



**Dance Network Association (DNA)** is a dance charity that enables people to live more connected, joyful and aspirational lives through dance. Having built inclusive dance communities across Greater Essex and outer London Boroughs over the past 10 years, DNA has provided access to excellent quality dance for people of all ages and abilities in a wide range of settings. We bring together 30,000 people each year and aim to increase our participants' physical and mental health and wellbeing by supporting joy and connection through dancing.

This safeguarding policy covers a three-year period from 2026-2028 and will be reviewed and revised annually by the Board. The policy will be communicated to our team verbally and in our regular team update emails. When working with new partners, we will also share our safeguarding policy with them. The Designated Safeguarding Lead will report this policy at each board meeting for trustees.

All trustees, staff and members of the Dance Network Association (DNA) workforce have a duty to identify and respond to suspected/actual abuse or disclosures of abuse. DNA ensures through our awareness and good practice that staff and our workforce work to minimise the risks facing children, young people and adults whilst benefiting from the services of the organisation.

<b>Designated Safeguarding Lead (DSL)</b>	
Gemma Wright	CEO
<b>Deputy Designated Safeguarding Lead (DSL)</b>	
Fiona Bool	Executive Assistant
<b>Board Lead for Safeguarding</b>	
Lyann Kennedy	Board Member

**Report and refer all concerns to the Designated  
Safeguarding Lead.**

**Send all incident report forms to:**

**[safeguarding@dancenetworkassociation.org.uk](mailto:safeguarding@dancenetworkassociation.org.uk)**

## **What you should do if responding to incidents, suspicions and allegations of abuse involving children and adults:**

For any member of the workforce who receives a disclosure or allegation of abuse, or sees or suspects that abuse may have occurred, you must:

- Where there is risk of immediate harm, contact emergency services, call 999. Remember to try to keep yourself safe at all times.
- Report and refer all concerns to the DSL. Send the Incident Report Form to [safeguarding@dancenetworkassociation.org.uk](mailto:safeguarding@dancenetworkassociation.org.uk) as soon as possible after the incident, and call the DSL, (or the Deputy DSL if unavailable) to say that a safeguarding incident report has been sent to DNA's safeguarding email address.
- Less urgent concerns or a request for support will be referred by the DSL to the appropriate agencies.
- All safeguarding referrals will be instigated by the DSL only. It is not the responsibility of the workforce to refer onwards.

## **What you must do:**

- Stop all activity, ensure other participants are safe and cared for, and focus on what you are being told or can see.
- Stay calm and show your concern.
- Tell the child/adult at risk it is correct to share this information.
- Take in what the child/adult at risk adult has said to you, do **NOT** record the information via use of technology and under no circumstances should you take photographs. Take notes but do not stop a conversation to ensure you have this as it is not important.
- Offer reassurance but do not ask leading questions, do not under any circumstances interrogate or investigate, just listen. Ask enough questions to clarify whether there is a safeguarding concern.
- Do not promise that you can keep this confidential. Explain that you will need to pass on this information to the appropriate people.
- If a DSL is not immediately available to you and there is imminent risk of harm, you should alert the emergency services by phoning 999. As long as it is safe for you to do so, stay with those that you think are at immediate risk until they can be transferred to a safe space.
- Make a comprehensive record or account of what has been disclosed. Where possible you should use the Incident Reporting Form (see appendix). Keep all original notes as they may be needed as evidence.
- If the form is not to hand, keep a note of the following details:
  - Nature of the incident.
  - A description of any injury. You must not take photos or ask the child/vulnerable adult to remove any clothing to show you. Use a body map if appropriate.
  - Dates/times or places of any information which might be useful.
  - Written records including emails and letters.
  - Who the information has been shared with.
  - Sign and date the record.
- Report the incident to the DSL. Send the Incident Report Form to [safeguarding@dancenetworkassociation.org.uk](mailto:safeguarding@dancenetworkassociation.org.uk) as soon as possible after the incident, and call the DSL, (or the Deputy DSL if unavailable) to say that an incident report has been sent to DNA's safeguarding email address.
- Keep information confidential and do not discuss with anyone other than the DSL/ Deputy DSL.

