

**English
National
Ballet
School**

Safeguarding Policy And Procedures

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Safeguarding Policy and Procedures Reviewed By

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Date: September 2025

Deputy Designated Safeguarding Lead: Emma Ferguson

Date: September 2025

Chief Executive Officer: Amanda Skoog

Date: September 2025

Artistic Director: Lynne Charles

Date: September 2025

On behalf of the Board, Wellbeing and Safeguarding Sub-Committee: Juliet Hall

Date: September 2025

Policy Statement, Principles, and Aims

Policy Statement

English National Ballet School works with children, young people and their families as its core business. Whilst 'children' refers to those under the age of 18, for the purpose of this policy, 'children and young people' at English National Ballet School refers to ALL our students. We have an equal duty of care to ALL, regardless of age. The purpose of this policy statement is to:

- Protect children and young people who are under the care of the School.
- Provide parents/guardians, staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

This policy statement applies to anyone working on behalf of, or in partnership with, English National Ballet School, a key partner being English National Ballet. All stakeholders, including senior managers, the board of trustees, paid staff, volunteers, sessional workers and agency staff have a responsibility for safeguarding.

English National Ballet School believes that all children and young people have the right to be listened to, to be treated with respect and to receive the right care and support. We are fully committed to safeguarding the welfare of all children and young people at the School. All staff at English National Ballet School endeavour to work together to develop an ethos which embraces and celebrates diversity, creates a culture of vigilance and respects the rights of children, young people and adults. We will continuously work to create a setting in which children and young people are able to learn and develop in a secure, understanding and encouraging environment. At the heart of our values is the education of the whole student ensuring the balance and development of both physical and mental wellbeing.

This policy is available on the School's website and referenced in the Staff Handbook.

Our Core Safeguarding Principles Are:

- The School's responsibility to safeguard and promote the welfare of students is of paramount importance.
- All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Safeguarding is everyone's responsibility.
- As a School we maintain an attitude of 'it could happen here' and recognise that this is especially important when considering child-on-child abuse.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm.
- Students and staff involved in child protection issues will receive appropriate support.
- Safer students make more successful learners.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

The procedures contained in this Policy apply to all staff, including Directors, volunteers and governors and are consistent with those of the local safeguarding partner arrangements.

In line with current legislation, the three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups) must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area.

[Working together to safeguard children 2023: statutory guidance.](#)

Policy Aims

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the School's commitment regarding safeguarding and child protection to students, parents and other partners.

Terminology

Safeguarding and promoting the welfare of children and young people means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online Preventing impairment of children's mental and physical 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 and young people to have the best outcomes

Child protection is part of this Safeguarding and refers to actions undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Staff refers to all those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the School.

Parent refers to birth parents and other adults who are in a parenting role, as notified by the family to the School in writing.

Safeguarding Legislation and Guidance

This policy has been written taking into account the most up to date Safeguarding guidance and legislation. This includes the Department for Education's (DfE's) statutory guidance a Keeping Children Safe in Education ([KCSiE](#)) 2025 and [Working Together to Safeguard Children \(2023\)](#)

All staff must read and follow the statutory guidance for schools and colleges: [KCSiE 2025](#).

The requirement is for all staff to have read and be familiar with Part One of this document (pages 1-24).

It is not the responsibility of School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to be professionally curious, recognise concerns and maintain an open mind. All concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead prior to any discussion with parents.

This policy is also based on the following legislation:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- ENBS also follows and adheres to locally agreed multi-agency procedures that have been put in place by the School's safeguarding partners; Children's Social Care, Police and Health from across the tri-borough (Kensington and Chelsea, Westminster, Hammersmith and Fulham).

Roles and Responsibilities: Key Responsibilities

Designated Safeguarding Lead (DSL) for child protection:

Emma Morgan, Head of Wellbeing and Safeguarding
emmamorgan@enbschool.org.uk
 020 7376 7076

Deputy Designated Lead:

Emma Ferguson, Wellbeing and Pastoral Practitioner
emmaferguson@enbschool.org.uk
 020 7376 7076

Chair of Governors:

James Mee
jamesmee@enbschool.org.uk

Nominated Child Protection Governor:

Juliet Hall
juliethall@enbschool.org.uk
 07739 707175

Executive Director:

Amanda Skoog
amandaskoog@enbschool.org.uk
 020 7376 7076

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the School. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. If necessary, out of school hours your DSL can be contacted via email or phone.

