

# ELIOT SMITH DANCE

## Eliot Smith Dance (ESD)







### Policy and Procedures on Safeguarding Children and Vulnerable Adults


**Safeguarding Officer: Eliot Smith**

**Telephone: 07956 404 187 Email: eliot@eliotsmithdance.com**

**Safeguarding Officer Board Level: Angela Reay**

**Telephone: Email: 07531 005 455 Email: acreay@blueyonder.co.uk**

Name	Date	Reason for update	Signature	Version
Eliot Smith Beverley Gray	09/09/2021 09/09/2021	FP: Signature timetable P2: added section 4 P5: Safety P6: DBS P9&10: Responding P23-25: Report Form	 	V01
Eliot Smith Beverley Gray	25/02/22 25/02/22	P15: Review date updated	 	V02
Eliot Smith Angela Reay	07/10/2022 07/10/2022	All Pages: Change in title from Artistic to Creative and change of office address FP: Change in Safeguarding Officer and details P11: Additional media (Tik Tok) P16: Review date updated Appendix: change in law on sexual abuse Appendix 2: Change in Safeguarding officer and details P26: Additional Appendix added "Lesson Learned"	 	V03

Eliot Smith Angela Reay	08/02/2023 ADD DATE	All Pages: P16: Review date updated P10: Report a Concern to the Local Authority – Safeguarding in Gateshead contact details updated	 <b>ACReay</b>	V04
----------------------------	------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-----

## Contents

Section	Page
1. Mission, Introduction, and Policy Statement	3
2. Code of Conduct	4
3. Responding to incidents, suspicions, and allegations of abuse involving children and vulnerable adults	6
4. Report a Concern to Local Authority	9
5. Photography and filming of children and/or vulnerable adults	10
6. Health and Safety	11
7. Online Safety and social media	12
8. Appendices	
i. Appendix 1 Types and Definitions of Abuse: Child Protection and Vulnerable Adults	16
ii. Appendix 2 Incident, Allegation and Suspicion of Abuse Report Form	23
ii. Appendix 3 Lessons Learned	26

## **1. Mission, Introduction and Policy Statement:**

To encourage and promote contemporary dance for the benefit of the general public, in particular but not exclusively, by creating, commissioning and producing dance performances, open sessions, workshops and related educational events and materials, and other performances in art forms including without limitation film, music, visual arts and theatre, to encourage social inclusion, raise awareness of human rights and environmental issues, and foster understanding between people.

Eliot Smith Dance (ESD) comprises two services: (1) a professional touring dance company and (2) "Education & Beyond" public dance classes and workshops that are open to all. We aim to provide a happy and safe environment in which our professional dancers, students, and audience can learn performance skills and get the chance to use them without the pressure of exams, giving them a platform to develop social, physical, and communication skills that will be transferable to all walks of life.

ESD has a duty of care to provide a safe environment that is conducive to promoting the health and well-being of children and young people under the age of 18 years and vulnerable adults. ESD will take all reasonable steps to ensure that safeguarding and promoting the welfare of children and vulnerable adults is embedded in our contact through the training and activities we provide for them.

The protection of children and vulnerable adults is important to ESD. The aim of ESD's Policy and Procedures on Safeguarding Children and Vulnerable Adults ("the Policy") is to ensure that children and vulnerable adults with whom ESD comes into contact are well protected and that there is a system in place to protect their welfare.

The purposes of ESD's Policy and Procedures are:

- to facilitate protection for children under the age of 18 years and vulnerable adults during any activity provided by ESD;
- to provide staff with procedures to follow in the event that they suspect a child or vulnerable adult may be experiencing abuse or be at risk of abuse or harm;
- to address any concern about the behaviour of an adult that might harm a child or vulnerable adult.

## **2. Code of Conduct:**

ESD's commitment to students and parents or guardians is as follows:

### **a. Integrity:**

ESD will act in all matters with the utmost integrity. Students and their families should expect to be treated with honesty, consideration, and respect.

### **b. Competence:**

ESD will operate within the limits of the teachers' qualifications, experience, and expertise. All classes will be planned to an appropriate level to facilitate the needs of the students, providing feedback in a positive and encouraging way to aid development and always adhering to the highest possible standards.

### **c. Professionalism:**

ESD will ensure that safety is always paramount and that the facilities used for practice at its residences are adequate to meet the needs of the students. ESD will also strive to give students the maximum opportunity to perform by building relationships with other organisations and assisting students and parents or guardians with advice and guidance for those who may wish to follow a career in the arts.

### **d. Respect for Others:**

Students, parents or guardians, and adults are requested to treat others as they would expect to be treated themselves. Negative comments about others' appearance or ability are not welcomed. Positive comments and encouragement are welcome. ESD should be a happy place for children, and professionals and all members and their families are requested to invest in that.