- All onward safeguarding concerns will be referred by the DSL only. **If a child, young person or adult at risk is at immediate danger, call 999.**

<b>Key Contacts</b>	
Essex Safeguarding Children Board: Monday to Thursday 9am to 5:30pm, and Fridays 9am to 4:30pm	0345 603 7627
Essex Safeguarding Children Board: Emergency Duty Service (out of office hours)	0345 606 1212
Essex Duty LADO: (referring concerns) (Local Authority Designated Officer)	03330 139 797
Essex Safeguarding Children Board	<a href="http://www.escb.co.uk">www.escb.co.uk</a>
Barking and Dagenham Children's Services Duty and Assessment Team	020 8227 3811
Barking and Dagenham Emergency Duty Team (out of hours)	020 8215 3000
Barking and Dagenham Named LADO (Mike Cullern)	020 8227 3934 <a href="mailto:mike.cullern@lbbd.gov.uk">mike.cullern@lbbd.gov.uk</a>
Barking and Dagenham Safeguarding Children Partnership	<a href="https://bdsafeguarding.org">https://bdsafeguarding.org</a>
NSPCC Helpline	0808 800 5000
Essex Safeguarding Adults Board	03330 131019/ <a href="mailto:ESAB@Essex.gov.uk">ESAB@Essex.gov.uk</a> <a href="http://www.Essexsab.org.uk">www.Essexsab.org.uk</a>
Barking and Dagenham Adult Social Care Intake and Access Team	020 8227 2915 Intaketeam@lbbd.gov.uk
Barking and Dagenham Out of Hours Emergency Social Work Duty Team	020 8215 3000
Social Care Direct (For concerns about an adult)	03456 037630/ <a href="mailto:SocialCareDirect@Essex.gov.uk">SocialCareDirect@Essex.gov.uk</a>
Prevent/ FGM – Essex Police	101
Police (Emergency/immediate danger)	999

## **The purpose of this policy and procedure statement is:**

- to protect from harm children, young people and adults who receive DNA's services. this included all beneficiaries of our services.
- to ensure that the wellbeing of children, young people and adults is paramount at all times
- all children and adults whatever their age, race, disability, gender, gender re-assignment, sex, sexual orientation, language or religion or beliefs have equal right to protection from any kind of harm or abuse.
- to provide staff and our workforce as well as children and young people, their families, adults and carers, with the overarching principles that guide our approach to safeguarding and protecting child, young people and adults.
- all concerns, and allegations of abuse will be taken seriously by board members, trustees, staff and volunteers and responded to appropriately - this may require a referral to children's services and in emergencies, the police
- to maximising beneficiary's choice, control, inclusion and protecting their human rights.
- to ensure safe and effective working practices are in place, safer recruitment, vetting, induction and regular induction, supporting staff, freelancers and volunteers with training.
- to work in partnership with others in order to safeguard children, young people and adults.
- to ensure the policy is regularly updated in line with current legislation, approved by the board and endorsed throughout the organisation.

## **Scope**

DNA works with all ages from 0 – 101, and this policy and its procedures apply to all ages groups that benefit from the work of DNA, including those working on behalf of the DNA including senior managers, trustees, paid staff, volunteers, sessional workers/freelancers, and students. In relation to safeguarding and protection from abuse, a child is defined as anyone who has not yet reached the age of 18. An adult at risk of abuse is defined by the Care Act 2014 as someone who is experiencing or at risk of abuse and has needs, care and support which means that they are unable to protect themselves against the abuse or neglect or the risk or it.

## **Context and background**

This policy has been drawn up based on legislation, policy and guidance that seeks to protect children and adults in England. All children, young people and adults have a right to be safely cared for and parents and carers need to have the confidence that the organisations to which they entrust their children, young people, and adults, will provide safe care.

- **Care Act 2014** – The safeguarding duties apply to an adult who; (a) has needs for care and support (whether or not the authority is meeting any of those needs), (b) is experiencing, or is at risk of, abuse or neglect, and (c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it. Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their wishes, feelings, and beliefs in deciding on any action.
- **Working Together to Safeguard Children December 2023** - A guide to inter-agency working to safeguard and promote the welfare of children. This guidance sets out what organisations and agencies who work with children must and should do to safeguard and promote the

welfare of all children and young people.

- **Keeping children Safe in Education in 2025** sets out the statutory duties for schools and education settings to safeguard and promote the welfare of children, ensuring staff understand their responsibilities, recognise signs of abuse or neglect, and take appropriate action.

### **Safeguarding responsibilities of Dance Network Association**

We have a clear and systematic approach to safeguarding the people we work with, and an organisational culture which supports this; our policies and procedures are embedded into our working practices. Our safeguarding procedures are proportionate and tailored to our organisation and the work we do, addressing the range of risks that we need to manage in doing our work safely, confidently and with care for the people we encounter. We are proactive in our safeguarding responsibilities by:

- assuring safeguarding requirements meet the legal minimum and wider sector expectations.
- ensuring our values cohere with our organisational strategies, policies, procedures, and codes of conduct.
- being curious about our understanding of safeguarding and always seeking to learn.
- modelling and nurturing a participatory ethos and positive safeguarding culture.
- engaging in and monitoring safeguarding concerns, and ensuring serious incidents are reported appropriately.
- recognising our boundaries in our safeguarding responsibilities.