The DSL has the status and authority within the School to carry out the duties of the post, which include:

- Ensuring the child protection policies are known, understood, and used appropriately by staff, reviewed annually and publicly available.
- Provide advice and support to other staff on child welfare and child protection matters, encouraging a culture of listening to children and young people.
- Managing safeguarding referrals to children's social care, the police, or other agencies.
- Taking part in strategy discussions and inter-agency meetings.
- Liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff.

- Transferring the child protection file to a student's new School.
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction
- Keep the headteacher informed of any issues
- Keep written records of all concerns, discussions and decisions, including the rationale for those decisions. Including instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of KCSIE. In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The Deputy Designated Safeguarding Lead:

Is trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume the functions above.

Oversight of Safeguarding

Ms Juliet Hall is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. The School considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The Governing Body, guided by the designated safeguarding governor, reviews all Safeguarding policies and procedures annually. As part of this process, the designated safeguarding governor visits the school at least annually to inspect the safeguarding practice in the School, and to ensure that the policies are followed effectively. The outcomes of these visits are reported to the full Governing Body. The School draws on the expertise of staff, including the DSL and Deputy DSL, in shaping the School's safeguarding arrangements and policies. If there has been a substantiated allegation against a member of staff, the School will work to determine whether there are any improvements to be made to the School's procedures or practice to prevent similar events in the future.

The Headteacher/ Executive Director

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems that support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Pupils know who the DSL is and understand that they can report concerns directly or to a member of staff they trust. Safeguarding information is displayed around the School.

Good Practice Guidelines and Staff Code of Conduct

Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the School's Safeguarding Policy
- Being aware that the personal and family circumstances and lifestyles of some students may lead to an increased risk of abuse.
- Referring all concerns about a student's safety and welfare to the DSL, or, if necessary, directly to police or children's social care.
- Maintaining clear communication with a young person's family regarding any welfare or safeguarding concerns, except in circumstances where informing the family is likely to cause increased risk of harm to the student.

Abuse of Position of Trust

All School staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the School staff and a student under 18 may be a criminal offence. Staff also understand that any sexual or inappropriate activity with any student of any age is unacceptable and would lead to immediate dismissal.

Low-Level Concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils
- Use of nicknames

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

Students who may be particularly vulnerable

Some students may be more at risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that our students receive equal protection, we will give special consideration to young people who are:

- Living away from home or in temporary accommodation or is privately fostered
- Living with health conditions or a disability
- Living with mental health needs
- Living in chaotic and unsupportive home situations.
- Living transient lifestyles.
- Affected by parental substance misuse, domestic violence or parental mental health needs.
- Affected by parental offending or who have a family member in prison or custody
- Vulnerable to being bullied or engaging in bullying.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Students who are lesbian, gay, bisexual, transgender or gender questioning (LGBTQ+) are considered to be part of a vulnerable group, as it's possible that they may be targeted by their peers or might not have a trusted adult they can talk to.
- Do not have English as a first language.
- At risk of sexual exploitation or being drawn into extremism.
- At risk of so-called 'honour'-based abuse (such as female genital mutilation or forced marriage)
- Persistently absent from school or part of the school day, including frequently absent from education, home or care
- Is a young carer
- Is bereaved
- Is at risk of being radicalised or exploited

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and young people with communication needs.

Students With Special Educational Needs and Disabilities

Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of young people, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration.
- The potential for young people with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

Staff are trained to manage these additional barriers to ensure this group of young people are appropriately safeguarded.

Students Who are Absent from Education

Attendance, absence and exclusions are closely monitored. A young person absent from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The DSL will monitor unauthorised absence, particularly where a young person goes missing or is absent on repeated occasions and/or are missing for periods during the school day and will work with the local authority children's services where student absence indicates safeguarding concerns. Staff must also be alert to signs of young people at risk of travelling to conflict zones, female genital mutilation and forced marriage. The School will hold more than one emergency contact number for each child to provide the School with additional options to make contact with a responsible adult particularly when a child absent from education is also identified as a welfare and/or safeguarding concern.

