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Version Control

| Date | Changed by | Comment |
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1. Introduction

- 1.1. Dance Central acknowledges its obligation to:
 - 1.1.1. Ensure all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately as per ISTD Policy and Procedures.
 - 1.1.2. To put the welfare of all children and young people ahead of all other considerations.
 - 1.1.3. Ensure children and young people, regardless of age, gender, ability, race, religion, ethnic origin, nationality, social status or sexual orientation should be able to enjoy the Performing Arts in an environment safe from abuse of any kind.
 - 1.1.4. Appoint a Welfare Officer or delegate who will act as the first point of contact for concerns about welfare of young people.
 - 1.1.5. Publish a Child Welfare Policy
 - 1.1.6. Ensure all Staff, Students and Parents are aware of the Child Welfare Policy and General Terms and Conditions
 - 1.1.7. Ensure the Welfare Policy aligns closely to the Safeguarding Policy of the [Safeguarding and Child Protection Policies](#) of the ISTD
 - 1.1.8. Ensure its Welfare Policy is reviewed on an annual basis and compliance checks completed and documented.
 - 1.1.9. Work in partnership with parents/carers for the protection of young people.
- 1.2. Scope of Welfare Policy
 - 1.2.1. Anyone under the age of 18 should be considered as a child or young person for the purposes of this document.
 - 1.2.2. Dance Central recognises the roles and responsibilities of statutory agencies in relation to safeguarding children/young people and promoting their welfare, and is fully committed to complying with the procedures of the Local Safeguarding Children's Boards.

2. Safeguarding Children

- 2.1. Children have a right to be protected from "all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of the child."⁸
- 2.2. Dance Central recognises that the welfare of children is of paramount importance. We have a responsibility to protect and safeguard the welfare of all children and young people we work with and have an explicit duty to do so under the Children Act 1989 and 2004 and the Education Act 2002. We will do this by:
 - 2.2.1. Ensuring that all Dance Central employees have received appropriate professional safeguarding training and can act on concerns raised appropriately.
 - 2.2.2. Identifying and responding to concerns about a child or young person swiftly and appropriately
 - 2.2.3. Providing a safe and happy dance environment.

- 2.2.4. Supporting child development through the development of carefully created ISTD syllabi and awards
- 2.2.5. Supporting parents, carers, children and young people to communicate freely with us, supporting their communication methods, and providing time and space to talk whenever they need it.
- 2.2.6. Sharing information as appropriate with other associations, members, Council, the police and children's social care / local authority designated officers as appropriate
- 2.2.7. Providing clear pathways for raising a concern for parents and carers.
- 2.2.8. Ensuring that at all our events children, families and professionals are aware of safeguarding measures and processes that are in place.
- 2.2.9. Providing information, advice and guidance for members on raising a safeguarding concern and
- 2.2.10. information on where to access appropriate professional training.
- 2.2.11. Ensuring that staff receive safeguarding training and that all members recognise the need to undertake safeguarding training and to have a DBS check.

3. Reporting

- 3.1. When there are concerns of abuse or neglect of an individual or of groups of people, it is the right of any individual as a citizen to make a direct referral to the safeguarding agencies or to seek advice from agencies such as the NSPCC, Thirtyone:eight or the Ann Craft Trust.
- 3.2. In the first instance all reporting will be made to the school Principal or nominated welfare officer.
- 3.3. The incident will be document and all relevant information captures on form in Appendix A
- 3.4. The nominated person will refer the case to local social services, NSPCC or Leicestershire Police / County council.
- 3.5. If any doubt exists if an incident is reportable it should be referred for guidance to the local county council.

4. Code of Conduct

- 4.1. This policy applies to all Staff, Volunteers, Students and Parents of Dance Central.
- 4.2. Dance Central aims to provide all Staff, volunteers, students and parents an inclusive school free from forms of violence, threatening behaviour or other forms of abuse.
- 4.3. Staff & Volunteers
 - 4.3.1. Will undertake or condone the following:
 - 4.3.1.1. Ensure all Students have been safely returned to Parents, Guardian or designated carer before leaving the school.
 - 4.3.1.2. All those within the organisation have a duty to raise concerns about the behaviour of teachers, volunteers which may be harmful to the children, young people in their care, without prejudice to their own position.
 - 4.3.1.3. On occasion it may be required for Staff to make Physical contact with Students, the following scenarios are where Physical contact is deemed appropriate.
 - 4.3.1.3.1. During the execution or correction of Dance moves where it is necessary to demonstrate or correct a Students position.
 - 4.3.1.3.2. If a Student is in a moment of severe distress when it might be necessary to temporarily restrain a student to prevent them hurting themselves or others.
 - 4.3.1.4. All Staff must respect the rights, dignity and worth of every child and young person with whom they work and treat them equally.
 - 4.3.1.5. All Staff must place the physical and emotional wellbeing of all students above all other considerations, including the development of performance.
 - 4.3.1.6. The relationship that a Teachers develop with the Students with