### **As an employer, Dance Network Association undertakes to:**

- ensure that everyone is aware of, and upholds the knowledge that safeguarding and promoting the welfare of children, young people and adults is the responsibility of all.
- safeguard and protect children, young people and vulnerable adults by implementing robust safer recruitment practices.
- inform the workforce and beneficiaries of the policy and procedures as appropriate, to take action to identify and prevent abuse from happening, respond appropriately when abuse is suspected to have occurred.
- check the records of any applicant during the recruitment process, identifying and rejecting those who are unsuitable to work with children and young people. we will respond to any concerns about the suitability of applicants during the recruitment process.
- ensure all new staff, sessional workers, and volunteers participate in an induction process which includes child protection and safeguarding vulnerable adults in our work.
- respond to concerns about the suitability of employees, sessional workers, and volunteers once they have begun working with DNA.
- ensure all concerns and allegations are taken seriously by the workforce and are responded to appropriately. this may require DSL referral to Essex safeguarding children board, Essex safeguarding adults board, Barking and Dagenham children's services duty and assessment team, Barking and Dagenham adult social care intake and access team, and in emergencies, the police and/or associated agencies.
- provide support, advice and training to the workforce in responding to safeguarding issues and concerns.
- build a safeguarding culture where staff, the workforce and all beneficiaries know how they are expected to behave and feel comfortable about sharing concerns.

- ensure that the organisation has a designated safeguarding lead (DSL) and board lead for safeguarding, and that information is updated regularly, and disseminated throughout the organisation.

### **DNA's safer recruitment procedures**

Our safer recruitment procedures are part of our overarching safeguarding policy, and demonstrate our commitment to recruiting colleagues who are suitable for working with children, young people and adults at risk. Our aim with these procedures is to ensure that employees, sessional workers, and volunteers are recruited safely and fairly, and that our participants' safety is being considered at every stage of our organisational practice.

We will:

- plan the recruitment process in advance to ensure consistency throughout.
- define roles and any responsibilities for working with children, young people, and vulnerable adults. both the role description and person specification will highlight safeguarding responsibilities.
- make clear any work that includes children, young people, and vulnerable adults, and include a statement about DNA's commitment to keeping participants safe in our recruitment processes. all employees, sessional workers, and volunteers will require a criminal records check; this will be stated in the recruitment process.
- provide an application pack which will include an overview of the safer recruitment processes we employ, so that candidates understand the information that will be sought from them, when, and why, and what will be expected at each stage of the process.
- ask for proof of identity at interview.
- ask for at least two referees as part of the recruitment process.
- carry out interviews and lesson observations by at least two members of the DNA workforce or board.
- ask all candidates in advance whether they have any access requirements for the interview and provide what they need.
- plan interview questions and activities in advance, and ask the same of all candidates. we will make notes during the interview.
- provide opportunities for candidates to show that they are able to establish and maintain professional boundaries and professional integrity, and know how to take action to protect, children, young people and vulnerable adults as necessary.
- make all offers of work subject to the satisfactory completion of all the vetting processes we need to undertake.
- provide successful candidates with a self-disclosure form which offers them the opportunity to tell us confidentially of any relevant criminal convictions, child protection investigations or disciplinary sanctions they have on their record. such information will be requested via a secure online repository to ensure confidentiality.

### **As an employee, sessional worker or volunteer, our workforce is expected to:**

- undertake formally-recognised safeguarding training at least once every three years (e.g. <https://learning.nspcc.org.uk/training/child-protection-safeguarding-sport>)  
You can do this directly with Essex County Council: you will need to create an account here: <https://esca1.essexacl.ac.uk/> and you can sign up for training here: <https://esca.essexacl.ac.uk/course/view.php?id=51>

- attend annually scheduled training provided by DNA's DSLs on our organisational safeguarding policy and key procedures.
- familiarise themselves regularly with the policy, procedures and guidance documents relating to safeguarding.
- understand that safeguarding is the responsibility of all and work in accordance with all guidelines.
- ask the DSL if any of DNA's safeguarding policy, procedures and practices are unclear, and to continue to ask questions if any aspects of their work require clarification with regard to safeguarding the people with whom they work.

Those in our workforce responsible for maintaining and updating safeguarding policy, procedures and reporting will undertake formally recognised safeguarding training as DSL every two years.

### **Record keeping**

Records must be kept for all concerns, however minor. These will be stored securely by the DSL in a password protected, online folder only accessible by the DSL and Deputy DSL. Records will be available in the event the organisation is required to provide evidence. Records must:

- be clear, accurate and legible, including nature of incident, dates, times, places, people involved, advise given and actions taken including conversations had with child and parent/carer
- be recorded at the time, or as soon as possible afterwards
- record who information is shared with, when, and why – record if done without consent and reasons for decision to do so.

