



# THE DANG THEATRE AND DANCE SYLLABUS (DTDS)

## SAFEGUARDING AND CHILD PROTECTION POLICY

Please note this policy must be read in conjunction with Equal Opportunities and other relevant policies.

### Introduction

- DTDS fully recognises its responsibility for the safeguarding, protection and promoting the welfare of children and vulnerable adults who are learners of DTDS.
- DTDS aims at all times to create and maintain a safe environment for all learners, staff, volunteers and visitors.

### Safeguarding Principles

- All learners have the right to be safe from harm, abuse and exploitation
- The welfare of the learner is paramount, and this principle underpins all safeguarding work
- Statements about abuse or neglect made by learners will be taken seriously
- A commitment to the Health and Wellbeing of learners, which underpins a successful learning experience.

### Issue and review

The date of issue of this policy is January 2023. This policy will be reviewed annually in January of each preceding year.

### Application

This policy applies to all board members, staff, contractors, visitors and volunteers working for or within DTDS.



This policy should be read in conjunction with DTDS's policies on:

- Disciplinary Procedure
- Health & Safety
- Whistle Blowing
- Anti -Bullying and Harassment
- Equality and Diversity
- Allegations of Abuse Against Staff
- Complaints Procedure

## GDPR Definition

For the purposes of this policy:

- a 'child' is someone who has not yet reached their 18th birthday (1989 Children Act)
- a 'vulnerable adult' is any person over the age of 18, "who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation because of mental or other disability, age or illness."
- 'staff' means all employees, full-time or part-time and all contract and volunteer staff working at or for DTDS
- the term 'learner' is used in this policy to refer to students on any course either part-time or full time regardless of age or vulnerability
- 'visitor' means any person who enters the building who is not a staff member
- 'volunteer' means any person who is unpaid employment in DTDS

## Statutory Responsibilities

- Whilst the Board holds overall responsibility for the child protection and safeguarding functions of DTDS, the day-to-day operational responsibility rests with the Designated Safeguarding Manager (DSM) who is directly responsible to the Principal and Managing Director. DTDS is committed to providing an environment where learners can learn, develop and achieve and where they are



safeguarded and are enabled to tell or communicate if they are being harmed in some way.

- DTDS is committed to ensuring that all staff are sensitive to the issues of race, culture, gender, diversity, and life-style choice, but these issues should never be a barrier to sharing and reporting concerns about learners.
- All staff including teaching and non - teaching staff, temporary staff, administrative and domestic staff, volunteers and staff working on site employed by other services and agencies have a statutory responsibility to safeguard and promote the welfare of learners and must be fully conversant with and adhere to this policy. All staff are given an overview of this policy and must sign to say that they have read, understood and will adhere to it.
- For the purposes of this document, the term 'staff' will apply to those listed above.
- Because of their day-to-day contact with learners, staff in this Academy are well placed to observe possible signs of harm or abuse.
- It is neither the role nor responsibility of those working with learners in DTDS to assess, diagnose or investigate whether a learner is at risk of or is suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a learner to a member of the Pastoral Care Team or DSM as a matter of priority. Should none of the staff members be available concerns should be raised with the Principals/Managing Director.

## Purpose and Aims of the Policy

The purpose of this policy is to:

- Raise the awareness of all staff of the need to safeguard learners and of their responsibilities in identifying concerns and reporting them as a matter of priority
- Promote and maintain an environment where learners feel secure and are listened to
- Promote an environment where learners and staff treat each other with mutual respect and develop positive relationships which are built on trust
- Ensure that DTDS has sufficient members of Staff for Safeguarding to enable one of them to be available or contactable at all times during DTDS day
- Ensure that the Board has a nominated member who is responsible for safeguarding and protecting learner and vulnerable adults



- Enable and support good levels of communication between staff to ensure that relevant information about learners is disseminated and shared with appropriate staff on a 'need to know' basis
- Provide a means of monitoring learners who are thought be at risk of harm or who are subject to child protection plans.
- Ensure that all adults working with learners in DTDS have undergone appropriate Enhanced DBS checks
- Ensure that procedures are followed where an allegation is made against a member of staff or volunteer

## Procedures and Guidance

### Responsibilities of the CEO

- The CEO is responsible for ensuring that the Safeguarding policy and procedures and all linked safeguarding policies adopted by the Board are fully implemented and followed by all staff.
- It is the CEO's responsibility to allocate sufficient resources and time to enable the responsibilities of the Designated Members of Staff for Safeguarding to be discharged fully and to ensure that relevant staff are able to attend strategy discussions.