### **e. Commitment:**

ESD is a performing establishment that regularly performs its work, and to this end every member is a member of a team. Choreography does not just happen, it is planned. Absence from class means children and adults having to catch up when they return, resulting in wasted time and slowing down of the advancement of the team. Sporadic attendance may result in the participant not being permitted to take part in a performance.

Whilst it is appreciated that absence is sometimes unavoidable, children, parents or guardians, and adults are asked to make every effort to attend, or to make a courtesy call in advance should attendance not be possible. For performances this is especially important. Anyone who is aware that they will not be available when the time comes for a public performance (dates of performances are published well in advance) should inform ESD as soon as possible.

If ESD is given prior notice that a participant is not going to be available for a performance, they can plan around this, and the individual can still be part of the class building up to the performance. An individual dropping out in the weeks preceding a performance, however, can have a detrimental effect on the outcome, denting the morale of the team and possibly damaging the potential fulfilment that they would normally enjoy as a result of their efforts and hard work.

**f. Appearance and Bearing:**

ESD is a community dance company and as such there are no barriers to entry. There is no registration fee, and a uniform is not compulsory. Participants should, however, arrive in suitable attire for dance, e.g. a T-shirt and tracksuit bottoms, or dance wear, and they should be aware that they will sometimes be required to dance barefoot. Jeans, or school uniform with shoes, are not appropriate. ESD will be pleased to provide any further advice, if required. Students are reminded that they are ambassadors for ESD and for their families, so they should act in a fitting manner.

**g. Safety:**

ESD encourages its participants to be aware of this policy in the interests of serving the wellbeing of the children and vulnerable adults. Parents or guardians of children, and carers of vulnerable adults, are asked to disclose on the Registration Form any medical information, allergies, or injuries that children or vulnerable adults may have, and to provide any amendments to this information as and when appropriate. Personal information will be held in accordance with ESD's GDPR Policy. Parents or guardians are also asked to recognise that, as with any physical activity, there can be a risk of injury, and therefore the parents or guardians and adults must agree to release ESD and its teachers from any liability. ESD's Public Liability Insurance Confirmation of Cover is with Rees Astley (UK).

**h. Interruptions:**

Parents or guardians are requested to drop off and collect their children in a timely manner, firstly for their safety and secondly to minimise disturbances to the class. Parents or guardians are also politely asked to recognise that sitting in on class is not always permitted. It is appreciated that parents or guardians do like to see the progress their children are making, however the presence of an adult within the classroom usually has an adverse effect on the students, making them more self-conscious and causing a general distraction. Parents or guardians will still get the opportunity to see their children perform, as ESD holds regular end-of-term demonstrations of work, and this is the arena in which parents or guardians are requested to view their child's progress.

Adults are requested to attend classes, workshops, or community engagements on time, and in this case friends and family of the participant

are allowed to watch. Vulnerable adults are welcome to bring their carers to attend classes, workshops, and community engagements.

**i. Photography and Filming:**

Photography and filming by children, parents or guardians, and adults during class is strictly prohibited. ESD may employ a photographer to take still images or video footage, which will then be made available to parents or guardians and adults as keepsakes. These images may also be used to advertise ESD in various forms of marketing, including appearing on the Eliot Smith Dance website [www.eliotsmithdance.com](http://www.eliotsmithdance.com). When registering to take part in ESD events, a Parental Consent Form for use of images of children will need to be signed; this also includes adults over 18 years of age. Parents or guardians, and also spectators, who may wish to photograph or film an event must be aware of the expectations which are explained in Eliot Smith Dance policy.

**j. Disclosure and Barring service (DBS)**

All members teaching classes on behalf of Eliot Smith Dance will have an up-to-date Enhanced DBS certificate.

**3. Responding to incidents, suspicions and allegations of abuse involving children and vulnerable adults:**

These procedures aim to strike a balance between the need to protect children and vulnerable adults from abuse and the need to protect ESD workers, student/trainees, students, visitors and ESD members from false allegations.

It is not the responsibility of anyone working at ESD in a paid or voluntary capacity to decide whether a child or vulnerable adult is being abused or might be abused, but there is a responsibility to act on their concerns in order that appropriate agencies can then make enquiries and take any necessary action to protect them.

It is the remit of the appropriate authority and not anyone connected with ESD to investigate the incident.