GDPR does not prevent or limit the sharing of information for the purpose of keeping children, young people or vulnerable adults safe.

### **Role of the Designated Safeguarding Lead (DSL)**

As set out in the Southend Essex Thurrock (SET) Child Protection procedures, 'all agencies working with children or with adults who are carers must appoint one or more senior members of staff ... to lead on all safeguarding children's issues for the agency' (B1 2.3.5). The DSL must be fully conversant with their agency's Safeguarding and Child Protection accountability structures. (B1 2.3.7)

Designated leads and deputies should be provided with relevant Child Protection training, undergo regular supervision and child protection refresher training. (B1 2.3.8).

The DSL is supported by a DNA Trustee from the Board. Trustees take overall responsibility for the effective delivery of the Dance Network Association's purposes, and the Board Trustee with responsibility for safeguarding has a strategic overview and scrutiny role on safeguarding to support its operational delivery. They oversee safeguarding concerns with the DSL and are also a point of contact for staff and colleagues in relation to safeguarding concerns. Because of our organisation's size, the Trustee with responsibility for safeguarding also acts as the Deputy DSL when necessary.

In accordance with the SET Procedures, DNA's DSL is responsible for the implementation of the safeguarding policy (for children, young people, and adults), to ensure procedures are adhered to and carried out, the organisation works within the guidance set out by legislation, and that our policies and procedures are routinely updated in accordance with legislation.

They also have responsibility to:

- ensure SET child protection procedures and DNA procedures are accessible to the workforce.
- update staff with current procedures and practice.
- refer specific safeguarding concerns as soon as they arise to social care
- monitor the use of services/attendance and wellbeing of children subject to child protection plans
- alert senior management/the board of safeguarding deficiencies
- maintain accurate and secure child protection records.
- promote good practice and effective communication internally
- ensure arrangements in place for child protection training and supervision.
- ensure child protection is an integral part of the organisation's risk management strategy.
- when necessary, conduct internal case reviews
- develop, monitor and review internal agency procedures
- ensure effective systems of child protection audit.

### **Whistleblowing and allegations about a member of the DNA workforce or board**

Whistleblowing refers to 'making a disclosure in the public interest' and occurs when a member of the workforce or of the wider DNA community raises a concern about danger or illegality that affects others. They should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the organisation. Details of the organisation's procedures are found within the Whistleblowing policy.

DNA recognises that allegations may be made against our workforce, and as such we need to ensure everyone working for DNA are made aware of and conduct themselves within the boundaries of appropriate behaviour. These matters form part of the staff induction and are outlined in the staff handbook/ Code of Conduct. The organisation works in accordance with statutory guidance and the SET procedures (ESCB, 2018).

- any allegation will be dealt with fairly, quickly and consistently to provide effective protection for the child, young person or adult concerned whilst supporting the person who is subject to the allegation.
- all allegations must be reported to the DSL.
- where the concern involves the DSL, it should be reported to the board trustee with responsibility for safeguarding.
- any allegation concerning a member of the workforce must be reported to the duty local authority designated officer (LADO) immediately or within one working day.
- the LADO will advise on how to proceed.

### **Photography and film**

DNA regularly photographs and films our activity, as an integral element of projects and to promote our work. In order to protect our participants, we:

- ensure that appropriate written permission is gained from the parent, guardian or dancer, and outlines clearly how images will be used in the disclaimer. no unauthorised filming or photography of children or vulnerable adults should take place during DNA activities.

- will not publish the name of any young person in association with any visual material, and will only use the title of the activity in any identifier. our aim is to minimise the possibility of a child, young person, or vulnerable adult being identified and targeted.
- use images sensitively online. where social media is being used, dates and times of activities may be used retrospectively. however, the use of company photographs with current participants is not permitted. please use backdated photographs to market activity if you wish to include dates and times. our aim is to prevent the possibility of a child/vulnerable adult being identified and targeted.
- encourage all participants, employees, sessional workers and volunteers to wear clothing that is suitable for dancing, and that covers their stomach, back, pelvis, hips, bottom and chest especially when being photographed or filmed. this requirement will be stated on information/consent forms before a project or class begins.