### Responsibilities of DTDS Managing Director (MD)

- The MD is responsible for ensuring that all staff feel able to raise concerns about poor or unsafe practice regarding learners, and that concerns will be addressed sensitively and in a timely manner in accordance with DTDS's whistle blowing policy. We recognise that it is not the responsibility of learners to raise concerns. It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the MD who will deal with the concerns appropriately.

### The Role of the Designated Safeguarding Manager (DSM)

- It is the role of the DSM to act as a source of support and guidance on all matters of child protection and safeguarding within DTDS. The CEO retains overall responsibility for and oversight of safeguarding within DTDS. In the absence of the DSM, staff should report any concerns to one of the Pastoral Liaison Team (PLT) who will report back to the DSM.

The Designated Member of Staff is responsible for:



- Maintaining and up-dating child protection and safeguarding policies and procedures and ensuring that they disseminated and adhered to by all staff
- Ensuring that there is a system for monitoring and recording concerns about learners
- Ensuring that relevant information about learners is shared with staff on a 'need to know basis'
- Ensuring that all staff are aware of the need to record concerns about learners and enabling them to do this as part of a Academy-wide process, such as in tutorial records, individual/personal learning plans. These would include bullying and racial issues.
- Ensuring that learners, parents and carers have access to DTDS's safeguarding policies and procedures
- All appropriate staff receive safeguarding and child protection training every year
- All new staff and board members are given a copy of the Safeguarding Policy
- All new staff undertake safeguarding training to equip them to carry out their safeguarding responsibilities within DTDS

Information given to staff ensures:

- All staff know to whom they should report any concern about a learner's welfare and well being
- All staff understand DTDS's safeguarding policy and procedures and are clear about their statutory duties
- All staff are aware of how to manage a disclosure from a learner in order to promote the best outcomes for that learner
- All staff are aware of the boundaries of confidentiality and disclosure and understand when the disclosure of confidential information would be a proportional response to the need to safeguard a learner
- All staff have a duty to report any child protection and vulnerable adult issues to the DSM
- All staff understand that they have a duty to safeguard and promote the welfare of learners through tutorial and enrichment activities

## Safeguarding Training for DTDS Staff



DTDS ensures that:

- The DSM has undergone appropriate safeguarding and child protection training in accordance with best practice. The DSM will also attend appropriate training delivered by the Islington Safeguarding Children Board at least every two years to ensure they are aware of current safeguarding issues and best practice
- All staff undertake initial safeguarding, child protection and vulnerable adults training that their training is refreshed every three years
- All new staff are given the Safeguarding Overview Policy document as part of DTDS's induction process and are expected to read and sign to confirm that they have read and will adhere to the policy
- A central record of staff training is held

Initial training for staff will ensure that:

- All staff are able to recognise possible signs and indicators of abuse in students. Specific training is delivered to enable staff to safeguard and promote the welfare of vulnerable adults
- All staff know to whom they should report any concern about a student's welfare and well being
- All staff understand DTDS's safeguarding child protection and vulnerable adults policy and procedures and are clear about the statutory duties
- All staff are aware of how to manage a disclosure from a student in order to promote the best outcomes for that student
- All staff are aware of the need to work within professional boundaries and adhere to DTDS code of conduct to safeguard students
- All staff are aware of the importance of keeping details and accurate written records of any concerns about a student
- All staff are aware of the importance of keeping detailed and accurate written records of any concerns of a student
- All staff are aware of the boundaries of confidentiality and disclosure and understand when the disclosure of confidential information would be a proportional response to the need to safeguard a student
- All staff have a duty to report any child protection and vulnerable adult issues to the DSM
- All staff understand that they have a duty to safeguard and promote the welfare of students through tutorial and enrichment activities



