

# **Bennett School of Ballet & Jazz - Child Safeguarding Policy**

## **Commitment to Te Tiriti o Waitangi**

Bennett School of Ballet & Jazz recognises Te Tiriti o Waitangi as Aotearoa New Zealand's founding document. Bennett School of Ballet & Jazz is committed to upholding the mana of Te Tiriti o Waitangi and the principles of Partnership, Protection, and Participation.

## **Our Commitment**

Bennett School of Ballet and Jazz is committed to providing a fun, safe, and supportive environment for young people to learn and enjoy dance. "To instil a love and enjoyment of dance."

## **Child Safeguarding Policy Background**

Working with children and young people is a privilege. Children and young people have the right to thrive in safe and supportive environments within the play, active recreation, and sport system.

Play, active recreation, and sport is a vital part of life. It offers fun, great pride, a sense of achievement, and is a positive influence in the lives of many children and young people, including building self-esteem, resilience, routine, teamwork, and a sense of belonging. However, the wellbeing of children and young people in play, active recreation, and sport also requires their safety and welfare being covered. To achieve this Bennett School of Ballet & Jazz has embraced policies and practices that support and protect children and young people.

We acknowledge that every person involved in Bennett School of Ballet & Jazz has a legal and moral responsibility to protect children and young people from abuse and neglect. Children and young people have a right to take part in dance and exercise at Bennett School of Ballet & Jazz in a safe environment and to receive the support they need if they are at risk or vulnerable.

Every childhood is important, and every child and young person has the same rights to enjoyment, to have their views considered, and to be free from abuse. All children and young people, regardless of their backgrounds, have the right to access the support they need. It is crucial all children and young people are in the care of safe and skilled adults at Bennett School of Ballet & Jazz who are supported, trained, and guided by effective policies, procedures, and standards.

## **Purpose**

This policy gives details of Bennett School of Ballet & Jazz's commitment to the protection of children and young people.

## **Policy Objectives**

1. Sets standards and expectations to protect children and young people, our staff, and volunteers.
2. Contains procedures for our staff and volunteers to guide them in identifying and reporting child abuse and neglect to meet our obligations under the Children's Act 2014.
3. Creates a mandatory requirement for all staff and volunteers to report any concern about the safety of a child or young person, no matter how small they believe it may be, to one of our Child Safeguarding Representatives (CSRs).
4. Appoints our CSRs and sets out their role and responsibilities.
5. Ensures Bennett School of Ballet & Jazz creates a safe environment and that all staff know what to do if there are concerns about a child or young person.

## **Scope**

This policy applies to all staff who are employed, volunteer or are engaged/contracted by Bennett School of Ballet & Jazz.

This policy applies to all children and young people up to 18 years of age who are taking part in Bennett School of Ballet & Jazz activities. It also applies to any other children, who may not be directly taking part in Bennett School of Ballet & Jazz activities, but who staff may have contact with, such as child spectators or siblings.

**Expectations and Limitations**

Bennett School of Ballet & Jazz wants all children and young people to have a positive and enjoyable experience of dance and is committed to providing a safe and child-centered environment where children and young people are protected from abuse that may occur inside or outside the organisation.

We do this by having a full range of standards, codes, and policies with trained and safe people working with children and young people. We are committed to having an embedded culture of safeguarding and child protection in place, which goes beyond compliance.