### **Safe Touch**

At DNA, we recognise that touch is a useful pedagogical tool in supporting and facilitating people when they are learning to, about and through dance. We do not want to deny this teaching and learning strategy; however, we also recognise that touching others requires their consent. As a dance teacher, artist or volunteer in our sessions, you must:

- recognise your position of power over those you are working with, and how your unconscious bias may influence how you behave, teach and facilitate dance with any individual or group.
- always encourage participants to exercise agency over their bodies and their choices.
- let participants know that they can deny instructions and requests they are uncomfortable with.
- seek participants' consent each time physical touch is used in a dance session with sensitivity. silence is not consent.
- offer choice to consent quietly and individually as the session progresses. some participants will never want to be touched, some may feel differently at each session, some may change their mind as an individual session progresses. consent is not ongoing and always needs to be sought at all times.
- never touch a participant when you are feeling upset or vulnerable yourself.
- consider the quality of the touch that is being offered. different touch qualities can usefully convey different movement qualities; however, they can also convey different emotional responses. as a rule of thumb, it is useful to use different qualities of touch as a pedagogical tool alongside verbal and visual feedback and cueing too.
- consider using firm and direct touch, with the palm of the hand when using touch to 'correct'. avoid pinching, poking, sudden and firm, and light and feathery touch patterns.
- consider the location of touch on the body. do not touch the bottom, pelvis or breasts.
- never force participants' bodies into unsafe positions through the use of touch or encourage them to force their own bodies in unsafe ways.
- be informative about the use of touch by identifying what is being done, how, to whom and why.
- look for positive responses to the use of touch and be alert to any body language which suggests the participant is uncomfortable, even though they not be saying so.
- if in any doubt, use other pedagogical devices to convey ideas rather than touch.
- help participants follow this guidance when touch might be used between them as a pedagogical or creative strategy.

## Promoting positive mental health and wellbeing

DNA promotes positive mental health and wellbeing, and supports its workforce and participants to 'live more connected, joyful and aspirational lives through dance'. We recognise that poor mental health can affect anyone at any time, and where possible will signpost people to services for support.

For our participants:

Emotional Wellbeing and Mental Health Service (EWMHS) is a free service providing preventative resources and targeted, specialist emotional wellbeing and mental health support for young people aged 0-18 years, living in Southend, Essex or Thurrock. EWMHS is also available to anyone with Special Educational Needs (SEND) up to the age of 25 years. The type of support offered by EWMHS will vary depending on the needs of the young person. The service offers a range of both individual and group talking therapies.

To access the service:

- a child or young person can contact EWMHS directly on 0300 300 1600 (during office hours)
- a parent/guardian or professional such as a teacher, school nurse or GP can contact on their behalf
- participants can also self-refer to talking therapies if based in Barking and Dagenham. more details are found here: <https://www.talkingtherapies.nelft.nhs.uk/how-to-refer-to-our-service>

For you:

Should you, as one of DNA's employees, sessional workers or volunteers, be experiencing ill physical or mental health, you are encouraged to speak to your line manager or the DNA colleague that oversees the work you are doing to seek support.

NHS for urgent advice and medical attention	Attend Accident and Emergency or seek an emergency GP appointment Call: 999
NHS non-urgent advice	Call: 111
NHS-Recommended Mental Health Helplines	For help and advice about specific conditions and concerns <a href="https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines">www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines</a>
MIND (charity for better mental health)	<a href="https://www.mind.org.uk">www.mind.org.uk</a> Call: 0300 123 3933 Text: 86463
Samaritans (supporting people who are finding it hard to cope)	Call: 116 123 Email: <a href="mailto:jo@samaritans.org">jo@samaritans.org</a>
Saneline (charity supporting the challenges of mental illness)	Call:0300 304 7000 Call: 07984 967708
Shout Crisis Text Line (crisis line)	Text: Shout to 85258
Elefriends (supportive online community)	<a href="https://www.elefriends.org.uk">www.elefriends.org.uk</a>
Mental Health Foundation (supporting good mental health for all)	<a href="https://www.mentalhealth.org.uk">www.mentalhealth.org.uk</a>
Anxiety UK (promoting relief and rehabilitation of people experiencing anxiety disorders)	<a href="https://www.anxietyuk.org.uk">www.anxietyuk.org.uk</a>
Royal College of Psychiatrists (mental health information)	<a href="https://www.rcpsych.ac.uk/mental-health">www.rcpsych.ac.uk/mental-health</a>

<p>Every Mind Matters (The NHS campaign promoting positive mental health and wellbeing across all communities, Every Mind Matters includes a personalised plan based on your responses to a quick 5-minute survey. You will then be sent a variety of information, resources and regular reminders to help you look after your mental wellbeing.)</p>	<p><a href="http://www.nhs.uk/oneyou/every-mind-matters">www.nhs.uk/oneyou/every-mind-matters</a></p>
<p>One Dance UK (One Dance UK has a wide range of dance-specific resources providing information about your mental health as a dance professional</p>	<p><a href="http://www.onedanceuk.org/resources">www.onedanceuk.org/resources</a></p>
<p>Headspace (App-based guide to health and happiness, helping you to let go of stress and sleep better, using guided meditations and mindfulness techniques.</p>	
<p>Calm (App-based guide to support better sleep and calm, using breathing exercises, meditations and sleep stories.</p>	