If an incident, allegation, or suspicion of abuse (hereinafter referred to as “an incident”) is seen, heard, or suspected, the person receiving the information, whether an ESD worker, student/trainee, student, a member of another organisation with which ESD is working, or a visitor to ESD, should follow the procedure below:

**If there is a case of immediate or serious harm to a child, contact the police on 999**

- Stop other activity and focus on what they are being told or seeing; responding to the incident being reported should take immediate priority;
- Where an incident is being reported, react in a calm and considered way, but show concern;
- Tell the child, vulnerable adult, or third party, that it is right for them to share this information;
- Take seriously what the child, vulnerable adult, or third party, has said, and allow extra time if a child or vulnerable adult has a speech difficulty and differences in language;
- Keep questions to the absolute minimum necessary to ascertain a clear and accurate understanding of what has been said, but do not interrogate the child, vulnerable adult, or third party;
- Listen to the child, vulnerable adult, or third party, and do not interrupt if they are recounting significant events;
- Offer reassurance to the child or vulnerable adult;
- Do not give assurances of confidentiality, but explain you will need to pass on this information to those that need to know;
- Consider whether immediate action is needed to protect any child or vulnerable adult who may be at risk. In light of what you have been told or seen, think about the child or vulnerable adult who is the immediate concern and any others who may be at risk;
- Make a comprehensive record at the earliest opportunity of what was said or seen, and of any actions taken. Where possible this should always be reported using the Incident Report Form and within the timescales stated. Keep all original notes, as they may be needed as evidence. The comprehensive and confidential record should include the following:
  - a) A detailed record of the incident in the child's or vulnerable adult's own words or the words of the third party reporting it. You should note that this record may be used later in a criminal trial and therefore needs to be as full and accurate as possible.
  - b) Details of the nature of the incident.
  - c) A description of any injury. Please note that you must not remove the clothing of a child or vulnerable adult to inspect any injuries.
  - d) Dates, times or places, and any other information that may be useful.
  - e) Written records including emails and letters.
- The incident should be reported in writing immediately to ESD's Artistic Director for appropriate action to be taken. If the concerns relate to a specific Artistic Director, then the incident should be reported to a member of the ESD Board.
- Remember, safeguarding is everyone's business, and if you hear about or see mistreatment or abuse, or have concerns about a child, young person, or vulnerable adult being harmed or being at risk, it is your role to respond sensitively and to alert others who have a designated role within ESD.



ESD sometimes works outside the UK and all ESD workers, students/trainees, students, and visitors to ESD, must adhere to this Policy. We recognise, however, that there may be international variants in safeguarding children and vulnerable adults.

ESD aims to provide a happy and safe environment where children can learn to dance.

ESD believes children have the right to be safe and secure and free from threat, regardless of gender, ethnicity, disability, sexuality, or beliefs.

ESD will act with integrity, treating children with respect, listening to their concerns, and acting upon them.

Any person teaching for ESD will be in receipt of an Enhanced DBS disclosure. ESD has procedures in place to help any child who appears to be at risk or appears to be the victim of abuse. We will provide help and support if any child tells us they are affected by these issues.

Definition: Under *The Children Act 1989*, which applies mainly to England and Wales; 'a child' is up to the age of 18 years. For child protection purposes, all of the four nations use an age band up to 18 years old. This can also be up to the age of 25 years if they are receiving help from Social Services or are in education. Other relevant legislation includes *The Children Act 2004* and *The Children, Schools and Families Act 2010*.

Similar arrangements exist in Scotland under *The Children (Scotland) Act 1995*; *The Protection of Children (Scotland) Act 2003*; *The Protection of Vulnerable Groups (Scotland) Act 2007*. In Northern Ireland: *The Children (Northern Ireland) Order 1995*; *Safeguarding Vulnerable Groups (NI) Order 2007*.

ESD will embrace the guidance contained in '*Working Together to Safeguard Children 2013*'. This covers the legal requirements of and expectations on individual services to safeguard and promote the welfare of children and to provide a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safeguarding is everyone's responsibility and everyone who comes into contact with children and families has a role to play. (A "child" is defined as anyone who has not yet reached their 18<sup>th</sup> birthday).

This policy has been developed based on legislation, policy and guidance that seeks to protect children in England and includes but is not limited to:

- Children Act 1989 and 2004
- Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedom Act 2012
- Counter-Terrorism and Security Act 2015
- Children and Families act 2014
- Children and Social Work Act 2017
- Data Protection Act 2018; General Data Protection Regulation (GDPR) 2018
- Human Rights Act 1998
- Working Together to Safeguard Children 2018
- Prevent Duty Guidance 2015
- What to do if you're worried a child in being abused: advice for Practitioners 2015
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018
- Newcastle Safeguarding Children Partnership and Newcastle Safeguarding Adults Board

#### **4. Report a Concern to the Local Authority – Safeguarding in Gateshead:**

##### **For Children**

If you have a concern about a child contact:

Initial Response Service (Gateshead Town Council) – 0191 433 7033

Northumbria Police – 101 (in an emergency always dial 999)

NSPCC Helpline – 0808 800 5000

All concerns that a child or young person is suffering or is at risk of suffering significant harm must be referred directly to the Initial Response Service of Children's Social Care. There are two secure online referral forms available for you to tell us about your concern, one for practitioners and another if you are a member of the public.