<p><b>To children and young people:</b></p> <p>We commit to always putting children and young people’s welfare first in every decision we make.</p> <p>We will ensure all children and young people feel respected, listened to, valued, and encouraged to enjoy and participate in their dance activity.</p> <p>We will appoint a Child Safeguarding Representative to ensure concerns are dealt with quickly, sensitively, effectively, and consistently.</p> <p>We will provide safe people to work with children and young people.</p> <p>We will provide staff and volunteers who are well trained and confident to respond to any concerns for the safety of a child or young person.</p> <p>We will listen to and believe children and young people.</p>	<p><b>To parents, caregivers, and whānau:</b></p> <p>We will support and respect the vital role parents, caregivers, and whānau play in the lives of their children, while always making sure the safety of the child or young person is our priority.</p> <p>We will have open, honest, and transparent communication with parents, caregivers, and whānau about all aspects of their child’s welfare, as long as we can keep the child or young person safe while we do that.</p> <p>We will raise any concerns we have as soon as we have them and offer referrals to community services that might be able to help a family through times of difficulty and change.</p> <p>We will be available and approachable to listen to any concerns a parent, caregiver or whānau may have about their child while they are involved in Bennett School of Ballet &amp; Jazz activities.</p> <p>We will take every concern about a child or young person’s safety seriously and respond consistently and effectively.</p> <p>We will provide staff and volunteers who are well trained and confident to respond to any concerns about the safety of a child or young person.</p>	<p><b>To staff and volunteers:</b></p> <p>We will ensure all staff are inducted to our child safeguarding culture.</p> <p>We will provide clear expectations, policies, and procedures to support keeping children, young people, staff, and volunteers safe and protected from harm.</p> <p>We will provide support and regular training to ensure these expectations can be met.</p> <p>We will provide adequate supervision so staff and volunteers always know who they can talk to and the process involved if they have a concern about a child or young person.</p>
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# Bennett School of Ballet & Jazz – Child Safeguarding Procedures

## PROCEDURE 1

### Responding to actual or suspected child abuse or neglect

Where you are concerned there are signs of possible abuse or neglect:

- do not put off the moment
- you may need to find a place of privacy
- respond briefly, slowly, and gently
- do not assume there is only one child involved
- do not make decisions alone
- keep calm and reassure
- do not ask leading questions or over question
- re-engage the child with an activity if appropriate
- take action immediately
- do not promise confidentiality
- find support if necessary
- inform the child what will happen next

**Do not undertake an investigation yourself.**  
**Check in with the child/young person and their whānau (if appropriate).**

#### Is the child in immediate danger?

- If unsure, call Oranga Tamariki 0508 326459.
- If YES, act to ensure child's safety.
- Call POLICE on 111 and follow Police advice.
- RECORD actions taken on Child Concern Form (Appendix 1).

#### If no immediate danger, consider whether a Report of Concern to Oranga Tamariki is required.

If unsure, the Child Safeguarding Representative (CSR) will contact Oranga Tamariki.

#### Report of Concern required.

- CSR and staff member will complete Oranga Tamariki Report of Concern and send by email to [contact@ot.govt.nz](mailto:contact@ot.govt.nz) or call 0508 326459.
- CSR will ensure that full details are provided as per Child Concern Form (Appendix 1).
- CSR will retain a copy and maintain own records that are securely stored.
- CSR will call Oranga Tamariki if no response has been received from them within 3 working days.
- CSR will re-report if concerns are still held.

#### Record what you have heard/observed on a Child Concern Form (Appendix 1).

- Make notes as soon as possible.
- Put date, time, place, who was present.
- Use child's words wherever possible.
- Include what you have said to the child.
- Keep information factual.
- Include what led up to the disclosure.

**CSR will retain all completed Child Concern Forms.**

#### Inform the Child Safeguarding Representative (CSR), Shona Bennett, immediately on 027-208-7413.

- Record and report facts. Do not accuse anyone or spread rumours.
- CSR and staff member will work together to follow this flow chart procedure.