### Definitions, examples and indicators of abuse

Abuse happens when someone harms a child, young person or adult. The different types of abuse are listed below, and may be caused by:

- Family members
- Friends
- People working or volunteering in organisational or community settings
- People they know
- Strangers

*Self-care warning: the following pages includes a range of abuse descriptors, examples and indicators. Please look after your well-being – your discretion is advised.*

Type of abuse	Definition	Examples	Possible indicators
Physical abuse	Injury resulting from physical aggression. Even if the injury was not intended, the act is considered physical abuse.	Beating, slapping, or hitting; pushing, shaking, kicking, or throwing; pinching, biting, choking, or hair-pulling; burning with cigarettes, scalding water, or other hot objects; severe physical punishment.	Multiple bruising inconsistent with explanation given; abrasions, unexplained burns (particularly on the back of hands); cowering and flinching; scalds (especially with a well-defined edge); malnutrition; ulcers, bed sores due to lack of care for incontinence.
Sexual abuse	Any sexual act between an adult and a child, including penetration, intercourse, incest, rape, oral sex, and sodomy.	Fondling, touching or kissing a child's genitals, making a child fondle an adult's genitals; violations of bodily privacy, forcing a child to undress, spying on a child in the bathroom or bedroom; exposing children to adult sexuality, performing sexual acts in front of a child, exposing genitals, telling "dirty" stories, showing pornography to a child; commercial sexual exploitation through child prostitution or child pornography.	Unexplained changes in behaviour; new tendency to withdraw; recent development of sexualised behaviour; unexplained soreness around genital area.

		<p>Regardless of the child's behaviour or reactions, it is the responsibility of the adult not to engage in sexual acts with children. Sexual abuse is never the child's fault.</p> <p>Sexual child abusers can be fathers, mothers, siblings, or other relatives; childcare professionals or babysitters; clergy, teachers, athletic coaches, youth activity leaders; foster parents or host families of foreign-exchange students; neighbours or friends; strangers.</p>	
Child Sexual Exploitation (CSE)	<p>Involves situations and relationships where a person of any age manipulates or forces a child or young person under 18 to perform sexual acts in return for food, somewhere to live, attention, drugs, alcohol, cigarettes, affection, gifts or money.</p>	<p>CSE tends to lead to those being exploited to form a dependency, or they may be too scared to tell anyone what's happening.</p> <p>Victims of child sexual exploitation can be from any background.</p> <p>The person uses their age, gender, intellect, physical strength, economic or other resources to have control over the child/young person.</p> <p>CSE can also include online grooming and exploitation.</p>	<p>Changes in temperament (mood swings or changes in emotional wellbeing); self-harm; becoming aggressive or disruptive, very quiet or withdrawn.</p> <p>Further information can be found on <a href="https://www.escb.co.uk/working-with-children/child-exploitation/">https://www.escb.co.uk/working-with-children/child-exploitation/</a></p>
Child neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to	<p>Some overlap exists between the definitions of emotional abuse and emotional neglect. However, neglect is a</p>	<p>Clothing unsuited to the weather; being dirty or unbathed; extreme hunger; apparent lack of supervision.</p>

	<p>result in the serious impairment of the child's health or development.</p>	<p>pattern of failing to provide for a child's basic needs. A single act of neglect might not be considered child abuse, but repeated neglect is definitely child abuse.</p> <p>Physical Neglect describes the failure to provide food, clothing appropriate for the weather, supervision, a home that is hygienic and safe, and/or medical care, as needed.</p> <p>Educational Neglect refers to failure to enrol a school-age child in school or to provide necessary special education. This includes allowing excessive absences from school.</p> <p>Emotional Neglect is the failure to provide emotional support, love, and affection. This includes neglect of the child's emotional needs and failure to provide psychological care, as needed.</p>	
Emotional abuse	<p>The use of threats or fear against the child/adults' wishes, leading to fear and/or loss of self-esteem.</p>	<p>Humiliation, regular criticism, shouting at or threatening, mocking, blaming, not recognising individuality, not allowing friends, manipulation, being ignored.</p>	<p>Loss of appetite or over-eating; disturbed sleep or tendency to withdraw; anxiety or confusion; extreme self-abusive behaviour especially self-mutilation; loss of confidence; behaviour that is out of character.</p>
Domestic abuse	<p>Any type of controlling, coercive,</p>	<p>Physical, sexual, psychological,</p>	<p>Becoming aggressive; displaying anti-social behaviour; suffering</p>

