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**Artistic Director Isabelle Brouwers Founder David Gayle**

## CHILD PROTECTION AND SAFEGUARDING POLICY

Yorkshire Ballet Seminars (YBS)

26 JANUARY 2026



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## CONTACTS IN RELATION TO SAFEGUARDING

### *YBS*

Safeguarding Trustee, David Pickering – [info@ybss.co.uk](mailto:info@ybss.co.uk)  
Operations Director, Kathryn Young – [info@ybss.co.uk](mailto:info@ybss.co.uk)  
Designated Safeguarding Lead, Isabelle Brouwers – [director@ybss.co.uk](mailto:director@ybss.co.uk)  
Deputy Safeguarding Lead, Dylan Vivian – [pastoral@ybss.co.uk](mailto: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 venue. As some of the students are over 18 and legally classified as an Adult, this will include contact details of the Local Authority's Adult Social Services.

### *Additional Contacts for the Prevent Team*

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



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## **1. SAFEGUARDING POLICY STATEMENT**

- I. Yorkshire Ballet Seminars (YBS) recognises 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 behaviour 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 behaviour 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



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SEMINARS

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example but not limited to those with disabilities, those living in circumstances of domestic violence, severe parental mental illness, potential substance misuse, living in care, young carers, students whose behaviour involves a lack of control.

- VI. All Staff who work with students have a responsibility to prevent abuse of anyone with whom they come into contact. Any suspicions or allegations of abuse are taken seriously and responded to swiftly and appropriately.
- 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.
- IX. 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.
- X. While YBS students largely fall under the age of 18 and are therefore legally children, YBS does also offer training to students aged 18 and over. Students 18 and over are legally adults and must therefore be regarded so in this policy. In the cases of students 18 and over, adult safeguarding procedures will apply.

### **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 behaviour is unacceptable to protect the person in a position of trust by preventing them from entering into a potentially damaging relationship, deliberately or accidentally.

### **4. BEHAVIOUR AND CONDUCT**



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- 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. Physical contact between Staff and Students must always be within the bounds of the professional relationship established in the YBS policies (including but not limited to Appropriate Physical Contact in Dance Policy, Student Restraint Policy). Physical contact must always be appropriate and for the Student's best interest, focusing on comfort (e.g. upset student), safety (e.g. first aid, preventing harm), or instruction (e.g. demonstrations and corrections in class). Where possible, permission should be sought before physical contact is made. Contact should be kept brief and observable by others. Special considerations must be made when using physical contact, for example, the child's physical developmental age, cognitive developmental age, and cultural background. Staff should always avoid intimate or inappropriate touch to maintain boundaries and prevent abuse.
- 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 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 inquiry, which may involve external statutory authorities. The report of any inquiry will be presented to the YBS Board of Trustees who will decide what further action is necessary.
- VI. A member of Staff who finds themselves alone with a student must exercise particular care. Physical contact should be avoided whenever possible, and the presence of an additional person (Staff or Student) sought as soon as reasonably practicable.
- VII. Students must at all times be treated with respect in attitude, language and behaviour. Humour must be used with special care and sarcasm should be avoided. Humour



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- VIII. of a sexual nature, e.g. innuendo, whether by word or gesture, is prohibited.
- IX. No person under the age of 18 years shall have the responsibility for supervising any other student.
- X. 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.

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 and/or deputy DSL will always be present when students are on-site.
- 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 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 18 and over and legally classified as an Adult, this will include contact details of the local authority's Adult Social Services.
- VII. All visitors of YBS (excluding the performances) will be signed in on arrival and issued with lanyards. Visitors with a current DBS check carried out by YBS are able to, within reason, access the studios and dining hall only. No access is granted to



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visitors to the boarding houses. Efforts should still be made by YBS Staff to ensure that visitors with a YBS DBS check are accounted for at all times and rarely, if ever, left alone with students unattended. Visitors without a DBS check performed by YBS must be accompanied by a member of YBS Staff at all times while students are on-site.

Visitors to the residential (and other events) are not permitted to attend on a drop-in basis unless they hold an appropriate DBS check. All non-DBS-checked visitors must be approved in advance and may only attend specific pre-selected sessions ("Director's Pick" classes), which take place in the Main Hall. Visitors must confirm in advance which session they will attend and are restricted to those classes only. This approach ensures that visitors can be appropriately supervised by staff during the approved session without requiring ongoing chaperoning throughout the day, thereby maintaining effective safeguarding arrangements and the safe use of staff resources.

- VIII. Teachers leading a class should always introduce visitors to the class and explain their interest in/involvement with YBS to encourage a transparent and safe atmosphere for students.
- 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.



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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.

