral matters, and can be formal or informal.

Informal Sanctions

For minor behavioural issues, such as lateness to lessons, staff will issue a verbal warning. If the behaviour continues, a final warning will follow. These informal sanctions should be given at an appropriate time, such as at the beginning or end of a class and will not be recorded.

If the behaviour persists after the final warning, a formal sanction such as a conversation with the Pastoral Lead may be applied. It is important that the Pastoral Lead is informed of all behavioural shortcomings on the course.

Formal Sanctions

Serious breaches of the YBS Code of Conduct, such as dangerous or repeated poor behaviour, may result in more severe sanctions, such as speaking to the Director. These will be recorded by the Pastoral Lead. The Pastoral Lead is responsible for monitoring these records to identify patterns of concerning behaviour.

When necessary, external agencies, as outlined in the Anti-Bullying or other relevant policies, may be contacted for further support.

Decision to Sanction

The decision to sanction a student will only be made by a paid staff member or a staff member authorised by the Pastoral Lead.

Formal Sanctions
Withdrawal from Ballet Class – This sanction is typically applied for a fixed period when a

Formal Sanctions

Withdrawal from Ballet Class – This sanction is typically applied for a fixed period when a student's behaviour in artistic or house is unacceptable, or if there has been repeated behavioural issues. Issued by the Director, it is mainly used for serious or recurring behaviour problems but may also apply if a student has not met the expected standards of behaviour.

Suspension – A fixed-term exclusion in response to significant behavioural concerns.

Exclusion – Permanent exclusion from the course due to very serious behavioural issues.

Sanctions are designed to help students learn from their actions and avoid repeating misbehaviour. The type of sanction imposed will depend on the circumstances and the student's history of previous sanctions.

All teaching and pastoral staff have the authority to impose sanctions, and they apply equally to all students. Sanctions are typically not applied for a first offence. Staff are expected to first address the need for behavioural change and reserve sanctions for persistent issues. All sanctions given by pastoral staff must be cleared with the Pastoral Lead first and any sanctions given by the artistic staff must be cleared by the Director.

Types of Sanctions:

- **Loss of liberty** (going off site, or participating in an activity)
- **Daily Reporting** – The student must report to the Pastoral Lead three times a day during artistic class hours.
- **Follow-Up Reporting** – The student must complete a report card each day for a set period, with teaching and pastoral staff signing it after each period.

Supporting Students After a Sanction

After a sanction, students will receive support to help them reflect on their behaviour and prevent it from happening again. This support may include:

- A discussion to explain what went wrong and the impact of their actions. In some cases, the student may be asked to write an apology letter to those affected.
- Communication with parents/carers to inform them of the situation and to request their support.
- Ongoing monitoring by staff to ensure the student is receiving adequate support.

Use of Reasonable Force

Please refer to the Restraint Policy for further information on the use of reasonable force.

Corporal Punishment

Corporal punishment is strictly prohibited in all circumstances. It is neither used nor threatened at YBS.

Exclusion Policy

Most behavioural issues on the course are effectively managed using internal sanctions. However, in some instances, a student's behaviour may fall outside the scope of these sanctions, which may lead to the need for exclusion. The final decision regarding exclusion will be made by the Director. Exclusions may be temporary or permanent, based on various factors including any Special Educational Needs or Disabilities, available evidence, and the need to balance the interests of the individual student with those of the wider YBS community.

Temporary/Fixed-Term Exclusion (Suspension)

A student may be temporarily excluded at the discretion of the Director if they breach YBS rules or behavioural expectations repeatedly or in a serious manner. Some offences that may result in immediate temporary exclusion include:

- Misuse of alcohol or drugs
- Repeated smoking
- Serious bullying (including online)
- Peer-to-peer sexual violence or harassment
- Provocative behaviour or serious breaches of the Behaviour Policy

This list is not exhaustive. In all cases of temporary exclusion, a student will receive a written Formal Warning, outlining the consequences if the behaviour is repeated. In some cases, a Final Warning may be issued, stating that any repetition of the offence or another serious violation may lead to permanent exclusion.

Upon return, students are typically placed on a Behaviour Contract/Report Card.

Permanent Exclusion (Expulsion)

A student may be permanently excluded at the discretion of the Director, if they commit serious or repeated breaches of YBS rules or behavioural expectations. Permanent exclusion is considered only after extensive discussions with staff including the Pastoral Lead and should always be a last resort, unless staff believe that the student poses serious danger to other students or staff on the course. Offences that may result in permanent exclusion include:

- Possession, use, or sale of illegal drugs
- Serious or repeated misuse of alcohol
- Endangering the safety of others
- Wilful damage to property
- Theft
- Breaking out of a boarding house
- Behaviour likely to bring YBS into disrepute
- Violating the terms of a Final Warning

This list is illustrative and not exhaustive. Behaviour listed under Suspension may also lead to permanent exclusion.