	<p>threatening behaviour, violence or abuse between people who are, or who have been in a relationship regardless of gender or sexuality.</p>	<p>emotional and/or financial abuse.</p> <p>Exposure to domestic abuse is child abuse.</p>	<p>depression or anxiety; children not doing well at school.</p>
Bullying and cyberbullying	<p>Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable.</p> <p>Bullying can happen at school, at home, online.</p> <p>When bullying happens online, it can involve social networks, games and mobile devices.</p>	<p>Bullying includes verbal abuse, non-verbal abuse, emotional abuse; threatening, intimidating, humiliation. Exclusion, undermining, criticism, spreading rumours, racial, sexual, homophobic bullying, physical assault, silent, hoax or abusive calls.</p> <p>Cyberbullying includes sending threatening or abusive text messages, creating/sharing embarrassing images or videos, 'trolling', exclusion from games, activities, friendship groups, encouraging self-harm, hijacking or stealing online identities.</p>	<p>Belongings getting 'lost' or damaged; unexplained bruises or injuries; afraid to go to school/group; asking for or stealing money; loss of confidence; becoming distressed and withdrawn; bullying others.</p>
Modern slavery/human trafficking	<p>Involves men, women and children being recruited, harboured or brought into a situation of exploitation using violence, deception or coercion and forced to work against their will. It isn't necessary for</p>	<p>Being forced to work in agriculture, domestic work, factories and sweatshops or girls forced to marry older men; criminal exploitation; County Lines (the transportation of illegal drugs from one area to another, across police/local authority boundaries,</p>	<p>Limited freedom of movement; overly protected premises; excessive housework chores; lack of personal details; not being registered with a school/health provider; unexplained moves; not having good quality relationship with care givers; cramped conditions or overcrowding; signs of other abuse; isolation.</p>

	<p>someone to have been moved across an international country border for them to be a victim. They can have been moved, harboured and transported within the UK.</p> <p>When children are trafficked, no violence, deception or coercion needs to be involved: simply bringing them into exploitative conditions constitutes trafficking and is a form of modern slavery.</p>	<p>usually by children or vulnerable young people).</p>	
Honour-based abuse	An international term used by many cultures for justification of abuse and violence. It is a crime or incident committed to protect or defend the family or community 'honour'.	Honour-based abuse will often go hand in hand with forced marriages, although this is not always the case. Honour crimes and forced marriages are covered by the law and can involve a range of criminal offences.	Withdrawn or upset; bruising or other unexplained physical injury; depression, self-harming or attempted suicide; unexplained absence or poor performance at school or work; movements at home are strictly controlled; family rows; domestic violence; running away from home; a family history of relatives going missing.
Female Genital Mutilation (FGM)	Includes procedures that intentionally alter or injure female genital organs for non-medical reasons and has no health benefits. It is mostly carried out on young girls sometimes between infancy and adolescence. FGM is illegal to	Procedures can cause severe bleeding and problems urinating, and later potential childbirth complications and newborn deaths.	Knowing that the family belong to a community in which FGM is practised; preparing for the child to take a long holiday/ being absent from school; running away from home; talk about a 'special procedure/ceremony'; difficulty walking, standing or sitting; spending longer in the bathroom; appearing withdrawn; being reluctant to undergo normal medication examinations; asking for help but not being explicit.

	practice in the UK and is internationally recognised as a violation of the human rights of girls and women.		
Forced marriage	Marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved.	Duress can include physical, psychological, financial, sexual and emotional pressure.  Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is at risk of significant harm through physical, sexual or emotional abuse.	Negative impact on a child's health and development; sexual violence including rape; a child being taken abroad for an extended period; being absent from school.
Radicalisation	Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is a form of harm. Radicalisation denies people their full rights and opportunities, suppresses freedom of expression, incites hatred, and erodes democratic institutions, social capital and cohesion.	Being groomed online, exploitation, including sexual exploitation; psychological manipulation; exposure to violent material and other inappropriate information; risk of physical harm or death through extremist acts	Showing sympathy for extremist causes; glorifying violence; evidence of possessing illegal or extremist literature; advocating messages similar to illegal organisations; out of character changes in dress, behaviour and peer relationships; trying to recruit others to join the cause.  Some factors make young people more vulnerable to radicalisation such as: being easily influenced; low self-esteem; isolation; feeling rejected, discriminated against; sensing social injustice; community tension; disrespect for family and peers; unfulfilled need for belonging and acceptance; experiencing grief.