##### **For Adult**

In an emergency, or if you are worried that someone is in danger, call the Police on 999.

If your concern is about an adult (someone aged over 18):

All safeguarding concerns are reported to Adult Social Care at Newcastle City Council.

### **Professionals**

If you are a professional you will be asked to complete a written referral form. You can do this by:

completing the [online referral forms](#)

### **Public**

You can complete the [online referral form](#) or you can tell us using any of the contacts listed below.

### **Direct home link to Safeguarding in Gateshead:**

[www.gateshead.gov.uk/article/9364/Safeguarding](http://www.gateshead.gov.uk/article/9364/Safeguarding)

## **5. Photography and filming of children and/or vulnerable adults:**

No unauthorised filming or photography should take place during ESD activities without the person running the activity gaining appropriate written, informed parent or guardian, and student, permission. This should explain the purposes for which any photographic images will be used. This applies to children and vulnerable adults.

ESD is committed to providing a safe and enjoyable learning experience for young people and vulnerable adults.

If photography and recording is approved by the participants, the images and/or recordings of children and vulnerable adults will be posted on the Company's website ([www.eliotsmithdance.com](http://www.eliotsmithdance.com)), on Facebook (@eliotsmithdance), on Twitter (@eliotsmithdance), on Instagram (@eliotsmithdance) and on Tik Tok (@eliotsmithdance). Individuals will be identified by their first name only.

Anyone with any complaints about images posted on the website can speak to the Creative Director of ESD, and ESD will try its best to remove the images and/or recordings.

Anyone concerned about inappropriate use of images can report the matter to the Creative Director of ESD, and procedures will be followed to report the matter to the appropriate authority.

The expectations for parents or guardians, or spectators, who wish to take photographs or film at an event, are that inappropriate or intrusive photography will be avoided.

## **5. Health and Safety**

ESD is committed to the Health and Safety of everyone involved in the dance company and public dance classes.

ESD's administrative office is at Eliot Smith Dance, Trinity Community Centre, High Street, Gateshead NE8 1EP

ESD is responsible for the buildings maintenance, maintenance of safety appliances such as fire extinguishers, electrical safety, maintenance of toilet and kitchen areas, maintenance of heating systems and general cleaning of the facilities.

Anyone who has concerns about the safety of the building, or is aware of any risk, should report it to a Director of Eliot Smith Dance who will then inform the relevant authority.

ESD electrical equipment will undergo Portable Appliance Testing (PAT) to conform to its responsibility for electrical safety under the Electricity at Work Regulations 1989 (EAWR).

Fire procedures are prominently displayed within the buildings that ESD uses to teach or rehearse in, and all teachers are aware of what action to take in the event of a fire.

In the case of an accident causing injury, first aid boxes with basic supplies are available. For more serious injuries, dependent upon the extent of the injury, professional medical assistance will be requested either by calling the emergency services or by escorting the injured individual to a place where they can receive treatment. In all cases parents or guardians will be informed; in the case of minor injuries this will be at the end of class, however should professional medical assistance be required they will be informed immediately.

All accidents will be recorded and logged.

ESD will only allow end of term performances to take place where risk assessments have been carried out on the venues by the landlords, and the facilities are deemed suitable to engage in performance.

ESD will only use qualified personnel and will engage in safe practice.

## **6. Online Safety and Social Media:**

ESD is aware that social media provide opportunities for us to engage, connect and develop unique relationships with people in a creative and dynamic medium where users are active participants. Information about classes, taster days, performances or projects can be dissipated virally amongst supporters within online communities.

Social media refers to the latest generation of interactive online services such as blogs, discussion forums, pod casts and instant messaging. This list is not exhaustive and will include future developments in social media.

It is important for ESD to give careful consideration to the use of social media and to balance the benefits of creativity, spontaneity, and immediacy of communication with the potential risks, including the risks to children, young people, and vulnerable adults.

### **The Policy**

- This policy is in place to minimise the risks to our business through use of social media, to protect children, young people, and vulnerable adults, and also to protect workers and members.
- This policy deals with the use of all forms of social media, including Facebook, LinkedIn, Twitter, Google+, Wikipedia, Instagram, and all other social networking sites, internet postings and blogs. It applies to use of social media for business purposes as well as personal use that may affect our business in any way.
- This policy outlines the standards we require workers to observe when using social media, the circumstances in which we will monitor your use of social media, and the action we will take in respect of breaches of this policy.
- This policy covers all workers, officers, consultants, contractors, volunteers, interns, casual workers, and agency workers.
- This policy supplements our IT Policies – Acceptable Use and Security – and our safeguarding guidelines for using social networking services and social media.
- We may amend it at any time.

