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Policies and Procedures

Children and Vulnerable Persons Protection Policy

Note:

This policy aims solely to safeguard children and vulnerable persons involved in activities, services and facilities under the direct remit and control of NJ Dance. (NJSD). It is important to note that it is not the responsibility of NJSD to decide whether or not abuse has taken place. However it is the responsibility of all individuals to take action by reporting their concerns in accordance with this policy and procedure to Somerset Direct. (0845 3459122)

NJ Dance. (NJSD).has a duty of care to safeguard all children and vulnerable persons involved in activities, services and facilities under the direct remit and control of NJSD. They will, so far as is reasonably practicable, ensure that children are protected through appropriate procedures and safe working practices that are based on recognised good practice.

1.2 Definitions

As defined in the Children Act 1989, anyone under the age of 18 years should be considered as a **‘child’** for the purposes of this document. *‘Vulnerable person’* is defined as anyone over the age of 18 years who needs support in making decisions, taking actions, or expressing their wishes

The term ‘staff’ is used within this document as a generic term to refer to any person working for NJSD, in any capacity and includes volunteers, part-time staff, temporary workers, work placement students working with children.

‘Child abuse and neglect’ is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child’s health or development. Children may be abused or neglected through infliction of harm, or through the failure to act to prevent harm. Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child. *Working Together to Safeguard Children, HM Government 2006*, sets out definitions and examples of four broad categories of abuse: neglect; physical abuse; sexual abuse and emotional abuse.

1.3 Purpose of Policy

The purpose of this child protection policy is to safeguard children without unduly constraining activities, services and facilities. Where these aims conflict, the needs of safeguarding children will take precedence.

1.4 Policy Objectives

- To ensure children are protected within the facilities, services and activities under the direct remit and control of NJSD.
- To ensure that NJSD has the training and mechanisms to support employees when faced with child protection issues.

1.5 General Principles

The key NJSD principles on child protection are as follows:

- The child’s welfare is paramount.

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- All children whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity, have the right to protection from abuse.
- All suspicions and allegations or incidents of inappropriate behaviour will be taken seriously and responded to swiftly and appropriately.
- NJSD will maintain the strictest confidentiality when dealing with child protection issues or concerns, within the limits of what is appropriate and practicable and within the law.
- Staff who have responsibilities for child protection issues will have access to training to assist them to deliver their responsibilities.

In addition to the existing recruitment procedures, all applicants for positions involving work with children or vulnerable persons should:

- Consent to undertaking a Standard and Enhanced Criminal Records Bureau (DBS) check,
- Provide two confidential references, including at least one regarding previous work or Suitability to work with children.

As a matter of policy, Heads of School may permit successful applicants to commence employment before all checks have been completed. In these circumstances, appropriate supervision procedures to manage this risk until checks are completed. These must be documented in writing.

All individuals working with children should undergo a Standard or Enhanced CRB Where checks identify potential concerns, the Head of School will take appropriate decisions regarding the employment of the individual concerned.

Recognising if a Child is being abused

It is not always easy to spot when children have been abused even for the most experienced carers. However, some of the more typical symptoms, which should trigger suspicions would include:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if
- Situated on a part of the body not normally prone to such injuries.
- Sexually explicit language or actions.
- A sudden change in behaviour (e.g. Becoming very quiet, withdrawn or displaying Sudden outbursts of temper).
- The child describes what appears to be an abusive act involving him/her.
- A change observed over a long period of time (e.g. The child losing weight or
- Becoming increasingly dirty or unkempt).
- A general distrust and avoidance of adults, especially with whom a close relationship would be expected.
- An unreasonable reaction to normal physical contact.
- Difficulty in making friends or abnormal restrictions on socialising with others.

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It is important to note that a child could be displaying some or all of these signs, or behaving in a way that is worrying - this does not necessarily mean the child is being abused. Similarly, there may not be any signs and individuals may just feel something is wrong

Anti-Bullying Policy

At Nicky Jenks School of Dance we are committed to providing a warm, caring and safe environment for all our children so that they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At the dance school, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Aims and Objectives of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004.
- All teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- Teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.