## Safer Recruitment and Staff Appointments

- Safe recruitment and selection practice are vital in safeguarding and protecting learners. The Board recognises and takes seriously its responsibility to adopt practice which minimises risk to the learners in this Academy by ensuring that measures are in place through this practice to deter, reject or identify people who might abuse learners or who are unsuitable to work with them. The Board is committed to evidencing this practice in relation to all staff working with learners in DTDS.
- The safety and well-being of learners is borne in mind at all times throughout the recruitment and selection process.
- In accordance with this, DTDS makes sure that appropriate checks are carried out on new staff, volunteers and helpers and bears in mind the safety of learners when drawing up job descriptions and person specifications, advertising posts, calling for and scrutinising references through to the interview process and carrying out enhanced DBS and professional checks and verifications of qualifications and identity. Applicants will be scrutinised by:
  - verifying identity
  - obtaining two written professional references
  - undertaking DBS checks
  - conducting interviews with applicants
  - undertaking risk assessments where it is appropriate and necessary to do so

## Safe use of E Technology

DTDS has an Acceptable Use Policy and E Safety policy. DTDS has appointed a member of staff with responsibility for monitoring the safe and appropriate use of E-technology and any concerns about inappropriate use will be flagged and followed up.

## Extended Services and Activities



- The Board of DTDS is responsible for controlling the use of Academy premises both during and outside Academy hours. Where services are provided directly under the supervision and management of DTDS, DTDS's safeguarding policies and procedures will apply.
- Where activities and services are provided separately, the Board will seek assurances and evidence that the body concerned has appropriate safeguarding and child protection policies and procedures in place and that there are agreed arrangements to liaise with DTDS on these matters where appropriate. Evidence of appropriate policies and procedures must be provided to the Board. The Board will only work with providers that can demonstrate that they have effective child protection policies and procedures in place, provide appropriate training and that the vetting arrangements for their staff are compatible with those of L.B. Islington (or other borough educational managing body) and government guidance. The Board will enter into a formal letting contract with the provider once these conditions are met but reserve the right to withdraw permission for any letting. There will be at any one time, a number of professionals delivering services to students on behalf of DTDS in the community as well as on DTDS site. These professionals may be employed by partner agencies or other agencies.
- All staff providing services to student whether in Academy or in the community on behalf of DTDS must adhere to DTDS's child protection policy.
- Staff from partner agencies working with students off site will follow the referral procedures of their own agency and will inform DTDS's Safeguarding, Child Protection and Vulnerable Adult Manager they have made a child or vulnerable adult protection referral as a matter of priority.

## Supporting Students

The policies and procedures below are for The Dang Academy but are included here for further information.

In line with the duty to 'help children achieve more' (Working Together to Safeguard Children 2013), DTDS will promote the many areas that support students to be successful and feel confident in terms of their:

- physical and mental health and emotional wellbeing
- protection from harm and neglect
- education, training and recreation





- contribution to society
- social and economic wellbeing

We recognise that a student who is abused or neglected may find it difficult to develop and maintain a sense of self-worth. We recognise that a student may feel helpless and humiliated and may blame themselves for what has or is happening to them. DTDS may provide a vital source of stability in the life of student who has been abused or is at risk of harm. We recognise that the behaviour of a student in these circumstances may range from that which is perceived to be 'normal' to aggressive or withdrawn.

We aim to support the students in our Academy by:

- Encouraging a sense of self-worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and we take seriously our responsibility to challenge bullying behaviours in accordance with our anti-bullying policy; From September 2010 all allegations of bullying must be recorded.
- Promoting a caring and safe environment within DTDS
- Providing an environment where students are able to make positive relationships with staff and are better able to talk to staff about their lives. In this way staff are able to 'hear the voice of the child'
- Providing opportunities through the curriculum for students to learn strategies to protect themselves ask for help and support and gain confidence in standing up for their rights and valuing and respecting others. e.g. through awareness raising activities and workshops including sexual health, anti- bullying, drug and alcohol support, gang prevention and health and well being
- Working in partnership with other services involved in safeguarding students and notifying DSM as soon as there are significant concerns about a student.
- Safeguarding is promoted through a student's course (tutorial, enrichment and curriculum) and students are encouraged to recognise their own responsibilities to safeguard themselves and others. Guidance and support for students is available through a range of student support services including tutorial, pastoral liaison officers and tutors. These aims are underpinned by the following Academy policies:
  - Lesson Observation Procedures and Proformas
  - Bullying and Harassment Policy – Students
  - Grievance Procedure
  - Codes of Conduct
  - Disciplinary and Misconduct Policy



- ICT Acceptable Use Policy

## Professional Relationships with Learners

- DTDS recognises that positive professional relationships with learners will support and promote the best outcomes for them. DTDS gives guidance on the expectations of staff in this matter to which all staff are expected to adhere. Good professional boundaries safeguard learners and safeguard professionals from unfounded allegations. DTDS has a professional code of conduct which all staff must adhere to.