A student who has been permanently excluded may not enter YBS grounds without permission.

Malicious Allegations Against School Staff

If a student makes a malicious allegation against a member of staff and, following a full investigation, the allegation is found to be false, the student will meet with the Director. The student may be excluded, with the decision made in consultation with the Pastoral Lead. The exclusion may be temporary or permanent, depending on the severity of the incident.

Right of Appeal

If a parent disagrees with a decision to exclude a student (either temporarily for five days or more or permanently), they may appeal the decision. The appeal must be submitted in writing to the Director within five days of being informed of the exclusion. The grounds for the appeal should be clearly stated, including any procedural errors.

An appeal panel will be convened within 10 days of receiving the written appeal. The panel will consist of members of the YBS Board including the Board Level DSL. The panel will review whether the correct procedures were followed and may consider any new evidence presented. However, the panel will not review the evidence used in the original decision-making process.

The outcome of the appeal will be communicated in writing to the appellant within five days of the panel hearing. The panel may either:

- Uphold YBS's decision
- Reverse the decision and refund the amount of missed days on the course (excluding deposit)

Suspected Criminal Behaviour

If the Director or Pastoral Lead suspects criminal behaviour, YBS will make an initial assessment to determine whether the incident should be reported to the police. YBS will document its findings and preserve any relevant evidence. Once the decision is made to involve the police, YBS will refrain from further action that could interfere with the police investigation. The Designated Safeguarding Lead (DSL) will also decide whether the incident needs to be reported to the Local Safeguarding Children Partnership.

Student Expectations and Code of Conduct

The Student Expectations Document outlines expected behaviour in the boarding house and studio. The broader School Code of Conduct sets out the rules that students must follow. These documents are explained to students during their induction and reviewed at the start of each course year. Copies of these documents are available in each boarding house.

Staff Training

Staff are introduced to the Student Expectations Document and Code of Conduct during their induction. These documents are regularly referenced during staff meetings, and staff are encouraged to raise any behaviour management concerns with their line managers.

Governance

The Director will provide a course report to the Board on student behaviour, which includes information on low-level concerns, temporary and permanent exclusions, racist incidents, bullying, and other behavioural matters.



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Director Cira Robinson Founder David Gayle

FIRST AID POLICY

Yorkshire Ballet Seminars (“YBS”)

17 March 2025



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

Director Cira Robinson Founder David Gayle

Yorkshire Ballet Seminars (“YBS”) accepts its responsibility under the Health and Safety (First-Aid) Regulations 1981 and acknowledges the importance of providing first aid for staff, students and visitors.

The staff of YBS recognise their statutory duty to comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (“RIDDOR”) procedure for reporting accidents.

1. Introduction

Staff administering first aid should seek to assess the situation, protect themselves and the casualty from further danger, deal with any life-threatening condition, and where necessary obtain medical assistance or refer the casualty to hospital as quickly as possible.

Any member of YBS may be asked to undertake first aid tasks, but they cannot be required to do so. Teachers and other staff working with students are expected to use their best endeavours at all times, particularly in emergencies, to secure the welfare of students in the same way that parents might be expected to act towards their children. In general, the consequences of taking no action are likely to be more serious than those of trying to assist in an emergency.

2. Statement of first aid provision

YBS’ arrangements for providing first aid will:

- Place a duty on the board of trustees to approve, implement and review this first aid policy (the “**Policy**”);
- Conduct a first aid needs assessment to help inform this Policy, and review it regularly;
- Place individual duties on all employees who hold a First Aid Certificate;
- Report and record accidents in accordance with RIDDOR guidelines;
- Record when first aid is administered to staff, students and visitors;
- Provide equipment and materials to provide first aid treatment;
- Make arrangements to provide first aid training to employees, maintain records of training and review them annually;
- Establish a procedure for managing accidents in the centre which require first aid treatment;
- Provide information to employees on the arrangements for first aid;
- Undertake an assessment of the first aid provision of the centre and review requirements on a regular basis;
- Use the information from the first aid assessment to determine the number and level of trained staff and any additional requirements (e.g., training for staff/students with particular medical needs);
- Notify next point of contact, i.e., parents/guardians (where appropriate) that first aid treatment was administered to the staff/student/visitor as appropriate;
- Ensure first aiders receive appropriate training, including paediatric first aid certification where necessary, and provide refresher training before their certificates expire (usually every three years); and



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- Maintain a list of first aiders, making this information accessible to all staff, students and guests.

3. Arrangements for first aid

YBS provides first aid kits on-site at its residential course at Ashville College. The location of the first aid kits are:

- In all studio buildings (Soothill Hall, Memorial Hall, Prep Hall, Sports Hall)
- In all boarding Houses (Norfolk 1,2,3, Briggs, Greenholme)
- The appropriate medical kit (including asthma kit) will be taken on any off-site excursions.