### **Who is responsible for this policy**

- Directors have a specific responsibility to operate within the boundaries of this policy, ensuring that all workers understand the standards of behaviour expected of them, and to take action when behaviour falls below its requirements.

- All workers are responsible for the success of this policy and should ensure that they take the time to read and understand it. Any misuse of social media should be reported to the Board in the first instance.

### **Compliance with related policies and agreements**

Social media should never be used in a way that breaches any of our other policies. If an internet post would breach any of our policies in another forum, it will also breach them in an online forum. For example, you are prohibited from using social media to:

- Breach our IT Policy – Acceptable Use - and social networking services and social media: promoting safe and responsible use;
- Breach our obligations with respect to the rules of relevant regulatory bodies;
- Breach any obligations contained in those policies relating to confidentiality;
- Breach our Disciplinary and Dismissal Procedure;
- Harass or bully other workers or members in any way;
- Unlawfully discriminate against other workers or members or third parties, or breach our Equal Opportunities Policy;
- Breach our Data Protection Policy (for example, never disclose personal information about a colleague or student online);
- Breach any other laws or regulatory requirements.
- Workers and artists should never provide references for other individuals on social or professional networking sites, as such references, positive and negative, can be attributed to the organisation and create legal liability for both the author of the reference and the organisation.
- Workers and artists who breach any of the above policies may be subject to disciplinary action up to and including termination of contract.

### **Personal use of social media at ESD**

We permit the incidental use of social media websites for personal use subject to certain conditions set out below. However, these guidelines treat the use of social media as a privilege and not a right. It must neither be abused nor overused, and we reserve the right to withdraw our permission at any time at our entire discretion.

The following conditions must be met for personal use to continue:

- You must not breach any of the rules set out below;
- You must not interfere with the Company commitments;
- You must comply with our other policies.

### **Prohibited use**

- You must avoid making any social media communications that could damage the Company, operational and educational interests of the Company, or adversely affect its reputation, even indirectly.
- You must not use social media to defame or disparage ESD, our workers or members or any third party; to harass, bully or unlawfully discriminate against workers or members or third parties; to make false or misleading statements; or to impersonate colleagues, workers or third parties.
- You must not express opinions on our behalf via social media, unless expressly authorised to do so by ESD. You may be required to undergo training in order to obtain such authorisation.
- You must not post comments about sensitive topics, such as our performance, or do anything to jeopardise our confidential information and intellectual property. You must not include our logos or other trademarks in any social media posting or in your profile on any social media.
- Any misuse of social media should be reported to the Artistic Director.

### **Guidelines for responsible use of social media**

- You should make it clear in social media postings, or in your personal profile, that you are speaking on your own behalf. Write in the first person and use the appropriate e-mail address.
- Be respectful to others when making any statement on social media and be aware that you are personally responsible for all communications which will be published on the internet for anyone to see.
- If you disclose your affiliation with us on your profile or in any social media postings, you must state that your views do not represent those of ESD. You should also ensure that your profile and any content you post, including images, are consistent with the professional image you present to clients and colleagues, and that you include the appropriate credit and tags.
- If you are uncertain or concerned about the appropriateness of any statement or posting, refrain from posting it until you have discussed it with the Creative Director.
- If you see social media content that disparages or reflects poorly on ESD, you should contact the Creative Director.

### **Monitoring**

ESD reserves the right to monitor, intercept and review, without further notice, workers activities using our IT resources and communications systems, including but not limited to social media postings and activities, to ensure that our rules are being complied with and for legitimate business purposes, and you consent to such monitoring by your use of such resources and systems.

### **Breach of this policy**

- Breach of this policy may result in disciplinary action up to and including dismissal. Any worker, member, or Directors suspected of committing a breach of this policy will be required to co-operate with our investigation, which may involve a request to hand over relevant passwords and login details.
- You may be required to remove any social media content that we consider to constitute a breach of this policy. Failure to comply with such a request may in itself result in disciplinary action.

### **Personal profiles and safeguarding**

ESD have a duty of care to all workers and members. For this reason, we ask that all workers and Directors adhere to the following guidelines:

- We understand that the nature of the work carried out at ESD involves some work via social media (i.e. digital, film, including networking and promoting) therefore we understand workers might need to accept requests from fellow workers on social media channels.
- Workers should not accept personal friendship requests or messaging sites from participants or vulnerable adult service users.
- Workers should not use their personal profile in any way for official ESD business. Workers are welcome to promote their role at ESD only.
- ESD Board of Directors should not accept current workers' friends' requests including messaging sites.