- whom they work must be based on mutual trust and respect.
- 4.3.1.7. All Teachers must ensure that all activities undertaken are appropriate to the age, maturity, experience and ability of the students.
 - 4.3.1.8. All Teachers will encourage Students to accept responsibility for their own behaviour and performance.
 - 4.3.1.9. All Teachers should clarify with the Students (and their parents/carers) what is expected of them both on and off stage and also what they are entitled to expect from the teacher.
 - 4.3.1.10. Keep a record or notes of any inappropriate behaviour.
 - 4.3.1.11. Will report in line with this policy any potential safeguarding issues observed.
- 4.3.2. Will not undertake or condone the following:
- 4.3.2.1. Do things of a personal nature for a young person that they can do for themselves unless you have been requested to do so by the parents/carer.
 - 4.3.2.2. Cause an individual to lose self esteem by embarrassing, humiliating or undermining the individual;
 - 4.3.2.3. Treat some young people more favourably than others;
 - 4.3.2.4. Agree to meet a young person on their own on a one to one basis.
 - 4.3.2.5. Take young people to their own home or any other place where they will be alone with them;
 - 4.3.2.6. Spend any amount of time alone with young people away from others;
 - 4.3.2.7. Take young people alone on car journeys, however short;
 - 4.3.2.8. Share a room with a young person unless the individual is the parent/guardian of that young person;
 - 4.3.2.9. Engage in any form of inappropriate sexual contact and/or behaviour;
 - 4.3.2.10. Allow any form of inappropriate touching
 - 4.3.2.11. Make sexually suggestive remarks to a young person even in fun;
 - 4.3.2.12. Use inappropriate language or allow young people to use inappropriate language unchallenged;
 - 4.3.2.13. Allow allegations by a young person to go unchallenged, unrecorded or not acted upon;
 - 4.3.2.14. Adults must not encourage a physical or emotionally dependant relationship to develop between the person in a position of trust and the young person in their care
- 4.4. All students are:
- 4.4.1. Expected to treat other members of the school with respect and kindness.
 - 4.4.2. Expected to be honest
 - 4.4.3. Support peers
 - 4.4.4. Celebrate personal and peers success
- 4.5. We expect Parents and carers to:
- 4.5.1. Be aware of the Dance central Welfare policy
 - 4.5.2. Celebrate their child's achievements
 - 4.5.3. Work with staff to ensure students achieve acceptable levels of behaviour.
- 4.6. Student Welfare
- 4.6.1. Dance central will aim to have a first aider on site during all scheduled classes.
 - 4.6.2. In the event of an injury first aid will be administered where appropriate of a 999 ambulance called.
 - 4.6.3. In the event of an injury this is to be reported in the accident book with one copy being retained and one copy given to the relevant parent or carer.

5. Recruitment of Staff and Volunteers

5.1. Recruitment Processes

- 5.1.1. Dance Central is an ISTD School and will seek ISDT Affiliated Teachers for Ballet, Tap, Modern.
- 5.1.2. For non ISTD genres a equivalent professional body affiliated will be determined i.e. Musical Theatre, Street Dance.
- 5.1.3. All Teachers will provide two references.
- 5.1.4. Dance Central aims to use local authority approved chaperones where required for events.

5.2. CRB Disclosure.

- 5.2.1. Staff and Regular Volunteers are required to complete a Disclosure Barring Service (DBS) background check.
- 5.2.2. Examiners and Teachers of children are required to obtain enhanced DBS level checks.
- 5.2.3. Dance Central encourages members to use the DBS Update Service which allows them to keep their standard or enhanced certificates up to date and accessible to those to whom they choose to grant access.
- 5.2.4. DBS Certification will be re-validated every 3 years, from the date of last completion.