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- Whole school initiatives (staff training,) and proactive teaching strategies will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victim's.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/focusing on the issue of sexuality
- Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the studio, in the corridor, in the toilets, in the playground. Bullying may also happen on the way to and from the dance school. In such cases, the Principal will deal with such incidents but must do so in accordance with the school's policy.

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At the dance school, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on school buses and in school taxis
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under perform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
-

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

The children were all asked this question and we have included some of their strategies in the list below:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.

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- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone (see Appendix 1).
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

What can you do if you see someone else being bullied? (The role of the bystander) Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. The children have also discussed this question in class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- Call a helpline for some advice.

Bullying of children with Special Educational Needs

Nicky Jenks School of Dance is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying. Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at the dance school. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will

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protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In cases of serious bullying, the incidents will be recorded by staff on the standard Incident Report Sheet.
13. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
15. Bullying incidents will be discussed regularly at staff meetings.
16. If necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

The following sanctions may be used:

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Parents will be invited in to school
- Go on a self-improvement report
- Fixed term exclusion
- Permanent exclusion

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Producing a 'child speak' version of the policy for the children
- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high profile event each year
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties

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- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff

Monitoring and evaluation of the policy To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys and bullying incident forms will be used to gauge the effectiveness of the policy. Following an annual review any amendments will be made to the policy and everyone informed.

Sources of further information, support and help There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number
Act Against Bullying	0845 230 2560
Advisory Centre for Education (ACE)	0207 704 3370
Anti-bully	not available
Anti-Bullying Alliance (ABA)	0207 843 1901
Anti-bullying Network	0131 651 6103
Beatbullying	0845 338 5060
Bully Free Zone	01204 454 958
Bullying Online	020 7378 1446
BBC	not available
Childline	0800 1111 (helpline for children)
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)
NSPCC	0207 825 2500

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Parentline Plus	0808 800 2222
The Children's Legal Centre	0800 783 2187
The Office of the Children's Commissioner	0844 800 9113
UK Government Website	not available

Privacy Policy

We've created this Privacy Policy to explain how we collect, use, disclose and protect your information, including any nonpublic personal information. This policy applies to information we collect when you use our website.

We may change this Privacy Policy from time to time. If we make changes, we will notify you by revising the date at the top of this policy, and in some cases, we may provide you with additional notice (such as by adding a statement to the homepages of our website).

We encourage you to review the Privacy Policy whenever you interact with us to stay informed about our information practices and the ways you can help protect your privacy. This privacy policy applies to the Services provided by Nicky Jenks School Of Dance. ("NJ", "we" or "us"). Collection of Information Categories of Non-Public Personal Information. Information You Provide to Us

We collect nonpublic personal information you provide to us when you use our online booking system. The types of information we may collect include your name, address, phone number, email address, and any other information you choose to provide.

Information We Collect Automatically from our Services.

When you access or use our website, we automatically collect information about you as follows:

Log Information

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We log information about your use of our site, including the type of browser you use, access times, pages viewed, your IP address and the page you visited before navigating to our site.

Information Collected by Cookies and Other Tracking Technologies

We use various technologies to collect information on our site and this may include sending cookies to your computer. Cookies are small data files stored on your hard drive or in device memory that help us to improve our site and your experience, see which areas and features of our site are popular and count visits. For more information about cookies, and how to disable them, please see “Your Choices” below. We may also collect information using web beacons (also known as “tracking pixels”). Web beacons are electronic images that may be used in our Services or emails and help deliver cookies, count visits, understand usage and campaign effectiveness and determine whether an email has been opened and acted upon.

How We Respond to Do Not Track Signals: We allow Do Not Track browser configurations. We use cookies and other tracking technologies, and Do Not Track status may alter the available services with certain browsers, when these tracking functionalities are used to provide services. We do not alter the information our applications attempt to collect based on your Do Not Track configuration.