## Personal Relationships

- It is the prime duty of DTDS to provide a safe and secure learning environment for students and staff and to protect the safety and welfare of young people in its care. The guidance below ensures that the staff maintain professional standards while at work and do not commit acts of impropriety or abuse the trust of students for whom they are responsible. The personal relationships referred to are those that are of a romantic and/or sexual nature.

## Maintaining Professional Relationships

- A professional relationship exists where a member of staff is responsible for assessing, supervising, tutoring, teaching or providing pastoral support, administrative or technical support. Maintaining this professional relationship is vital to the educational development and achievement of its students.
- Where staff engage in inappropriate personal relationships with students, this can have damaging effects, causing distress and lead to physical and mental ill health. Students may feel they have no choice but to comply with the employee's wishes or leave the course. At the same time, staff may make themselves vulnerable to claims of sexual harassment or abuse.

## Academy Standard



- DTDS strongly disapproves of personal/sexual relationships between staff and students. Entering into such a relationship will be considered to be gross misconduct and will be investigated under DTDS disciplinary procedure.

## Other consequences

- All staff are reminded of the risks of a complaint being made under the Harassment and Bullying Policy and Allegations of Abuse Against Staff Policy and that they may face allegations of criminal misconduct. In some circumstances, staff may be referred to the Independent Safeguarding Authority and barred from teaching.

## Further Advice

- Staff may seek advice and guidance on this code from the Quality Assurance & HR Managers, students may seek guidance from the DSM or from one of the pastoral liaison team.

## Child Protection Concerns

- Abuse of trust may be reported to the DSM or one of the Pastoral Liaison Officers. For the avoidance of doubt student helpers and students on work placements are not considered members of staff. Apprentices will be treated as members of staff for the purpose of this policy.

## Hands on Policy and Code of Practice

- DTDS recognises that in the performing arts disciplines e.g. Dance, it is necessary for the tutor to physically touch a student to improve their understanding of the exercise or movement. Please refer to the Hands On Policy.

## Confidentiality



- Confidentiality is an issue which needs to be fully understood by all those working with learners, particularly in the context of safeguarding and the protection of children and vulnerable adults.
- We respect the right of learners and families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child Protection information regarding learners in our Academy will be shared with staff on a strictly need to know basis. A member of staff will 'need to know' information when it is demonstrably to benefit the learner. All staff are expected to conform to DTDS's standards of good professional practice and maintain confidentiality appropriately at all times.
- All staff must be aware of their responsibility to share information with the DSM and with other agencies in order to protect and safeguard learners. This must be done in accordance with DTDS's Safeguarding. Where there is uncertainty about the need to share information.
- No one in DTDS may guarantee confidentiality to a learner and must make it clear that information will be shared if there are concerns about the welfare of a learner, even if they do not consent to the sharing of information.
- No one in DTDS may guarantee to a learner that they will keep a secret or confidence and must always make it clear to learners in language that is appropriate, that any information which leads a member of staff to be concerned that a learner is suffering or is at risk of suffering harm will be shared with the DSM in order to take measures to safeguard the learner at risk.
- Disclosing confidential information should always take place if it is a proportional response to meet the need to safeguard and promote the welfare of a learner.

## 20. Supporting Staff

- We recognise that child protection is a difficult and sometimes upsetting subject for those who work with learners. Working with a learner who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the DSM or the Principals/Artistic Directors and to seek further support as appropriate. All staff and volunteers should feel able to raise concerns about poor or unsafe practice, such concerns will be



addressed sensitively and effectively in accordance with agreed whistle blowing procedures.

- We believe that working within DTDS that has clear safeguarding and child protection policies and procedures also helps to support staff in carrying out their duties and responsibilities effectively.