6. Partnerships

- 6.1. Where partners are required, i.e. examination centres or theatres Dance Central will review relevant safeguarding policies in advance.
- 6.2. It will remain the responsibility of the partner organisation to maintain their own safeguarding policy and process.

7. Communications Policy

- 7.1. Social Media should be used to promote and celebrate students at Dance Central.
- 7.2. It should not be used to create content of a violent, sexual or hateful nature, the ease with which images can be forwarded onto others and the difficulty in knowing truly who you are communicating with.
 - 7.2.1. Websites are used to communicate as a online communication tool and are used to advertise the schools presence, goals and policies.
 - 7.2.2. All content produced
- 7.3. Direct Communications
 - 7.3.1.

8. Bullying

8.1. Principles

- 8.1.1. Bullying of any kind is not acceptable within this School
- 8.1.2. The School endorses the ISTD stance of being a 'telling' culture and anyone who knows that bullying is happening is expected to tell the School Welfare Officer
- 8.1.3. Bullying will be taken seriously, responded to promptly, and procedures followed to deal with the situation.
- 8.1.4. It is the responsibility of every adult working in the School whether professional or volunteer, to ensure that all young people can enjoy the Creative Arts in a safe enjoyable environment.

8.2. What is Bullying

- 8.2.1. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.
- 8.2.2. Emotional - being unfriendly, excluding (emotionally and physically), tormenting (e.g. hiding kit, threatening gestures including sending threatening texts messages).
- 8.2.3. Physical - pushing, kicking, hitting, punching or any use of violence.
- 8.2.4. Racist - racial taunts, graffiti, gestures.
- 8.2.5. Sexual - unwanted physical contact or sexually abusive comments.
- 8.2.6. Homophobic - because of, or focusing on the issue of sexuality.
- 8.2.7. Verbal - name-calling, sarcasm, spreading rumours, teasing.

8.3. Procedures and Management of Bullying

- 8.3.1. Report bullying incidents to the Teachers or School Welfare Officer
- 8.3.2. Incidents are to be recorded and investigated.
- 8.3.3. Parents may be informed and asked to come to a meeting to discuss the problem.
- 8.3.4. If necessary and appropriate, police will be consulted.
- 8.3.5. If mediation fails and the bullying is seen to continue the school reserves the right to exclude students participating in bullying.
- 8.4. Recognising abuse, bullying
 - 8.4.1. A child or vulnerable adult may be being abused or bullied
 - 8.4.2. if they:
 - 8.4.2.1. Change their usual routine;
 - 8.4.2.2. Begin to be disruptive during sessions;
 - 8.4.2.3. Become withdrawn anxious or lacking in confidence;
 - 8.4.2.4. Have possessions going missing;
 - 8.4.2.5. Become aggressive or unreasonable;
 - 8.4.2.6. Start stammering or stop communicating;
 - 8.4.2.7. Have unexplained cuts or bruises;
 - 8.4.2.8. Start bullying other children;
 - 8.4.2.9. Are frequently dirty, hungry or inadequately dressed;
 - 8.4.2.10. Display sexual behaviour inappropriate for their age;
 - 8.4.2.11. Seem afraid of parents or carers;
 - 8.4.2.12. Do not want to attend training or club activities, or even leave the club;
 - 8.4.2.13. Stop eating;
 - 8.4.2.14. Frightened to say what's wrong.
 - 8.4.3. One of these signs on its own is very unlikely to be an indicator of abuse. However, cumulatively they should be taken seriously. Members of the staff and volunteers need to be aware of these possible signs and always report any concerns to the Child Welfare Officer.

Appendix

Appendix A - Procedure to manage allegations/suspicions of

Abuse

Detailed procedures where there is a concern about a child

Child abuse can take many forms:

- Physical abuse
- Psychological or emotional abuse
- Sexual abuse
- Grooming
- Child trafficking
- Child sexual exploitation
- Criminal exploitation and gangs
- Domestic abuse
- Female genital mutilation
- Organisational or institutional abuse
- Neglect or acts of omission
- Online abuse

Allegations of any form of abuse

If a child has a physical injury, a symptom of neglect or where there are concerns about emotional abuse in the child's home, the Member will contact their local Designated Safeguarding Lead (DSL) where one is available. The Member / DSL will:

