



Child Protection Policy

The following policy has been drawn up in accordance with the Children Act 1989, The Protection of Children Act 1999 and the Children Act 2004

1. Policy Statement

- I am committed to creating an environment that enables children and young people to learn and develop in a safe, understanding and encouraging environment.
- I recognise that it is a privilege to work with children and young people and that it is also a great responsibility. I understand that Parents/Guardians trust me to look after their children during the hours of their tuition.
- "Children and young people" refers to persons under the age of 18. However, information and advice in this policy also applies, in spirit, to those young adults over the age of 18 who are deemed vulnerable because of mental or physical disability.
- I take the appropriate steps to ensure that children and young people under the age of 18yrs of age are not exposed to reasonably foreseeable risk of injury, whether to their physical or mental health and wellbeing. I am committed to the protection from harm and the safeguarding of all children and young people who attend my classes.

2. I endeavour to safeguard children and young people by, recognizing my "Duty of Care", by adopting child protection guidelines through:

- I, the Principle, Julie McPartland, attend regular Child Safeguarding and Protection Course and am lead person on all Safeguarding matters
- Staff are fully aware of our Child Protection Policy
- Ensuring that I and my class assistants respond appropriately should physical or mental abuse be discovered or disclosed. Any serious incident will be recorded on an incident report form and discussed with school principal.
- Ensuring that procedures for recruitment of assistants are rigorous.
- Assurance of an equal opportunities commitment to training.
- Establishing that I, class teachers and assistants have DBS clearance.

3. Child Protection Code of Conduct including Assistants

- Children and young people will be treated equally and with respect and dignity.
- I will at all times provide an example of good conduct and be an excellent role model.

- **My policy is:**
 - To give enthusiastic and constructive feedback
 - To not show favouritism to any individual
 - To recognise the development needs and capacity of children and young people.
 - To manage unacceptable behaviour
 - to record any injury that occurs in the official accident book, along with any details of treatment given.

4. Physical Contact

- I may from time to time be required to undertake tasks of a personal nature for children / young people - (eg. Assist with dressing and visit to the toilet). I will not perform tasks of personal nature that a child can do for themselves.
- Physical contact in the pursuit of training in regard to the correction of physical faults may sometimes be necessary. Such physical contact will be kept to a minimum and will always be appropriate to the situation. Such contact will never be against the child/young person's will.
- Registrations forms to be completed for all children attending the school giving consent in this area.

General Notes on Safe Dance Practice for Children and Young People

Children (Aged 5-10 years)		
Key Facts	Implications	Safe Practice
Children's bones are weak and soft	They will be more susceptible to injury	Avoid activities and steps that put bones and joints under excessive strain eg. ensure deep knee bends in landing from jumps and avoid excessive jumping especially on concrete floors without protective footwear.
Children have lower sweat rate than adults	They cannot regulate their body temperature as well as adults	In hot conditions ensure light clothing is worn and that plenty of fluids are available. In cold conditions

		ensure the child is wearing adequate layers and ensure the class is as active as possible.
Children's body proportions differ from adults (eg. Bottom heavy with a weak upper body and big head, weaker mid-section)	A child's weak mid-section can struggle to support their weight, generally during actions like long levers.	Avoid exercises that involve bending to the side from a standing position with both arms over the head.
Children store less carbohydrate in their muscles	Children are less able to perform short burst, high intensity activities	High intensity exercises eg. Jumping should be short and intermittent with periods of recovery.
Children (Aged 11-18)		
Young people do not recognise steady paced activities to be strenuous	They may continue to exercise when tired	Monitor to ensure they do not work to a point of exhaustion.
At puberty young people's bodies change ie. Centre of gravity due to developing longer backs, wider hips narrower shoulders	They may have spurts of clumsiness, loss of confidence and self esteem which when they try to replicate skills they were capable of prior to growth spurt.	Encourage and be sensitive to the child and help them to re-learn skills after growth spurt and help them to understand the temporary regressive in their performance.
Bone growth in young people changes in the long bones. The growth plates are vulnerable to injury and can lead to permanent damage in growing bones.	On rare occasions injury can be caused through excessive jumping, landing or taking weight on hands (compressive loads) or joints being placed in incorrect alignment eg knees hyper extending, jumping in deep knee bend position.	Monitor technique making sure joints are in correct alignment.
Following growth spurt young people's muscles will be relatively thin, weak and tight.	This may cause restricted movement around joints, imbalance and flexibility.	Help the child to develop flexibility and muscular strength and endurance in all muscle groups to reduce tightness, ensuring correct alignment at all times. Avoid repetitive kicking, jumping and running.

TO BE REVIEWED ANNUALLY

SIGNATURE.....*MICHAEL*.....DATE.....1st June 2024.....

NEXT REVIEW: JULY 2025

Dance JAM Academy, Church View, 38b The Street, Manuden CM23 1DJ