#### Review and monitor.

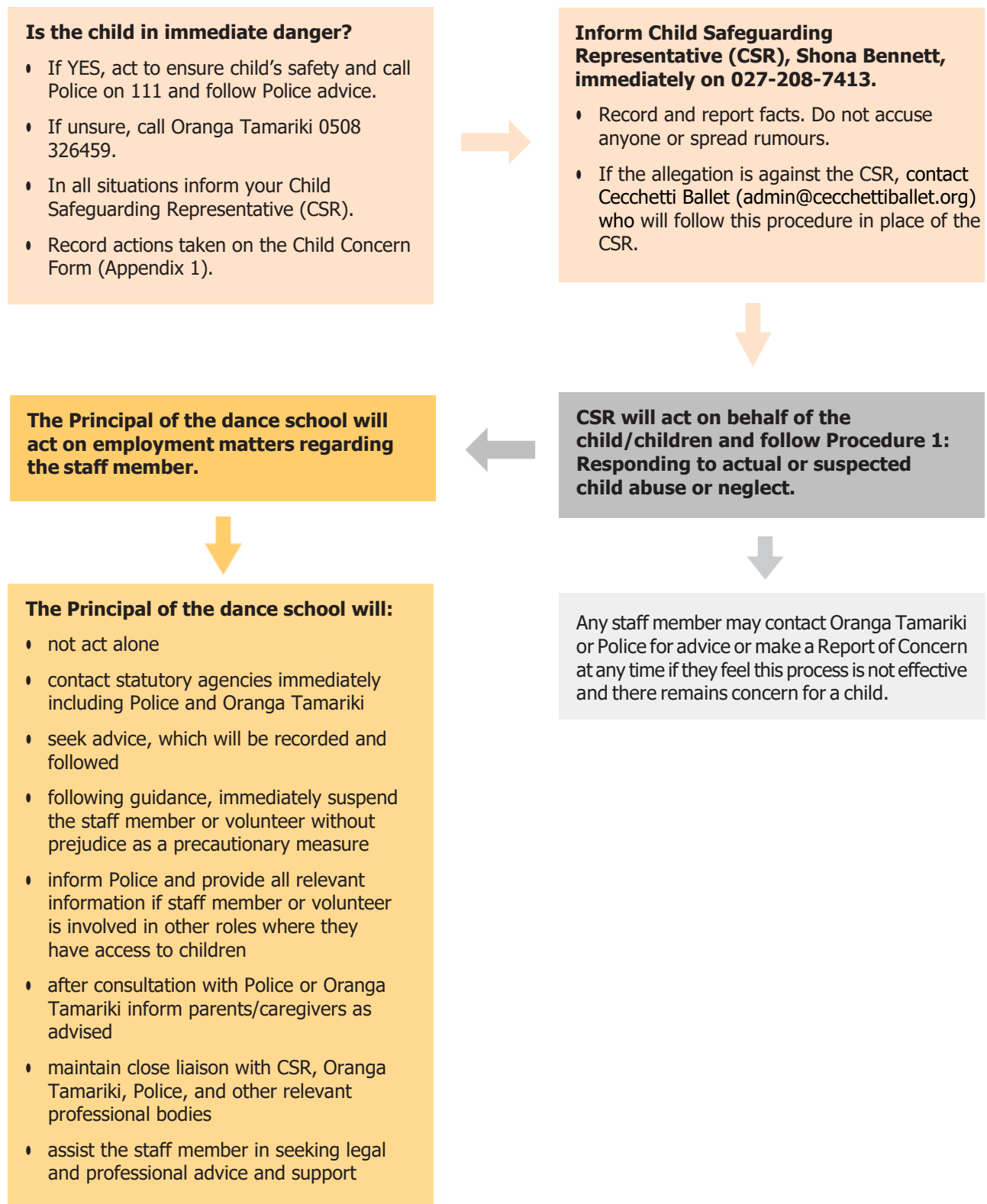
- CSR and relevant staff member will review all active Child Protection concerns on a weekly basis.
- Every review will consider each stage on this flow chart.
- The review will consider any further necessary action, follow-ups or community child or whānau support referrals.
- New or additional Reports of Concern to Oranga Tamariki may be made at any time.
- Records of all reviews will be retained by the CSR.

#### Staff are expected to follow this procedure.

However, any staff member may contact Oranga Tamariki or Police for advice or to make a Report of Concern at any time if they feel this process is not effective and there remains concerns for a child. Staff must always seek support for themselves.

## PROCEDURE 2

### Responding to an allegation of child abuse or neglect by a staff member or volunteer



## PROCEDURE 3

### Responding to a disclosure from a child of abuse or neglect

It is vital that you respond in a way that ensures the child or young person feels supported and safe, and that they receive the help they need. You should always follow your organisation's Child Safeguarding Policy and know who to contact at Bennett School of Ballet & Jazz to share your concerns about a child's safety and wellbeing.

#### Ways children and young people disclose abuse

- Verbally – by telling you directly or by hints in their conversations.
- Behaviour or actions such as their interests, stories they write, their play, or drawings.
- Third party – this could be a friend of the child telling you, or something you have overheard that concerns you.