## 2. PRACTICE TO BE AVOIDED

- I. Staff should avoid, where possible, spending time alone with students, away from others.
- II. Staff should avoid associating (outside the work environment) with students they have met at work.
- III. Staff should avoid discussions around body image with students. If a student has invited a member of Staff to discuss body image, then special care must be taken in the selection of language used by the Staff.
- IV. Staff should avoid favouritism and special treatment with students. It is important to create a fair environment for all students of YBS.

## 3. PRACTICE NEVER TO BE ALLOWED

- I. The below are examples of practices never allowed:
  - Engage in rough, physical or sexually provocative games, including horseplay.
  - Share a changing room or toilet 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.
  - Using humour of a sexual nature to a student.
  - Using humour at a student's expense.
  - 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.
  - Allow students to enter staff accommodation.
  - Communicate privately with a student via social media.
  - Causing a student any form of harm, physical, sexual or mental abuse of any



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- kind.

#### 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. Staff should report safeguarding concerns to the DSL. If the concern involves the DSL then staff must not inform the DSL, but instead report the concern to the Deputy DSL or Safeguarding Trustee.
- II. The DSL will make external referrals to local authorities in an effort to safeguard a student. The DSL will share the relevant information about the concern so that the authorities can conduct an investigation.
- III. Staff should never promise a student that their disclosure will remain confidential, as this may not be in the student's best interest.
- IV. Avoid probing or asking for more information than what is offered by a student. Staff must avoid asking 'leading' questions.
- V. 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 opinion. If handwritten, the record should be signed and given to the DSL, or sent securely by email to the DSL. If the incident involves the DSL, then this should be shared only with the Deputy DSL or Safeguarding Trustee. Where possible, the recorded disclosure can be read back to a student to ensure factual accuracy.
- VI. 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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- VII. Record in writing that the report has been made. This is for the protection of the member of Staff involved.
- VIII. The DSL will take appropriate action to prevent recurrence of an incident and ensure the safety of all students.
- IX. If a crime may have been committed, the matter should be reported to the police.

## 5. PROCEDURE FOR DEALING WITH CONCERNS ABOUT A STAFF MEMBER, VOLUNTEER OR CONTRACTOR

- I. If you have concerns about a member of Staff, or an allegation is made about a member of Staff posing a risk of harm to students, speak to the DSL as soon as possible. If the concerns/allegations are made about the DSL, speak to the Deputy DSL or Safeguarding Trustee.
- II. When dealing with concerns about members of Staff, YBS will follow the procedure set out in section 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 person	Physical abuse is when someone hurts or harms a child or young person on purpose.
Emotional	Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.
Sexual	When a child or young person is sexually abused, they're forced, tricked or manipulated into sexual activities. They might not understand that what's happening is abuse or that it's wrong for the



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abuser to do this to them. Sexual abuse can happen anywhere – and it can happen in person or online. It can also be conducted with or without physical contact with the child or young person.

Neglect

Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care.

Peer On Peer

This involves a child or young person abusing another child or young person. All forms of abuse can be included in this.

Bullying/Cyberbullying

Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Child Trafficking

Child trafficking and modern slavery are child abuse. Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.

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.

County Lines

County lines is a form of criminal exploitation. It refers to gangs using children and vulnerable adults to move, hold and sell drugs across the UK.

CSE

Child sexual exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection. Children and young people are often tricked into believing they're in a loving and consensual relationship so the sexual activity may appear consensual.

Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people who are or have been in a relationship. It can also happen between adults related to one



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another. It can seriously harm children and young people, and experiencing domestic abuse is child abuse.

FGM	Female Genital Mutilation (FGM) is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting', but has many other names.
Grooming	Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.
Online	Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online.

### 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



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- 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
- 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.

## 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.



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II. Examples of bullying are:

Physical (including sexual)	hitting, kicking, theft.
Verbal and Non-Verbal	gossiping, threats, name-calling, hand signs, social media messages
Emotional	exclusion, undermining, controlling or manipulative behaviour an individual from activities,
Cyber Bullying	hostile behaviour intended to harm others using social media and technology.
Hate Crimes	discrimination including racial, sexual, ability, transphobic or homophobic bullying

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



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- 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

- 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. 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.

*Deputy Designated Safeguarding Lead (DDSL):* a person who has completed the same formal training (either online courses or in person) as the DSL 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



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freelance contracts, or those working as Volunteers (including Governors).

*Students:* any child below the age of 18, or adult age 18 or over enrolled on a YBS course.

*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.

*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: 26 January 2026

Date of next review: January 2027

Copies of this Policy will be available at all YBS Residential and sent to all hired Staff (full time, part time, freelance etc.). We will obtain written confirmation from each Staff that they have read and understand the Policy.