## **Students with Learning Difficulties and/or Disabilities/Depression**

- Research suggests that students with disabilities and/or learning difficulties are more vulnerable to abuse. The risks may be increased by their need for practical assistance and physical dependency including intimate care which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe, or by the increased risk that they may be socially isolated or may not understand that they are being abused.
- Staff who work with students in any capacity must be particularly aware of and sensitive to how the effects of abuse or harm may present and be able to pick up on any changes in behaviour or presentation that might indicate a concern that should be shared immediately with the DSM or in his absence one of the Pastoral Liaison Officers.
- Staff will have important information about an individual student's presentation, their levels of understanding and how best to communicate with them. All staff working with students with special educational needs or disabilities will receive appropriate training to enable them to meet the needs of the student appropriately and to recognise and report any concerns.

### **Intimate Care and Toileting of Disabled Students**

- DTDS is committed to supporting and meeting the needs of students with disabilities and will ensure that no student is put at a substantial disadvantage compared with her or his non - disabled peers.
- If a student has particular needs which require intimate care or the administration of medication, a meeting will be held with the student, their parents, carers and relevant health professionals to ensure that an individual support plan is drawn up to meet those needs appropriately. The student's



wishes and feelings will be taken in to account and respected throughout this process.

#### Working in Partnership with Parents and Carers

- The Board and staff of DTDS are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interests of students and their families. Only by developing co-operative working relationships within which parents and carers feel respected will we be able to work holistically with students.
- Parents and carers will be encouraged to access our safeguarding policy, and a summary of it is included in the literature given to students and families on admission to DTDS. We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of students and that we will, where necessary, share concerns about students with Children's Social Care or appropriate agencies. Wherever possible and appropriate we will aim to discuss concerns about students with their parents or carers and inform them if we intend to make a referral to Children's Social Care.
- There may be instances however, when we judge that it is not appropriate to speak to a parent or carer before contacting Children's Social Care. This would happen when the DSM or in their absence, one of the Pastoral Liaison Officers judges that a student's wellbeing will be imperilled if the parent or carer is aware that a referral to Children's Social Care is to be made. We will also bear in mind 'Fraser competence' and this will inform judgements and decisions.

## Implementation and Evaluation of Safeguarding Policy and Practice

- All staff have a duty to be fully conversant with DTDS's safeguarding policy and procedures. All staff are required to read the policy and to sign to say that they have read it and will adhere to it at all times.
- The implementation of the policy and the resulting good practice are monitored in the following ways to ensure effectiveness:
  - Staff raise concerns about the welfare of students routinely as good practice with the DSM or PLT.
  - Staff attend safeguarding training and a central register of training is held by DTDS.
  - Staff are willing to raise concerns about students at an early stage to ensure that appropriate support or intervention is offered.



- Staff use DTDS's recording format to document concerns.
- Poor safeguarding practice is challenged and appropriate action is taken to remedy it.
- A full safeguarding report is submitted to the Board annually.



## Site Security

- All students and staff should be able to feel safe when they are on campus at The Dang. All staff will wear their ID at all times (unless it is not practical to do so e.g. in a dance class). Staff and students will not be allowed to enter the site without it. Visitors will be asked to show their ID where appropriate (for example Ofsted and other professionals who re visiting the site) and to sign in and to wear a visitor's badge at all times. No visitor will be admitted to the Dang unless they are accompanied by a member of Academy staff.

## Contractors

- Regular contractors who work on site will be checked in and out of the buildings and will be supervised at all times while they are on site.

## Agency Staff

- Agency staff who work on site will be checked in and out of the buildings and will be supervised at all times while they are on site unless they provide a valid DBS

## Restraint and Reasonable Force

- Section 93 of the Education and Inspections Act 2006 enables Academy staff (including support staff, non-teaching staff and voluntary staff) to use such force as is reasonable in the circumstances to prevent a student from:
  - Committing an offence;
  - Causing personal injury to any person (including themselves) or damage to any property;
  - Prejudicing the maintenance of good order and discipline at DTDS.
- This includes occasions when the student is not on Academy premises e.g. on Academy visits. Section 45 of the Violent Crime Reduction Act 2006 gives





Principals and authorised staff the right to search pupils for weapons without their consent, where they have reasonable cause to suspect they are carrying a weapon. If resistance is expected Academies MUST call the Police. Guidance can be found in DTDS's Physical Restraint Policy.