Use of Information

We may use your information, including nonpublic personal information as follows:-

- Provide, maintain and improve our Site / Services;
- Provide and deliver the products and services you request, process transactions and send you related information, including confirmations;
- Verify your identity and prevent fraud;
- Send you technical notices, updates, security alerts and support and administrative messages;
- Respond to your comments, questions and requests and provide customer service;
- Communicate with you about products, services, offers, promotions, rewards, and events offered by Simple and others, and provide news and information we think will be of interest to you;
- Monitor and analyze trends, usage and activities in connection with our Services;
- Personalize and improve the Services and provide advertisements, content or features that match user profiles or interests;
- Process and deliver contest or promotion entries and rewards;
- Link or combine with information we get from others to help understand your needs and provide you with better service; and
- Carry out any other purpose for which the information was collected.

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Nicky Jenks School Of Dance is based in England and the information we collect is governed by EU law.

Disclosure of Information

We do not disclose any information we collect about current and former users, including nonpublic personal information, to any third parties.

Your Choices

Cookies

Most web browsers are set to accept cookies by default. If you prefer, you can usually choose to set your browser to remove or reject browser cookies. Please note that if you choose to remove or reject cookies, this could affect the availability and functionality of our Services.

Social Sharing Features

Our site include social sharing features for common social networks to let users share content. These features are served from third-party services that may serve their own cookies. The use of such features enables the sharing of information with your friends or the public, depending on the settings you establish with the entity that provides the social sharing feature. For more information about the purpose and scope of data collection and processing in connection with social sharing features, please visit the privacy policies of the entities that provide these features.

Security

NJ takes reasonable measures to help protect all information about you from loss, theft, misuse and unauthorised access, disclosure, alteration and destruction. Additionally, NJ implements policies designed to protect the confidentiality and security of your nonpublic personal information. NJ limits access to your nonpublic personal information to employees that have a business reason to know such information, and implements security practices and procedures designed to protect the confidentiality and security of such information and prohibit unlawful disclosure of such information in accordance with its policies.

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GDPR Consent Form

Dear Parent/Guardian

In order to comply with the new General Data Processing Regulations (GDPR) I will need to collect data and your permissions.

Nicky Jenks School of Dance, and teachers

- Will only collect data necessary for the efficient running of the business, and the safety of your children
- We will share this data between teachers, and examination boards for purposes within the school, and promoting events. (we will not share with 3rd Parties)
- When your child leaves the school, you will have the right to be forgotten if you chose
- From time to time we may use photos or videos for publicity, social media. We will not use names on social media.
- We will use all reasonable means to protect your data, and will report any breaches to the relevant authorities in the timescales specified by the ICO.

STUDENTS NAME.....

SIGNED.....

PRINTED.....

DATED.....

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Terms and Conditions

Pupils should change in the changing area and wait quietly until their class. Please respect the premises and DO NOT ALLOW children (including young children) to touch anything belonging to the premises. Please be aware that the changing areas provided are communal (i.e. there may be male and female) and may be accessed by the public, therefore no responsibility will be taken for loss or damage of any kind to pupils property. Any younger siblings causing any problems may be asked to wait outside.

Parents are not normally permitted to watch classes as this seriously disrupts concentration — however special arrangements may be made occasionally. Parents are respectfully asked not to interrupt lessons by knocking on windows, or looking through doors.

Due to the nature of teaching dance, from time to time it may be necessary for teachers to touch pupils. This will always be executed in a professional manner

Occasionally in the course of activities pupils are involved in, photographs or video footage may be taken. This may be used for publicity purposes, or on the school website. If you do not want your child's photo taken please advise your teacher in writing.

Pupils are expected to wear the correct uniform, and have hair groomed correctly. Please see uniform letter. No jewelry may be worn in class, except small stud type earrings.

Fees are due on the first day of each 1/2 term. A 1/2 terms notice is required IN WRITING before leaving or a 1/2 terms fees will be charged in lieu. The School reserves the right to refuse tuition to any pupils whose fees are not paid up to date. Any pupil with outstanding term fees WILL NOT be entered for any exams.

The School reserves the right to refuse tuition to any pupils if their or their parent's behavior is deemed as abusive, aggressive or disruptive.

Please inform your teacher of any medical conditions, which may affect your ability to partake in lessons.

In the event of extreme weather conditions, i.e., snow, the school reserves the right to cancel lessons.