All of these are ways that children and young people disclose abuse, and all should be taken seriously and acted upon. If the child or young person discloses abuse that happened in the past, it must be given the same level of response.

It is not your role to investigate – only the Police or Oranga Tamariki can do that. Your role is to gather and share information with your organisation's Child Safeguarding Representative, Oranga Tamariki, or the Police.

#### Consider

- There could be other children or siblings who are also at risk – unknown victims.
- The child may have received threats of punishments or consequences of telling someone.
- The child may be frightened and fearful of the consequences of disclosing.
- The same process must be followed if the disclosure relates to historic abuse.

## Things **TO** SAY when a child discloses:

- I believe you.
- I am going to help you.
- I will help you.
- I am glad that you told me.
- You are not to blame.
- I know you are afraid, but it was right to tell me.
- This is what I am going to do next....
- Is there anyone that I can contact who you would like to be with you right now?
- You're not going to get into trouble.
- Is there anything I can do that would help right now.
- I can't keep what you have told me a secret; I need to talk to someone who can help me to help you.

## **DO**

- Believe them
- Reassure the child
- Let them know what you are going to do next
- Respond effectively
- Immediately seek help from your CSR
- Share the information
- Listen
- Make sure the child gets help
- Ask open questions (**TEDS**):
  - Tell me
  - Explain
  - Describe
  - Show me

## Things **NOT** TO SAY when a child discloses:

- You should have told someone before.
- I can't believe it!
- I'm busy.
- Don't tell lies.
- No not [name], she's a friend of mine.
- I won't tell anyone else.
- Why?
- How?
- When?
- Where?
- Who?

## **DON'T**

- Put the moment off
- Say anything to criticise or belittle
- Promise confidentiality
- Accuse anyone
- Spread rumours
- Investigate
- Ask leading questions, such as "Did your [insert person] do that?"
- Allow personal doubt to stop you passing on the information to your CSR, the Police or Oranga Tamariki
- Do nothing!
- Doubt the child or assume they are making it up

## APPENDIX 1

# Child Concern Form

The purpose of this form is to capture your concerns about the child/young person. The form is to be completed by staff or volunteers as soon as concerns are raised. It is possible you may not know all the information that the form lists – just complete what you know.

**It is not your role to investigate concerns.**

**Completed forms are to be shared with your Child Safeguarding Representative (CSR) within one working day.**

**If the child is in immediate danger, please contact the Police on 111.**

### Child or young person's details (to be completed by staff/volunteer – please complete much as possible)

First name:

Surname:

Date of birth:

Address of child:

Who the child lives with:

Siblings or associated children's names:

Age or date of birth:

Who do the siblings live with:

Car registration numbers that may help identify the child/adult:

School attended:

## Parents/Caregivers (if known)

### Caregiver 1

First name:

Surname:

Address if different from the child:

Relationship to the child:

Phone number:

Email address:

### Caregiver 2

First name:

Surname:

Address if different from the child:

Relationship to the child:

Phone number:

Email address:

### Guidance on information to include:

- the reasons you are concerned
- what you have heard, observed, or been told
- what you have said
- who was present
- factors that increase the risk to the child
- observations not opinions
- a timeline or known history of events relating to the child or situation
- dates and times
- any injuries or marks
- if you have spoken to the child/young person or their parents/caregivers/whānau
- if you have spoken to anyone else about your concern
- what actions have you taken
- if reporting your concern increases the risk to the child or young person, or staff members



Child Concern Form completed by

## Child Safeguarding Representative action and review (to be completed by CSR)

Name of Child Safeguarding Representative:

Date form received:

Action taken – give details:

☐ Report of Concern made to Oranga Tamariki ☐ Report of Concern made to the Police

☐ Copy of Report of Concern made for your own records

Date for follow up with Oranga Tamariki or the Police:

Additional Designated Person informed: ☐ Yes ☐ No

If yes, who:

Date of next review:

Detail your plan for getting back to the staff member who completed this form:

Record details of phone call and advice – include date, time, and details of the person you spoke to:

Child Safeguarding Representative Signature:

Date:

## APPENDIX 2

# Indicators of Abuse

The following are indicators and do not cover every situation.