**© Eliot Smith Dance (UK), 2023.**

Any transmission between the contracting parties, by fax or email, of this Policy and Procedures statement relating to the safeguarding of children and vulnerable adults **MUST INCLUDE ALL FORMS.**

Eliot Smith Dance, Trinity Community Centre, High Street, Gateshead NE8 1EP

Eliot Smith Dance is a trading name of Eliot Smith Company Limited. Registered in England & Wales. Company No. 9442391.

Registered Office Address: C/o Clarke's Chartered Accountants, 176 Portland Road, Jesmond, Newcastle Upon Tyne, England, NE2 1DJ

Web: [www.eliotsmithdance.com](http://www.eliotsmithdance.com) Email: [info@eliotsmithdance.com](mailto:info@eliotsmithdance.com)

Eliot Smith Dance Child Protection Policy:

**Last Updated: 15 February 2023**

**Date for Review: 15 February 2024**



## Appendix 1

### Types and Definitions of Abuse: Child Protection and Vulnerable Adults

#### Child Protection

The original statutory guidance of 'Working Together to Safeguard Children 2010' defined four areas of abuse relating to children. This guidance has been replaced by 'Working Together to Safeguard Children 2013' which covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children. The definitions from the original 2010 guidance are still relevant and are as follows:

**Physical Abuse:** This may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse:** The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual Abuse:** This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration, or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual images, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. In July 2022, the NSPCC created guidance on Preventing Abuse in Positions

of Trust in Dance stating that any sexual relationships or activity between adults in such roles and 16– or 17-year-olds for whom they are in a position of authority constitutes an offence. Further details can be found at:

<https://www.dsswg.org.uk/resources#h.5orunl1x2mko>

**Neglect:** The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care givers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

The new *Working Together to Safeguard Children 2013* streamlines previous guidance to clarify the responsibilities of professionals in terms of safeguarding children. There is greater emphasis on effective systems to ensure that the **child’s needs are paramount**, and that all professionals who come into contact with children and families are alert to their needs and any risks of harm, and to share information in a timely way.

## **Vulnerable Adults**

### **Definitions of abuse relating to vulnerable adults:**

*(No Secrets, DoH 2000 and from the 1997 Consultation ‘Who Decides’ issued by the Lord Chancellor’s Department).*

What constitutes abuse? This term ‘abuse’ can be subject to wide interpretation; the starting point for a definition is the following statement: “Abuse is a violation of an individual’s human and civil rights by any other person or persons.”

The core definition of a ‘vulnerable adult’ taken from the above Consultation is a person: “who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care or unable to protect him or herself against significant harm or exploitation”. This definition covers all people over the age of 18 years.

**Consideration, however, needs to be given to a number of factors:**

- Abuse may consist of a single act or repeated acts;
- It may be physical, verbal, or psychological;
- It may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented or cannot consent;
- Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

**Abuse can happen anywhere:**

- In a person's own home;
- In a residential or nursing home;
- In a hospital;
- In the workplace;
- At a day centre or educational establishment;
- In supported housing;
- In the street.

**Who might abuse?**

The person responsible for the abuse is often well known to the victim, and could be:

- a paid carer in a residential establishment or from a home care service;
- a social care worker, health worker, nurse, doctor, or therapist;
- a relative, friend, or neighbour.

The following main different forms of abuse in relation to a Vulnerable Adult are:

**Physical Abuse:** includes hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions;

**Sexual Abuse:** including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent, or was pressured into consenting;

**Psychological Abuse:** including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks;

**Financial or Material Abuse:** including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions, or benefits;

**Neglect and Acts of Omission:** including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, and heating;

**Discriminatory Abuse:** including racist, sexist, that based on a person's disability, and other forms of harassment, slurs, or similar treatment.

Any or all of these types of abuse may be perpetrated as the result of deliberate intent, negligence, or ignorance.

Incidents of abuse may be multiple, either to one person in a continuing relationship or service context, or to more than one person at a time. This makes it important to look beyond the single incident or breach in standards to underlying dynamics and patterns of harm. Some instances of abuse will constitute a criminal offence. In this respect vulnerable adults are entitled to the protection of the law in the same way as any other member of the public.

In addition, statutory offences have been created which specifically protect those who may be incapacitated in various ways. Examples of actions which may constitute criminal offences are assault, whether physical or psychological, sexual assault and rape, theft, fraud or other forms of financial exploitation, and certain forms of discrimination, whether on racial or gender grounds.