Running away/ going missing: children	Runaway children come from all backgrounds, from urban and rural settings, and from every socio-economic class.	They may go missing from home, care or education.	Too young to be travelling alone; travelling with someone who doesn't appear to be a friend or family member; trying to catch a lift; in uniform but out in school hours; wearing clothes inappropriate for the weather; looking lost; short of money; asking directions; carrying belongings; giving a story that is implausible; clearly frightened or anxious.
Wandering/ going missing: vulnerable adults	Vulnerable adults, especially those living with dementia can also wander and go missing.	They may wander away from home, care settings and activities they attend.	Walking or travelling alone; not following road safety rules; confusion; anxiety; fear; looking lost; no money; asking for loved ones; inappropriate clothing for weather.
Elder abuse	Abuse, neglect or financial exploitation of an adult over the age of 60 years.	The main types of elder abuse include physical, emotional, neglect, abandonment, sexual and financial abuse.	Depressed, frightened or withdrawn; isolated from family and friends; unexplained bruising, burns and scars; appears dirty, underfed, dehydrated or under-medicated, or not receiving care for medical problems; has bed sores or other preventable conditions; recent changes in banking and spending.
Economic and financial abuse	Economic abuse involves behaviours that interfere with an individual's ability to acquire, use and maintain economic resources such as money, transportation and utilities. It can be controlling or coercive. It can make the individual economically dependent on the abuser, thereby limiting their ability to escape and access safety. It is designed to	Theft; fraud; exploitation; pressure in connection with wills; property of inheritance or financial transactions; misuse or misappropriation of property, possessions or benefits.	Unexplained withdrawals from the bank; unusual activity in bank accounts; unpaid bills; unexplained shortage of money; reluctance of the person responsible for the funds to provide basic food and clothing.

	intimidate and isolate the victim.		
Discriminatory abuse	Discrimination is abuse that focuses on a difference or perceived difference which may involve age, race, gender, disability or any of the protected characteristics of the Equality Act (2010).	Unfair or less favourable treatment due to a person's race, gender identity, impairment, disability, age or illness, religion, sexuality, appearance, cultural background and other forms of harassment, slurs or similar treatment.	Very similar to other indicators of abuse, such as people appearing withdrawn, isolated, angry, anxious or in fear; support offered to someone is different or substandard with no clear rationale or explanation; a person may raise concerns about a service not meeting their needs.
Organisational abuse	The collective failure of an organisation to provide an appropriate and professional service to children, young people and vulnerable adults with care and support needs.	Failure to ensure the necessary safeguards are in place to protect adults and maintain good standards of care in accordance with individual needs, including training of staff, supervision and management, record keeping and liaising with other providers of care.	Seen or detected in processes, attitudes and behaviour and amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping.  Those experiencing the effects of organisational abuse may be withdrawn and isolated; express anger or frustration; be fearful or anxious; the support on offer does not take account of the person's individual needs in terms of protected characteristics.
Self-neglect	A behavioural condition in which an individual neglects to attend to their basic needs.	Not appropriately attending to personal hygiene, clothing, feeding, or medical conditions they have.	Poor personal hygiene; incorrect dress for a cold day; hoarding.

Signed off by the board: September 2025

To be reviewed: September 2026



## Safeguarding Incident Report Form

Date incident reported:

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Person recording the incident:

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### Your Details:

Name of person reporting the incident:
Job Title:
Knowledge and relationship to child/adult at risk:
Contact Address:
Telephone number:
Email:

**Child/Vulnerable Adult Details:**

Full name of child/adult at risk:
Date of Birth if known:
Contact Address:
Telephone number:
Details of disability if applicable:

**Incident Details:**

Date and time of incident:
Location of incident:
Nature of the incident (Where applicable, in the child/adult's own words):
Detail any observations made or made to you and/or injuries (e.g visible bruising, emotional state). Make a clear distinction between what is fact and hearsay:

Actions taken so far:
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**Alleged Abusers' Details (if known)**

Name:
Date of Birth/age:
Relationship to child/adult:
Occupation:
Contact Address:
Telephone number:
Details of disability if applicable:

Has the information been shared with other parties? Remember, your responsibility is to pass on any concerns to DNA's Designated Safeguarding Lead only, unless there is an immediate risk, in which case call 999 (please tick)

Yes

No

If yes, who have you shared information with? Please provide contact details as appropriate.

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I acknowledge that the details included here are accurate, and will remain strictly confidential between myself and the correct reporting channels:

Signed:

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Name:

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Your contact details:

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Date:

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Please submit this form immediately to [safeguarding@dancenetworkassociation.org.uk](mailto:safeguarding@dancenetworkassociation.org.uk) where it will be actioned by our Designated Safeguarding Lead.

Signed off by the board: September 2025

To be reviewed: September 2026