This list does not mean the child is suffering abuse but may indicate you need to share information with your Child Safeguarding Representative (CSR).

It is essential to be able to recognise indicators in both the child or young person and the adult who may be abusing them. Sometimes it is the behaviour and attitude of an adult towards children and young people that alerts you.

### Emotional abuse – child indicators

- overly compliant and apologetic
- looks worried and anxious
- fear of making mistakes, especially if it only happens in the presence of a particular person
- difficulty developing relationships, including poor peer relationships
- demonstrating fear of a parent, caregiver or adult
- reluctance to attend an activity at a particular club or organisation
- inability to cope with praise
- delayed development or regression with no apparent cause
- aggressive behaviour (active or passive)
- attention seeking or risk-taking behaviour
- self-critical
- depression, regularly frightened, anxious and nervous
- tired, lethargic, falling asleep at inappropriate times
- self-soothing habits – hair twisting, sucking, biting, rocking
- clingy, possessive and attention-seeking
- indiscriminate attachment to adults – strong attention, affection seeking or a severe lack of attachment to their own parent/caregiver
- seeks affection and comfort from virtual strangers
- stealing (particularly food) or destroying property
- reluctant or unable to express views when asked
- hanging around outside of hours and not wanting to go home
- developmental delay with an apparent physical cause

- depression, anxiety, withdrawal or aggression
- self-harm, suicidal thoughts or intention, alcohol and drug abuse
- extreme attention-seeking behaviours or extreme inhibition
- running away from home
- nightmares, poor sleeping patterns
- anti-social behaviours
- lack of self-esteem
- obsessive behaviours
- eating disorders
- reluctance to attend an activity at a particular club or organisation

### Emotional abuse – adult indicators

- labels the child as inferior, belittles or publicly humiliates the child
- treats the child differently from siblings or peers in ways that suggest dislike or irritation of the child
- considers it amusing to frighten the child
- lacks empathy for the child
- refuses to help the child
- threatens the child with physical harm or punishment in front of others
- exposure to criminal behaviour
- withholds physical and verbal affection
- isolates the child
- has unrealistic expectations of the child
- inappropriately involves the child in adult problems
- exposes child to seeing or hearing situations of arguing and violence in the home

### Neglect – child indicators

- dressed inappropriately for the season or the weather
- lack of food, kit or equipment
- often dirty and unwashed
- severe or persistent skin disorders
- inadequately supervised or left unattended frequently or for long periods
- left alone or in the care of an inappropriate adult
- does not receive adequate or timely health care
- underweight or overweight
- lacks adequate shelter
- failure to thrive with no medical reason
- stealing/hoarding of food
- inappropriately dressed - dirty, not the right clothes to keep dry or warm
- unsupervised – hanging around
- lack of routine in the household – mealtimes and bedtimes
- falling behind in education and sport
- indiscriminate attachment to adults – strong attention, affection seeking or a severe lack of attachment to their own parent/carergiver
- tired or falling asleep at inappropriate times
- abuse of alcohol or drugs
- aggressive or destructive behaviour
- poor peer relationships, having few friends
- dulled emotional response or lack of expression or enthusiasm
- low self-esteem
- anxiety
- self-soothing behaviour such as rocking and sucking
- running away
- developmental lags with no apparent cause

### Neglect – adult indicators

- puts own need ahead of child's
- fails to provide for child's basic needs
- demonstrates little or no interest in the child's life - does not attend sport and recreational activities or social events
- leaves the child alone or inappropriately supervised
- drug and alcohol misuse
- low mood
- seeks help but fails to carry through with help offered
- late to drop off and collect – may fail to collect the child
- excuses and promises with no improvement in the care of the child

### Physical abuse – child indicators

#### **Especially when unexplained, inconsistent with explanation given, or the story changes**

- bruises, marks, cuts, and abrasions
- burns
- repeated illnesses with no known cause
- blackeyes
- fractures and dislocations
- multiple, bruises, wounds or fractures at different stages of healing
- injuries or fractures in very young children, especially those not yet mobile
- inconsistent or vague explanations regarding injuries
- makes excuses for injury or story changes
- repeatedly injured
- injured but not receiving timely health care
- wary of adults or a particular person
- speaks aggressively to others
- fear and crying
- cringing or flinching if touches unexpectedly
- overly compliant and eager to please
- dresses to hide bruising or injuries
- runs away from home or is afraid to go home
- may regress (e.g. bed-wetting)
- general sadness
- violent to other children or cruel to animals