**Criminal Offences:** These offences differ from all other non-criminal forms of abuse in that the responsibility for initiating action rests with the police and the Crown Prosecution Service. Also, when complaints about alleged abuse suggest that a criminal offence may have been committed, it is imperative that reference should be made to the Police as a matter of urgency.

### **Bullying:**

The Anti-Bullying Alliance defines "bullying" behaviour as that which:

- deliberately causes hurt (either physically or emotionally);
- is repetitive (though one-off incidents such as the posting of an image, or the sending of a text which is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour);
- involves an imbalance of power (the person on the receiving end feels like they cannot defend themselves).

Bullying is not:

- Teasing and banter between friends without intention to cause hurt;
- Falling out between friends after a quarrel or disagreement;
- Behaviour that all parties have consented to and enjoy (unless involving some forms of coercion, which be very subtle).

Bullying can take the following forms:

- **Emotional:** being unfriendly, ignoring someone, not involving them in activities, sending hurtful or tormenting texts, humiliating, or ridiculing someone;
- **Physical:** pushing, kicking, hitting, punching, or pinching, or any use of violence;
- **Racist:** racial taunts, graffiti, or gestures;
- **Disability:** bullying because of how somebody looks or presents related to their disabilities. Children with disabilities are more likely than their non-disabled peers to be excluded from activities;
- **Sexual:** unwanted physical contact or sexually abusive comments. Sexual bullying can also relate to gender and gender identity and includes those who do not fit with the gender role prescribed to them;
- **Homophobic:** because of, or focussing on, the issue of a young person's actual or perceived sexual orientation;
- **Verbal:** in the case of children with disabilities this can take place in sign language – name calling, sarcasm, spreading rumours or teasing.

### **Self-Harm:**

Self-harm is where a person hurts themselves intentionally and this can occur in a range of ways:

- Cutting themselves (usually with a knife or razor);
- Burning their body;
- Banging their heads (not to be confused in situations when working with a young person who may have additional or special needs, but this could be an indicator);
- Throwing their body against something hard;
- Punching themselves;
- Sticking things in their body;
- Swallowing inappropriate objects or tablets.

## **Eating disorders:**

Eating disorders are not just about food, they are a way of coping with emotional distress. Eating disorders can affect both sexes, people of any background and any age. About 10% of people with eating disorders are male. 18% of anorexics will die.

Eating disorders can be recognised by a persistent pattern of unhealthy eating or dieting behaviour that can cause health problems and/or emotional and social distress.

There are three official categories of eating disorders:

- Anorexia nervosa;
- Bulimia nervosa;
- Eating disorder not otherwise specified (EDNOS).

People with EDNOS do not have the full set of symptoms for either anorexia or bulimia but may have aspects of both. EDNOS is as serious as other eating disorders and as potentially damaging to health.

### **Anorexia Nervosa:**

- The rarest, comprising 10% of eating disorders, typically affects young people aged 12 to 20 years;
- Individuals with anorexia nervosa do not maintain or have a body weight that is normal or expected for their age and height; they are usually less than 86% of their expected weight;
- Even when underweight, individuals with anorexia continue to be fearful of weight gain;
- Their thoughts and feelings about their size and shape have a profound impact on their sense of self-esteem as well as their relationships;
- Women with anorexia often stop having their periods;
- They often do not recognise or admit the seriousness of their weight loss and deny that it may have permanent adverse health consequences.

### **Bulimia Nervosa:**

- 40% of cases mainly with adolescent onset, affects individuals between the ages of 18 and 25 years;
- Individuals with bulimia nervosa experience binge-eating episodes which are marked by eating an unusually large amount of food within a couple of hours, feeling compelled to eat, and finding it difficult, if not impossible, to stop eating;
- This is then followed by attempts to 'undo' the consequences of the binge by using unhealthy behaviours such as self-induced vomiting, misuse of laxatives, enemas, diuretics, severe caloric restriction, or excessive exercising;

- Individuals are obsessed and preoccupied with their shape and weight and often feel their self-worth is dependent on their weight or shape.

### **Binge Eating Disorder:**

- Individuals with binge eating disorder (BED) engage in binge eating, but do not regularly use inappropriate or unhealthy weight control behaviours such as fasting or purging to counteract the binges;
- BED is more common amongst individuals who are overweight or obese; terms used to describe these problems include: compulsive overeating, emotional eating, or food addiction;
- BED is not an officially recognised disorder but is included in the EDNOS category.

Eating problems never exist in isolation, they are usually a symptom of other problems, e.g. coping with painful feelings and/or situations, boredom, anxiety, anger, shame, sadness, or loneliness. Adolescence can be a key time. Stressful or traumatic events can trigger an eating problem, e.g. bullying, bereavement, family tensions, school problems, self-harm, low self-esteem, sexual, physical, emotional abuse or neglect, negative criticism, or fragile sense of self, and it can be more about control than about food itself.