- There should be a rigorous recording system and procedures at DTDS and reporting to the Local Authority. There is a model recording form in the DfE Guidance. Parents/carers should be informed when reasonable force has been used and protocols agreed with parents/carers if use of reasonable force is thought likely. It is good practice for the member of staff with responsibility for child protection to check the record and to give the member of staff involved in the incident a copy. Students displaying extreme behaviour in relation to a learning disability, autistic spectrum disorders, and behavioural, emotional and social difficulties or with severe behavioural difficulties should be only be handled by staff who have been specifically trained to do so.
- The Education Act 1996 states that the use of force as a punishment is unlawful. Academies have two duties under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001):
  - Not to treat a disabled child unfavourably without justification
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

## Recording

- Concerns about learners will be raised weekly at the Programme Committee meeting and SMT meeting where decisions will be made and actions agreed. The information will then be secured safely by the DSM. Tracking sheets, referrals to Children's Social Care and Child Protection Conference and Core Group meeting minutes will be held confidentially, separately from a learner's main Academy records. Records should be signed and dated and kept in chronological order.
- Academy actions recorded in child protection conferences/strategy meetings must be implemented.
- Recording is a tool of professional accountability and is central to safeguarding and protecting learners. DTDS should keep a central record of staff child protection training. It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child or vulnerable adult protection referral. For this reason it is



vital that concerns are recorded accurately so that they can be monitored and emerging patterns noticed.

## Referral

- If a learner discloses that they have been subjected to abuse by any staff member in DTDS, the staff member must report this immediately. The DSM will then respond within four hours and make the necessary referrals to Social Services.
- Where a learner is transferring to another Academy, the DSM should liaise with DTDS the pupil is transferring to and copy and forward records to the other Academy.

## Allegations against Academy staff and volunteers

- Allegations made against Academy staff and volunteers will be dealt with according to the process laid out in the Staff Handbook. The Principal or the Chair of the Board (if it is an allegation about the Principal) will work with the Local Authority Designated Officer to confirm the details of individual cases and to reach a decision on the way forward in each case, in conjunction with Children's Social Care and the Police Child Abuse Investigation Team.
- Academy staff will not investigate cases of suspected abuse themselves. DTDS will cooperate fully with the Police and Learner's Social Care.

## Domestic Violence

- Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:
  - psychological
  - physical
  - sexual
  - financial



- emotional
- Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
- Forced marriage, 'honour-based violence' and female genital mutilation are included in this definition.
- It important to note that the definition includes young people aged 16 or over, therefore staff must be vigilant to domestic violence within young people's relationships.
- Living with domestic violence is a form of emotional abuse and is included in the definition of emotional abuse as, 'seeing or hearing the ill treatment of another'. If staff are aware that a student is witnessing, hearing, living with or experiencing domestic violence, they should inform the DSM, who will in turn refer the matter to Children's Social Care 020 7 527 7400 or to Children's Social Care for the borough in which the student lives.

## E-Safety

- This refers to the internet and other electronic forms of communication such as e- mail, text messages, face -book can be used to put young people and vulnerable adults at risks. There are many ways in which the various forms of technology can be used in a harmful way:
  - Internet Grooming: someone into talking in a private chat room where they will be isolated or befriending someone on a social networking web page. Asking someone what problems they have to create the illusion of being a best friend and building up a sense of mutual love and trust, suggesting that they can discuss "anything".
  - Sex talk/Sexting: engaging someone in explicit conversations or requesting sexually explicit pictures from them.



- Cyber-bullying: Using electronic forms of communication such as e-mail, text, face -book to send malicious or unkind messages to try and intimidate or threaten someone.

## Radicalisation

- DTDS recognises the positive contribution it can make towards protecting its students from radicalisation to violent extremism. DTDS will continue to empower its students to create communities that are resilient to extremism and protect the wellbeing of particular students who may be vulnerable to being drawn into violent extremism or crime. It will also continue to promote the development of spaces for free debate where shared values can be reinforced.
- Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or for a person who moves to adopt violence in support of their particular ideology. Although a number of possible behavioural indicators are listed below, staff should use their professional judgement and discuss with other colleagues if they have any concerns:
  - Use of inappropriate language
  - Possession of violent extremist literature including electronic material accessed via the internet and communication such as e-mail and text messages.
  - Behavioural changes
  - The expression of extremist views
  - Advocating violent actions and means
  - Association with known extremists
  - Seeking to recruit others to an extremist ideology
- If staff have any significant concerns about a student beginning to support terrorism and/or violent extremism, they should discuss this with the Managing Director immediately.