Whistleblowing If You Have Concerns About A Member Of Staff

Staff or students who are concerned about the conduct of a member of staff towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise someone's career. Staff and students should feel supported by the fact that the welfare of the student is paramount. The School's Whistleblowing Policy enables staff and students to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by a staff member should be reported to the Head of Wellbeing and Safeguarding or the Artistic Director or Executive Director. Concerns of this nature involving the Artistic Director or Executive Director should be reported to the Head of Wellbeing and Safeguarding who has a direct line of reporting to the Board, or directly to the Chair of Governors. Concerns regarding the Head of Wellbeing and Safeguarding should be reported directly to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations Against Staff

When an allegation is made against a member of staff, the School's set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2023) and in the [ENBS Whistleblowing Policy](#) available via our website.

Allegations concerning staff who no longer work at the School, or historical allegations will be reported to the police by the DSL. Further work would also be undertaken internally to ensure current, and ex-students are safe. The Board of Governors would also be kept informed.

Any allegations made relating to organisations or individuals using the school premises will be handled in line with the School's safeguarding procedures and if necessary, the allegation will be referred to the LADO (Local Authority Designated Officer).

Other complaints

Students should consult the School's Complaints Policy and Procedures for complaints or concerns regarding other School matters.

Staff Training

It is important that all staff receive training to enable them to recognise the possible signs of abuse and exploitation and to know what to do if they have a concern.

New staff (including temporary staff and volunteers) and governors will receive a briefing during their induction, which includes the School's Safeguarding Policy, Whistleblowing Policy and Staff Code of Conduct, reporting and recording arrangements, and details for the DSL as well as a copy of Part One of KCSIE. School leaders and staff who work directly with children will also be required to read Annex A of KCSIE and Part Five of KCSIE. All staff, including the DSL, Artistic Director, Executive Director, and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates as required via email and staff meetings throughout the year.

Safer Recruitment

The School complies with the requirements of Keeping Children Safe in Education and the local safeguarding partner arrangements by carrying out the required checks through the Disclosure and Barring Service (DBS) and verifying the applicant's identity, qualifications and work history. A further online search of shortlisted candidates may be conducted to identify any incidents and issues that are publicly available – all candidates will be notified before checks are undertaken. The School's Safer Recruitment Policy can be accessed via our website: [ENBS Safer Recruitment Policy](#)

At least one member of each recruitment panel will have attended safer recruitment training.

The School obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the School have been appropriately checked and are suitable to work with children and young people. Trainee teachers will be checked either by the School or by the training provider, from

whom written confirmation will be obtained confirming their suitability to work with children. The School maintains a single central record of recruitment checks undertaken.

The School has protocols in place for ensuring that any visiting speakers or teachers either hold a current clear DBS (issue date within the last 3 years) or are suitably and appropriately supervised by a permanent member of the School staff.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the School, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The School checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the School day.

Site Security

All staff, students and visitors to the School, including contractors, are asked to sign in at the InVentry Sign-in screen in reception. This system provides a personalised identity sticker, which confirms they have permission to be on site and indicates whether or not they are DBS checked. All visitors are expected to observe the School's Safeguarding and Health and Safety regulations. The DSL will exercise professional judgement in determining whether any visitor should be supervised whilst on site. All Visitors are asked to read a Visitors Safeguarding information statement on arrival.

Off-Site Arrangements

All off-site activities, such as performances, organised by the School are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where off-site activities are provided by and managed by the School, our own Safeguarding Policy and Procedures apply. If other organisations provide services or activities off-site on behalf of the School, such as working with English National Ballet, we will check that they have appropriate procedures in place, including up to date safeguarding procedures.

When our students attend off-site activities arranged by the School, including work-related activities (such as tours), we will check that effective safeguarding arrangements are in place, including a suitable staff to student ratio and gender balance.

Staff / Student Online Relationships

The School provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff should only communicate with students via their School email or telephone. No staff member should be in contact with students via social media. This is vital to safeguard staff.

Child Protection Procedures

Recognising abuse

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child or young person by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2025) refers to four categories of abuse:

- Physical
- Emotional
- Sexual
- Neglect

These are set out at Appendix 1 along with indicators of abuse.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

A young person's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Bullying: There is a zero-tolerance policy to bullying at English National Ballet School

While bullying between young people is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures.

Taking Action

Any young person, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember are:

- In an emergency take the action necessary to help the student – this may include calling 999 if you think that the student is at immediate or imminent risk of harm.
- If you believe a child is suffering or likely to suffer harm or in immediate danger, make a referral to local authority children's social care and/or the police **immediately. Anyone can make a referral.**
- Report your concern as soon as possible to the DSL
- Do not start your own investigation.