Eliot Smith Dance (ESD)  
Incident Report Form

Please complete the areas as fully as you can.  
If you are unsure of any areas, please contact the Designated Safeguarding Officers:  
Eliot Smith, Telephone: 07956 404 187, Email: eliot@eliotsmithdance.com  
Angela Reay (Board Level), Telephone: 07531 005 455, Email: acreay@blueyonder.co.uk

**Date Incident reported:** \_\_\_\_\_

**Person recording the incident:** \_\_\_\_\_

**Which is the following safeguarding situation are you reporting?**

- A disclosure
- An allegation against someone involved with the origination
- An allegation against another participant
- A concern

**Who does this relate to?**

- A child (someone under the age of 18)
- An adult at risk

**Child/Vulnerable Adult Details:**

Full name of child/vulnerable adult:
Date of birth (if known):
Age or approx. age:
Gender:
Ethnicity: <input type="checkbox"/> White – British, Irish, Gypsy or Roma, traveller of Irish Heritage, any other White background <input type="checkbox"/> Mixed / Multiple ethnic groups – White and Black Caribbean, White and Black African, White and Asian, any other Mixed / Multiple ethnic background <input type="checkbox"/> Asian / Asian British – Indian, Pakistani, Bangladeshi, Chinese, any other Asian background <input type="checkbox"/> Black / Black British – African, Caribbean, any other Black background <input type="checkbox"/> Other ethnic group – Arab, any other ethnic group <input type="checkbox"/> Other – Prefer not to say
Is English their preferred language?
Does the person have any communication needs?
Marital Status: <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Single <input type="checkbox"/> Not known
Name(s) of any parent(s)/carer(s):
Child's / Adult at risk's home address (if known):



Address(es) of parent(s)/carer(s) (if different from child/adult at risk):

**Your Details:**

Name:
Job role:
Knowledge of and relationship to the child/vulnerable adult:
Contact address:
Telephone number(s):
E-mail:

**About the concern / allegation or disclosure. Are you?**

<input type="checkbox"/> Reporting own concern / allegation / disclosure.	<input type="checkbox"/> Responding to concern / allegation, disclosure raised by someone else
If you are responding to an issue raised by someone else, please provide their name and position or role within the organisation, or details:	
Detailed information (where applicable in child/vulnerable adults own words if possible):	
Date and time of the incident (if applicable):	
Please provide details of the disclosure/allegation/concern – Details of any observations made by you or to you (e.g. description of visible bruising, other injuries, child/vulnerable adults emotional state). N.B. Make a clear distinction between what is fact and hearsay:	
Where did this incident occur?	
Please provide details of anyone who has witnessed the incident:	
Please provide details of anyone that you have spoken to or consulted about this allegation, concern or disclosure and provide details of what was discussed.	

--

<b>Action Taken</b>
---------------------

Please detail any responses given or steps taken as a result of the above actions: Called the Out of Hours Social Services Emergency Duty Team
---------------------------------------------------------------------------------------------------------------------------------------------------

Police – emergency 999 Police – non emergency 101 Has the child or adult at risk of harm given consent for this information to be shared? <input type="checkbox"/> Yes <input type="checkbox"/> No Reported verbally to safeguarding lead
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Other action (please give details below) What does the person want to happen now?
--------------------------------------------------------------------------------------

--

Is the person vulnerable or have any care or support needs?
-------------------------------------------------------------

Date of completing form:
--------------------------

Name of person completing this form:
--------------------------------------

I acknowledge that the details described are accurate and will remain strictly confidential between the 'appropriate reporting channels' and myself.

Signed .....

Date .....

**Please submit this form immediately to a Designated Safeguarding Lead. A full list of DSOs can be found on Page 1 of the ESD "Policy and Procedures on Safeguarding Children and Vulnerable Adults.**

<b>TO BE COMPLETED BY THE SAFEGUARDING LEAD</b> Please describe any follow up actions and details of any responses given by safeguarding partnerships or any other professionals contacted
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Appendix 3

#### Lessons Learned

Incident/complaint/claim/other?	
What and how did it happen? <i>Root cause – what happened?</i> <i>Consider the care and service delivery problems</i> <i>Provide an overview</i>	
Why did it happen and what was its impact on the patient, staff and trust?	
What can we learn?	
What action is needed to reduce recurrence?	
What were the key themes that were highlighted?	
Who needs to be informed?	
Areas for action requiring a cross divisional approach?	

No incidents, complaints or claims have been made.

**Last Updated: 07 October 2022**

**Date for Review: 07 February 2023**