- Contact Children's Social Services, the NSPCC, for advice in cases of deliberate injury, if concerned about a child's safety, or if a child is afraid to return home.
- Not tell the parents or carers unless advised to do so, having contacted Children's Social Services.
- Seek medical help if needed urgently, informing the doctor of any suspicions.
- For lesser concerns, (e.g., poor parenting), encourage the parent/carer to seek help, but not if this places the child at risk of significant harm.
- Where the parent/carer is unwilling to seek help, offer to accompany them. In cases of immediate danger, if the parent/carer still fails to act, contact Children's Social Services direct for advice.
- Seek and follow advice given by the NSPCC, if unsure whether or not to refer a case to Children's Social Services.

Allegations of sexual abuse

In the event of allegations or suspicions of sexual abuse, the Dance Central will:

- Contact the Children's Social Services Department Duty Social Worker for children and families or Police Child Protection Team direct. They will NOT speak to anyone else.
- Seek and follow the advice given by the NSPCC, or if, for any reason, they are unsure whether or not to contact Children's Social Services / Police.

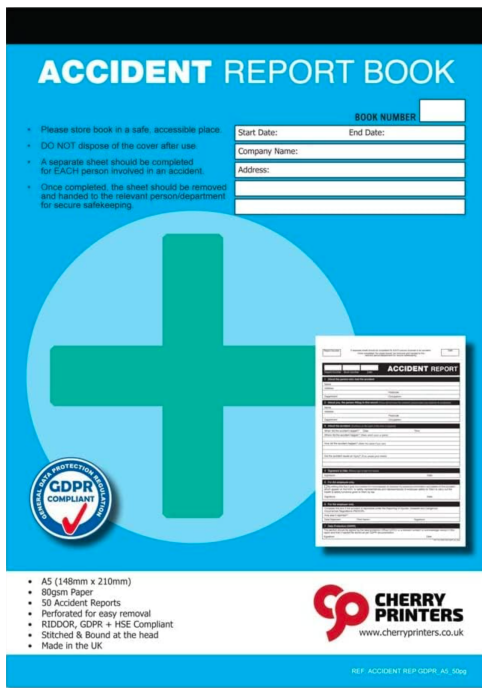
| If you have safeguarding concerns in relation to a child: | |
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| Do: <ul style="list-style-type: none">• Stay calm – do not rush into inappropriate action.• Seek medical help if needed urgently. Inform the doctor of any suspicions you have.• Maintain confidentiality• Make a record of your concern and how it came to your attention (use your dance | Do not: <ul style="list-style-type: none">• Panic• Delay taking action |

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| <p>centre's recording form if there is one, otherwise use a blank sheet of paper and use the heading "Safeguarding Incident") and sign and date.</p> <ul style="list-style-type: none"> • Use a child body map (see Appendix 3b) to record any visible marks that you need to report. | |
| <p>If the child has made a disclosure to you:</p> | |
| <p>Do:</p> <ul style="list-style-type: none"> • Reassure the child – that they are not to blame and confirm that you know how difficult it must be to confide. • Listen – to what the child says and show that you take them seriously. • Keep questions to a minimum – use clarifying questions and open questions, (i.e., those where more than a yes/no response is required). • Ensure that you clearly understand what the child has said so that it can be passed on to the appropriate agencies for investigation. | <p>Do not:</p> <ul style="list-style-type: none"> • Make promises you can't keep by explaining that you are not able to keep secrets and may have to tell other people in order to stop what is happening whilst maintaining maximum possible confidentiality. • Make the child repeat the story unnecessarily. • Ask any questions beyond those which are designed to clarify what the child is disclosing. Investigations into safeguarding concerns are conducted through multi-agency cooperation and it is important that the investigation is carried out by the appropriate person – your role is to report the disclosure as accurately as possible, and not to investigate. • Ask leading questions. The law is strict, and cases of alleged child abuse have been dismissed where it appeared that the child was led or that words or ideas were suggested to the child. |
| <p>Once you have gathered the information:</p> | |
| <p>Do:</p> <ul style="list-style-type: none"> • Consult with the Designated Safeguarding Lead (DSL) at the centre where you work – ensuring that you communicate all the information accurately. | <p>Do not:</p> <ul style="list-style-type: none"> • Tell anyone about what you have reported other than the person you reported it to, and anyone involved in investigating what you have reported. |
| <p>If you are the DSL (or person responsible for safeguarding):</p> | |
| <p>Do:</p> <ul style="list-style-type: none"> • Contact Children's Social Services, or thirtyone:eight, or the NSPCC, or the Ann Craft Trust, for advice in cases of deliberate injury, if concerned about the child's safety, or if the child is afraid to return home. • Seek medical help if needed urgently. Inform the doctor of any suspicions you have. • Record the details of all contact that you have in relation to the matter. | <p>Do not:</p> <ul style="list-style-type: none"> • Tell the parents or carers unless advised to do so, having contacted Children's Social Services. |