- Never promise confidentiality to the child or young person.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of your concerns via CPOMS – if you do not have access to a computer, then you can still complete a Safeguarding Record Form (See Appendix 3) Paper copies of this form will also be available in the Staff Room and the School Office. If you complete a paper form, please submit this to the DSL or Deputy DSL and they will scan and upload this to CPOMS.
- Seek support for yourself if you are distressed.

If You Are Concerned About A Student's Welfare

The School always has a duty to consider the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

Parents are encouraged to raise any safeguarding concerns directly with the School referring to this policy for concerns about the safety and/or welfare of young people.

There will be occasions when staff may suspect that a student may be at risk. The student's behaviour may have changed, or physical signs may have been noticed. In these circumstances, staff may, if they feel comfortable to do so, try to give the student the opportunity to talk. Staff members should seek out the DSL or Deputy to be part of the conversation where possible or report their concern to the safeguarding team for them to follow up directly. No staff member should try to act as a DSL but should be mindful to put their own mental health first and not feel they need to act where they are not trained sufficiently to do so.

Staff should however use CPOMS or the Safeguarding Record Form (Appendix 3) to record these early concerns. If a student reveals that they are being harmed, staff should follow the advice below.

If A Student makes a disclosure to you

It takes a lot of courage for a student to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do

not promise to keep it a secret

- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

Notifying Parents

The School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion, or disclosure.

Our focus is the safety and wellbeing of the student. Therefore, if the School believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, the Deputy DSL, the Artistic Director, the Executive Director, or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing. ENBS uses CPOMS safeguarding software for recording all such information. If CPOMS is unavailable, staff should take careful notes, ideally using the School record form, signed and dated, and ensure they are confidentially delivered to the DSL. Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy), although a disclosure should not be stopped or compromised because there is only one member of staff present. Safeguarding concern forms and other written information will be scanned and uploaded to CPOMS and then shredded.

Child protection information will be stored and handled in line with our Records Management Policy available on our website: [School Records Management Policy](#)

Information sharing will take place in a timely manner as this is essential to effective safeguarding. Information sharing will be timely and secure where:

- It is necessary and proportionate to do so; and
- The information to be shared is relevant, adequate, and accurate.

Information sharing decisions will be recorded when the decision is taken to share. Fear about sharing information must not allow to stand in the way of the need to promote the welfare and safety of children. The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the School or with outside agencies. Where there is good reason to do so, the DSL may share information without consent and will record the reason for not obtaining consent.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)

The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSL.

The School's Privacy policy is available via our website: [ENBS_Privacy_Policy](#)

Referral to Three Key Safeguarding Partners

The Designated Safeguarding Lead and any deputies should liaise with the three safeguarding partners and work with other agencies, in line with Working Together To Safeguard Children, if it is believed that a student is suffering or is at risk of suffering

significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the student.

Any member of staff may make a direct referral to the safeguarding partners if they genuinely believe independent action is necessary to protect a student.

The Safeguarding Partners are:

- The Local Authority
- Clinical Commissioning Group for the borough
- Chief Officer of Police for the borough.

Reporting Directly to Safeguarding Partners

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police, or the NSPCC if:

- The situation is an emergency and the Designated Safeguarding Lead, their deputy(ies), the Directors and the Chair of Governors are all unavailable.
- They are convinced that a direct report is the only way to ensure the student's safety.
- For any other reason they make a judgement that direct referral is in the best interests of the student.

Understanding and responding to abuse

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn. The DSL will provide support according to the child's needs and update records about their circumstances.

Child On Child Abuse

Young people may be harmed by other young people; this can take place inside and outside school and be face-to-face and online. Staff will be aware of the harm caused by bullying and use the School's Anti-Bullying Procedures where necessary. All staff recognise that young people can abuse each other and should be clear about the School's policy and procedures regarding child-on-child abuse. Child-on-child abuse is unacceptable and will not be tolerated. Child-on-child abuse can take many forms, including but not limited to:

- **Bullying** of all types, including cyber-bullying, prejudice-based and discriminatory bullying.
- **Physical abuse** such as biting, hitting, kicking or hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- **Sexual violence**, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- **Upskirting**, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- **Initiation/hazing** type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- **Teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner.
- Abuse in intimate personal relationships between young people.
- **Prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless, or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

The School has a zero-tolerance approach to sexual violence and sexual harassment, this is never acceptable, and it will not be tolerated. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in our School to minimise the risk of child-on-child abuse.