### Physical abuse – adult indicators

- inconsistent or vague explanations regarding injuries
- threatens or hits the child in front of others
- speaks aggressively to or about the child
- reacts aggressively to questions about a child's injury or well-being
- makes you feel scared or frightened when you enquire about the child's well-being
- appears unconcerned about child's well-being
- states the child is prone to injuries or lies about how they occur
- delays in seeking medical attention
- may take the child to multiple medical appointments and seek medical treatment without an obvious need
- lacks empathy
- is cruel, taking delight in overly rough play or taunting the child
- harsh parenting style which supports physical punishment

### **Sexual abuse – child indicators**

- unusual discharge, or excessive itching or pain in the genital or anal area
- stained or bloody underwear
- any injury, soreness or bleeding in the genital or anal area
- blood in urine or stools
- sexually transmitted infections
- pregnancy
- urinary tract infections
- discomfort in sitting or walking
- age or developmentally inappropriate sexual play, knowledge or language
- refuses to go home, or to a specific person's home, for no apparent reason
- running away from home or going missing
- fear of a person, place, sound or smell
- mood swings or changes in temperament
- secrecy
- exchanging sexualised messages or images
- unexplained gifts, possessions or money that can't be accounted for
- depression, anxiety, withdrawal or aggression
- self-harm, suicidal thought or intention, alcohol and drug abuse
- overly compliant
- extreme attention-seeking behaviours or extreme inhibition
- dresses inappropriately to hide bruising or injuries
- eating disorders
- compulsive behaviours

### **Sexual abuse – adult indicators**

- favours a particular child
- insists on physical affection
- rough play or tickling games
- invades the child's privacy (e.g. during dressing, in the bathroom)
- manipulates situations to gain time alone with a child or children, for example, offering to babysit, extra coaching or tutoring
- overly interested in a child's sexual development
- prefers to spend time with children and young people rather than adults or people of a similar age

### **Intimate partner violence – child indicators**

- injuries consistent with physical abuse
- absenteeism from school
- worried and anxious in general or about a parent or siblings
- bullying or aggressive behaviour
- complaints of headaches or stomach ache with no apparent medical reason
- talking about or describing violent behaviours
- bullying, aggressive behaviour
- disclosures of violent or emotionally abusive situations
- threats or cruelty to animals
- substance misuse
- very distressed when witnessing violence
- severely shy, low self-esteem
- argumentative and aggressive
- difficulty concentrating

### **Intimate partner violence – adult victim indicators**

- physical injuries
- depression or anxiety
- inconsistent explanations for injuries
- fearful
- submissive
- protective of abuser

### **Intimate partner violence – perpetrator indicators**

- isolates and controls partner and children
- threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
- minimises and denies own behaviour, or blames the victim for the perpetrator's own behaviour
- stalking victim
- manipulating a person by forcing them to question their thoughts, memories, and events, making them question their own sanity

### **Bullying – child indicators**

- physical injuries such as unexplained bruises
- problems with eating or sleeping, for example, nightmares, wetting the bed, etc.
- self-harm
- belongings getting lost or damaged
- loses interest in school or activities
- not doing as well at school
- being afraid to go to school or activities
- few friendships, not being accepted by peers
- no longer wants to participate in activities once enjoyed
- asking for or stealing money (to give to a bully)
- sudden changes in behaviour
- thoughts about suicide
- substance misuse

### **Cyberbullying – child indicators**

- spends a significant amount of time on the computer and is unwilling to talk about it
- seems upset, highly irritable, or emotional after being on the computer, or after reading their text messages or email, etc.
- frightened of going to school or activities
- constantly checking social media or worrying about comments
- defensive and upset when you ask about social media use
- sudden withdrawal from technology or a sudden change in computer or phone usage including suddenly stopping to use the computer
- becomes anxious about phone messages
- suddenly changes friends