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| If your concern involves alleged or suspected sexual abuse: | |
| <p>Do:</p> <ul style="list-style-type: none"> • Contact the Children's Social Services Department Duty Social Worker for children and families or Police Child Protection Team direct. • If, for any reason, you are unsure whether or not to contact the police or children's social services, seek and follow the advice given by the NSPCC. | <p>Do not:</p> <ul style="list-style-type: none"> • Talk to anyone else about the allegation or suspicion unless advised to do so by the police or children's social services. |
| If your concern is of a lesser nature (e.g., poor parenting): | |
| <p>Do:</p> <ul style="list-style-type: none"> • Speak with the parent/carer if it is safe, and you feel comfortable to do this - encourage them to seek help. • In cases of immediate danger, if the parent/carer still fails to act, contact children's social services for advice. • If you are unsure whether to contact children's social services, seek and follow advice given by the NSPCC. | <p>Do not:</p> <ul style="list-style-type: none"> • Speak with the parent/carer about your concern if this places the child at risk of significant harm |
| If the concern involves an employee or member of the Dance Central: | |
| <p>Do:</p> <ul style="list-style-type: none"> • Contact the Designated Safeguarding Officer at the Dance Central. • If the Designated Safeguarding Officer is not available, contact the Deputy Designated Safeguarding Officer or the Safeguarding in Dance Specialist. | <p>Do not:</p> <ul style="list-style-type: none"> • Intervene in any way that might place yourself, the child, or other children at risk of harm. • If a child has been or is in danger of being significantly harmed, contact children's social services. • If you believe a crime has been committed, contact the Police. • Seek medical help if needed urgently. Inform the doctor of any suspicions you have. • Take whatever practical steps you can to ensure that the employee/member is kept apart from children who could be at risk of harm while the concern is being investigated. |

Appendix B - Injury reporting form

A copy of the Dance Central accident book is kept with the First Aid Kit. All accidents should be recorded on the following forms.



Report Number: _____ Date: _____
A separate sheet should be completed for EACH person involved in an accident. Once completed, the sheet should be removed and handed to the relevant person/department for secure safekeeping.

ACCIDENT REPORT

Report Number: _____ Book Number: _____ Date: _____

1 About the person who had the accident
 Name: _____
 Address: _____ Postcode: _____
 Department: _____ Occupation: _____

2 About you, the person filling in this record (if you did not have the accident, please state your address & occupation)
 Name: _____
 Address: _____ Postcode: _____
 Department: _____ Occupation: _____

3 About the accident (Continue on the back of this form if required)
 When did the accident happen? Date: _____ Time: _____
 Where did the accident happen? (State which room or place)
 How did the accident happen? (State the cause if you can)
 Did the accident cause an injury? (if so, please give details)

4 Signature & Date (Please sign & date the report)
 Signature: _____ Date: _____

5 For the employee only
 By ticking this box I give my consent for my employer to disclose my personal information and details of the accident, which appear on this form, to safety representatives and representatives of employee safety for them to carry out the health & safety functions given to them by law.
 Signature: _____ Date: _____

6 For the employer only
 Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
 How was it reported? _____
 Date Reported: _____ Print Name: _____ Signature: _____

7 Data Protection (GDPR)
 This section should be signed by the data protection Officer (DPO), or a relevant contact, to acknowledge receipt of this report and that it has/will be stored as per GDPR documentation.
 Signature: _____ Date: _____

REF: ACCIDENT REP-GDPR-A5-1049

Appendix C - Identifying of forms of Abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or vulnerable adult. Examples of physical abuse in sport include extreme physical punishments; forcing a child or vulnerable adult into training and competition that exceeds the capacity of his or her immature and growing body or limitations of a disability; assaulting a person; or where the child (or vulnerable adult) is given drugs to enhance performance or in the case of a child, delay puberty.