- All students are taught how to keep themselves safe and how to identify and report child-on-child abuse.
- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Tutorials are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- PSHE lectures are used to reinforce the message through stories, role play, current affairs, and other suitable activities. Including educating students about appropriate behaviour and consent.
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in School.
- We will ensure that the School is well supervised, especially in areas where young people might be vulnerable.

All allegations of child-on-child abuse should be passed to the DSL immediately or when staff have any concerns about child-on-child abuse they should speak to the DSL. Concerns will then be investigated and dealt with as follows.

- **Information gathering** – students, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the School will normally seek to discuss concerns about a student with parents. Our focus is the safety and wellbeing of the student and so if the School believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will

first be sought from children's social care and/or the police before parents are contacted.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, unless advised otherwise, parents are informed as soon as possible and that the young people involved are supported during the interview by an appropriate adult and until the investigation is completed.

Where allegations of **sexual violence or sexual harassment** are made, the School will act in accordance with the guidance set out in Part 5 of Keeping Children Safe in Education (2025).

In the event of disclosures about child-on-child abuse, all young people involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed.

Supporting those Involved

Victims should be taken seriously, supported, and kept safe, and never made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment

The support required for the student who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or restorative justice work.

Support may also be required for the student that harmed. We will seek to understand why the student acted in this way and consider what support may be required to help the student and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

Serious Violence

All staff are made aware of indicators that young people are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that students have been approached by or are involved with individuals associated with criminal gangs.

Risk factors that increase the likelihood of involvement in serious violence:

- Being male
- Being frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending such as theft or robbery

Online Safety

As schools increasingly work online, it is essential that students are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation, and cyber-bullying.

The School ensures that all students are taught about safeguarding, including online, to help young people to adjust their behaviours, both inside and outside of School, to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of social media, the internet and technology, how to keep personal information private, how to recognise unacceptable behaviour online, and how to report incidents of cyber-bullying – including where they are a witness rather than a victim.

The School's IT systems carry filtering and monitoring systems to protect students when using school facilities. The DSL is responsible for understanding this system. Full details of this are outlined in the ENBS E-Safety and ICT policy.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Train staff on safe internet use and online safeguarding issues

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

ENBS recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

ENBS will treat any use of AI to access harmful content or bully pupils in line with this policy and our Behaviour Policy. Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Pupils who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

Sharing of nudes and semi-nudes

Also known as sexting or youth-produced sexual imagery; this is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the students involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the student at risk of harm.
- At any point in the process, if there is a concern a student has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the students involved.

The DSL will take action and assess the risk and whether a referral to children's social care is needed. All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Child Sexual Exploitation (CSE)

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly absent from school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Honour-Based Abuse

So-called 'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse, as it includes emotional harm as well as physical violence.

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so School staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Radicalisation and Extremism- PREVENT

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;

- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the School follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

For any concerns regarding Prevent, refer to our flowchart located here: *G:\Policies & Procedures\Prevent and Channel*.

If we are concerned, we will follow the procedures set out in this document and refer to the local authority Prevent team.

Further Government guidance can be accessed here: [Prevent duty departmental advice](#)

Special Circumstances

Looked After Children

The most common reason for young people becoming looked after is because of abuse or neglect. The School ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff are provided with information about a student's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the student. The DSL will have details of the student's social worker and the name and contact details of the local authority's virtual head for children in care or care leavers.

Work Experience

The School has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2025). The main Provider of work experience is English National Ballet who provide opportunities for students to rehearse and perform in their productions. English National Ballet School and English National Ballet have a safeguarding working group whose purpose is to continue to ensure suitable safeguarding measures are in place.

Hostels and Other Recommended Accommodation

Research has shown that young people can be particularly vulnerable if living away from home. English National Ballet School will work closely with families and accommodation providers. The DSL or deputy will visit providers annually to give reasonable assurance, so far as is practical and using their personal professional judgement, that the accommodation meets the School's safeguarding standards.

Students will be taught about safety outside of the School setting as part of their Induction and PSHE curriculum.

The School will be particularly alert to the signs of abuse in such settings and work closely with the host local authority as needed.