All first aid containers will be marked with a white cross on a green background. The number and contents of first aid containers required will be identified as part of the first aid needs assessment. Additional first aid containers, for example for large or split-level sites and offsite activities will be provided where appropriate.

4. First aid kits will be stocked as follows:

- First aid advice leaflet
- 20 individually wrapped sterile adhesive dressings assorted sizes
- 4 triangular bandages
- 2 sterile eye pads
- 6 safety pins
- 6 medium wound dressings
- 2 large wound dressings
- 3 extra-large wound dressings
- 1 pair of disposable gloves
- Ice packs

Staff bringing prescription or over-the-counter medication into YBS must ensure it is secured from student access. This can be done by placing the medication in a locked drawer or equivalent. If a lockable space is unavailable, the medication must be clearly labelled with the staff member's name and given to an appropriate YBS first aider for safe storage. Medications requiring constant carry, such as inhalers or Adrenaline Auto-Injectors, should also be securely labelled and kept on the person at all times.

The contents of the first aid kits will be checked before the start of the Easter and Summer courses by **Skye November, Dylan Vivian** and **Cira Robinson** (collectively, the "**Responsible Staff Members**"). A walk around with all staff to show where the kits are will be conducted at the start of each course.



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5. Defibrillators

Numerous defibrillators are located throughout the campus, with each building containing a visibly accessible machine.

6. First Aiders

YBS' designated first aiders are the Responsible Staff Members.

First aiders will be expected to:

- Provide immediate help to casualties with common injuries or illnesses and those arising from specific hazards at the residential;
- When appropriate, ensure that an ambulance or other professional medical help is called;
- Maintain records of all incidents requiring first aid and report these accordingly; and
- Undergo additional training, if necessary, including paediatric first aid for students and training in life-saving prescription medication administration as identified in first aid needs assessments.

7. Incident reporting and record keeping

YBS accident books, compliant with data protection, will keep a record of all incidents involving staff, students, and visitors that require first aid attention. This will help identify trends in accidents and areas for improvement.

Records will include:

- Date, time, and place of incident
- Name of the injured or ill person
- Details of the injury or illness
- Details of what first aid was given
- What happened immediately after the incident (e.g., went home, returned to class, went to hospital)
- Name and signature of the first aider or person dealing with the incident
- An investigation should occur as soon as possible after an accident to identify problem areas or procedures needing remedial action.

First aid records will be kept until the student turns 25. This record is separate from the statutory accident book, though YBS may choose to combine them.



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8. RIDDOR reporting

The national regulator, Health and Safety Executive (“**HSE**”) will be notified of fatal and major injuries, and dangerous occurrences without delay. To report, YBS will contact the HSE Incident Contact Centre at 0845 300 99 23.

The following are examples (but not limited to) of reportable major injuries and dangerous occurrences

Major Injuries:

- Fractures (excluding fingers, thumbs, or toes)
- Amputation
- Dislocation of shoulder, hip, knee, or spine
- Loss of sight (temporary or permanent)
- Chemical or hot metal burns to the eye
- Injuries from electric shock or electrical burn leading to unconsciousness
- Acute illness requiring medical treatment from harmful substance exposure

Dangerous Occurrences:

- Collapse or failure of lifting equipment
- Explosions or fires leading to suspension of normal work
- Sudden, uncontrolled release of flammable materials

The Responsible Staff Members will consider whether the incident was caused by:

- A failure in the way an activity was organised.
- The way equipment or substances were used.
- The condition of the premises.

9. Medicines administration at YBS

First aid at YBS does not include giving tablets or medicines. The only exception is when aspirin is used as first aid for a suspected heart attack (for students over 16). The Responsible Staff Members will not give aspirin to a student under 16 unless prescribed by a doctor. Furthermore:

- Medication will be kept in a first aid container and will be locked away.
- Students over the age of 18 are responsible for their own medication but it must be locked away in their bedroom unless a life-saving prescription.
- Some students may need access to life-saving prescription drugs in an emergency. Details will be recorded in the student’s individual healthcare plan, and responsible staff will be aware of what to do.
- Staff will have access to asthma kits and spare Epi-pens.



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- The administration of prescription-only medication specified in Schedule 19 of the Human Medicines Regulations 2012 will only be given by the Responsible Staff Members.
- Any member of staff may be asked to provide support to students with administering medicines, but they cannot be required to do so.

10. Reviewing first aid arrangements

YSB will review its first aid needs after any major changes such as staff or premises changes to ensure provision remains appropriate.

Responsible Staff Members will ensure that staff, students, parents/guardians and visitors are aware of first aid arrangements, including:

- This Policy;
- The location of first aid equipment and facilities; and
- The identity and contact details of first aiders or responsible staff.

This Policy will be reviewed annually or following any significant changes to regulations, staffing, or premises.

11. Relevant Dates

Approved by the Board of Trustees: 17 March 2025

Date of next review: March 2026