Sexual abuse

Sexual abuse involves forcing a child or vulnerable adult to take part in sexual activities, which may involve inappropriate touching, penetrative or non penetrative sexual acts. They may include non-contact activities, such as involving children or vulnerable adults in looking at, or in the production of, sexual photographic or online images, watching sexual activities, or encouraging children or vulnerable adults to behave in sexually inappropriate ways.

Emotional abuse

Emotional abuse is the persistent maltreatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on their development. It may involve conveying to children or vulnerable adults that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed.

These may include interactions that are beyond the child or vulnerable adult's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction.

Emotional abuse may involve a child seeing or hearing the ill-treatment of another as well as serious bullying, causing children or vulnerable adults to feel frightened or in danger, or the exploitation or corruption of children or vulnerable adults. Some level of emotional abuse is involved in all types of maltreatment of a child or vulnerable adult, though it may also occur alone.

Examples of emotional abuse in sport include subjecting children to constant criticism, name-calling, and sarcasm or bullying. It could also include their regular exclusion from an activity, non-selection for a team, failing to rotate squad positions or more subtle actions such as staring at or ignoring a child or vulnerable adult. Putting players under consistent pressure to perform to unrealistically high standards is also a form of emotional abuse.

Neglect

Neglect is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may involve a parent failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child or vulnerable adult from physical and emotional harm or danger, or to ensure adequate supervision (including the use of inadequate care-givers) or to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or vulnerable adult's basic emotional needs.

Examples of neglect in sport could include: not ensuring children are safe; exposing them to undue cold or heat or unsuitable weather conditions, or exposing them to unnecessary risk of injury.

Bullying

Bullying is often considered to be a fifth type of abuse but when it does occur it usually has elements of one or more of the four categories identified. The bully can be a parent who pushes too hard, a coach or manager with a 'win at all costs' attitude or another intimidating child. It should also be recognised that bullying can take place in the virtual world of social networking sites, emails or text messages.

If bullying does occur it should not be ignored and the victim should be supported through what can be a traumatic experience. Bullying will not just go away. Bullying takes many forms but ultimately it is the perception of the victim that determines whether or not they are being bullied and not the intention of the bully. There are opportunities to bully at any rugby club or activity. It is the way that incidences are dealt with which makes

the difference between life being tolerable or becoming a misery for the victim. Bullies can be very cunning and develop strategies to avoid it being seen by anyone but the victim.

Positions of Trust

Everyone working with children and vulnerable adults is in a 'position of trust' with power and influence, invested in them by the parents, the organisation deploying them, and the child or vulnerable adult.

No-one in a position of trust should encourage a physical or emotionally dependant relationship to develop between themselves and the child/vulnerable adult in their care.

If there is an additional competitive aspect to the activity, and the person in a position of trust is responsible to some extent for the child/vulnerable adult's success or failure, their dependency on the individual will be significantly increased. This may include elite teams at club, CB (ie School of Rugby), Academy and national level.

In sport, there have been examples of individuals using their position of power to gain access to children or vulnerable adults, win their trust and abuse that trust for inappropriate or illegal purposes.

Sexual Relationships

Sexual intercourse, sexual activity, or inappropriate touching by an adult with a child under the age of 16 years is a criminal offence, even where there is apparent consent from the child. A consensual sexual relationship between an adult in a position of trust (eg. a coach or someone involved in Regulated Activity) and a child over 16 years of age is contrary to this Policy as it is a breach of that position of trust and an abuse of their position. Whilst this may not be an offence in terms of criminal law (unless occurring in an educational setting) in a rugby union setting it will be treated with the utmost seriousness and may result in RFU disciplinary action, including a suspension from attending rugby clubs. Such a breach of trust involving a 'vulnerable adult' may also result in disciplinary action.

Adults sending inappropriate and/or sexually provocative messages or images by text, web-cam or other electronic media to children is a breach of this Policy, and may be a criminal offence.

A child may suffer sexual abuse or sexually harmful behaviour from another child or children. A 'position of trust' applies to children who take on a leadership role as well as to adults in the sport.

Appendix D - Welfare officer contact details

Charlotte Johnson - 07914880537