Parents are responsible for finding suitable accommodation for their child during term time if they are not able to live at home. It is also the responsibility of the parents of all international students to appoint a suitable Guardian whose responsibility is to act in the best interest of the student and on behalf of their parents during term time. The School must have the full contact details of the Guardian and be able to call them to support the student in case of medical appointments or emergencies.

Short courses and Associates

ENBS have an Associate programme which runs on Saturdays, and the School also delivers short courses and a summer intensive during the School holidays. The School will maintain the same level of care and follow safeguarding procedures for all children involved in these programmes, in the same way as for the main school students.

It is a requirement for all students participating on short courses, and therefore in many cases staying away from home, to provide specific information prior to the start of the course. This information will include details of where they will be staying and whom the responsible adult will be who will be with them for the duration of the course. The School will require to have that person's contact details as well as a second emergency contact.

As with any safeguarding concern, the School will always act in the best interest of the student. Where contact with a parent is deemed to put a student at further risk, the School will liaise with the relevant authorities, which may include calling the Police and/or making a referral to Children's Social Services.

Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by a single definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person 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 young people.

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy because of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

Appendix 1

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- Protect a young person from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a student has been abused.

A student who is being abused, neglected, or exploited may:

- Have bruises, bleeding, burns, fractures, or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for dance classes.
- Look unkempt and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Be reckless with their own or other's safety.
- Self-harm.
- Frequently miss School, arrive late, or leave the School for part of the day.
- Show signs of not wanting to go home.
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn.
- Challenge authority.
- Become disinterested in their School work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.
- Acquire gifts such as money or a mobile phone from new 'friends'.

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.

Related Safeguarding Policies

This policy should be read alongside the School's organisational policies and procedures, including but not limited to:

- Nutrition Policy
- Anti-Bullying Policy and Procedures
- E-Safety and ICT Policy Online Safety Policy and Procedures
- Prevent Risk Assessment
- Safer Recruitment Policy and Procedures
- Staff Code of Conduct
- Complaints Policy
- Whistleblowing Policy

Approved School Policies can be found on the School's website or on the drive:
G:\Policies & Procedures.

Safeguarding Record Form

Student of concern	Name:
Student reporting concern (if different to young person who is being referred)	
Staff member completing record form	Name:
Date of referral	
Role Please Tick ü	<input type="checkbox"/> Teacher / Tutor <input type="checkbox"/> Student Support Team member <input type="checkbox"/> SMT <input type="checkbox"/> Support Staff member
Guidance and record concern	<p>Speak as soon as possible with the DSL or Deputy. Please make a detailed written record ideally via CPOMS or complete this form and submit this via email to: emmamorgan@enbschool.org.uk or hand in person to the DSL or Deputy.</p> <p>Remember: you cannot promise confidentiality if a student is at risk of harm. Please make sure that you have told the student reporting the concern this.</p> <p>Please think about and record:</p> <ul style="list-style-type: none"> • Any relevant information about the student (culture, religion, family situation etc) • Nature of your concern • If you spoke to the student, when and where that happened • If you just noticed something, when and where • Who else was present? • What the student said • Any observations about the student • The name and address of the abuser if there is one/if you know it • Your response to the student • Who have you told (if you have told anyone else)?
Interventions taken	For example, if you have already contacted Children's social care or the Police as you ascertained that the student was at immediate risk of harm. Please record name and organisation of person you have spoken to.

Appendix 3

Actions taken by DSL	E.g. Investigated / spoke with student(s) / staff / parents / social services / police / LADO / reported or discussed with ENBS Board
Follow up actions / recommendations	
Signed (DSL):	
Date	
DSL:	Emma Morgan, Head of Wellbeing and Safeguarding

Royal Borough of Kensington and Chelsea Safeguarding Information

If you want to report any abuse or discuss concerns in relation to students, please contact socialservices@rbkc.gov.uk

Telephone: 020 7361 3013.

Out of hours service: 020 7373 2227

For more information, visit the Local Safeguarding Children Board's website.

In an emergency, do not hesitate, always call the Police on 999

Document Change History

This is version 7.0 of English National Ballet School's Safeguarding Policy. This policy is for internal and external use.

This policy is subject to regular revision and maintained electronically. Electronic copies are version controlled.

The most recent version is listed first.

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Whole Document	Policy updated with KCSiE 2025, approved by Board November 2025.
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