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Covid 19 Plan of action

Here at Nicky Jenks it is our aim to have as many students back to dancing as quickly and as safely as possible. To do this we will be working on the scale below. As the climate is ever changing, we have set out some guidelines so you are aware of the plans we have for the future whether we head back into lockdown or not. From September we plan to go back on a level 3 with over half our lesson in the studios and second lessons virtually via Zoom. We will still be offering the opportunity to do lessons via Zoom to those who do not feel ready to come back into the studio yet, though numbers will be limited for this.

5	Full lockdown		All lessons on zoom
4	Partial lockdown	Reduced timetable	All other lessons on Zoom
3	Relaxation of lockdown measures	Partial timetable Socially distanced lessons, numbers capped, strict measures in place.	Second lessons on Zoom
2		Fuller timetable, relaxed measures	
1		All Lessons as normal in person	

It is the responsibility of parents or guardians for checking that their child is fit to come to lessons. We will be offering lessons via Zoom, this will enable anyone who maybe self isolating to continue their lesson.

To comply with COVID restrictions numbers will be limited to keep social distancing. As teachers we will do all that we can to facilitate social distancing but it would be helpful if you could back this up at home. As there are two different options for attending lessons, no refunds will given.

No parents will be allowed in the building, please be prepared to drop and run!

Your children will be collected from the entrance passageway/ doorway at the time of their class, the teacher will lead them into the Hub where they will be asked to sanitize their hands. Once inside they will be asked to place shoes, drinks bottles in a black square. Please make sure they bring as little as possible with them. Ideally in a small plastic box or a bag that can be sealed and easily wiped over before each lesson.

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During the lesson each student will be allocated a square, these are marked by the coloured cross in the centre. The squares have all been marked with 4 different coloured sides, so the teacher will ask the class to face the yellow side and they will all be facing the same way in the room. Alternatively, they will have coloured spots to stand on in village halls.

In between age group bubbles (lessons) teachers have time allocated to clean. They will use the fogger machine and wipe down all touch points within the halls. Please note there will be access to bathroom areas, but teachers will not be responsible for cleaning them.

At the end of each lesson students will be escorted to the door for pick up. Parents/guardians, please make sure you are on time to pick up as we do not have the facility to look after students during cleaning time.

Staying COVID-19 Secure in 2020 Risk Assessment (The Hub)

Coronavirus (COVID-19): implementing protective measures in Dance and Drama settings

Name of School: Nicky Jenks School of Dance

Name of Manager/Owner: Nicky Jenks

Postcode of premises: TA210AX

Disciplines offered: Group Dance - Ballet, Group Dance - Modern, Group Dance - Tap, Group Dance - Jazz, Group Dance - Street & HipHop, Group Dance - Contemporary, Group Acro and Tricks, Group Drama (Musical Theatre Based), Individual Dance Lessons, Group Singing, Individual Singing Lessons

Ages: 3-5yrs, 6-10yrs, 11-13yrs, 14-18yrs, 18yrs+

Intended start date (based on continuing guidance): 1st September 2020

Risk Assessment written by Alex Ralls (AllRSM, TechIOSH) based on information provided.

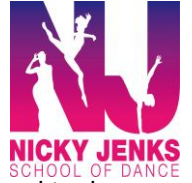
Dated: Saturday, 13 June 2020

Risk Assessment implemented by Nicky Jenks



The hub risk
assessment.docx

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Introduction

In all education, childcare and social care settings, preventing the spread of Coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

This Risk Assessment was undertaken based on information provided by Nicky Jenks on behalf of Nicky Jenks School of Dance.

The possibility of delivering all/some classes virtually (using TEAMS or Zoom for example) has been considered and whilst some classes can continue to be delivered virtually the nature of the Dance and Drama business requires physical presence, where possible, to ensure technique is properly managed to prevent injury. Physical contact will be limited, or managed, in line with the control measures outlined in this document and Government guidance on 'Social Distancing'.

Any change resulting in the escalation of either the Severity Rating or Probability Rating of an identified hazard is to be reported to Nicky Jenks or an appropriate line manager at Nicky Jenks School of Dance. The severity and probability definitions relating to this document can be found below.

It is assumed that this Risk Assessment forms part of Nicky Jenks School of Dance's over-arching Risk Assessments, Operating Procedures and preventative measures used to minimise risk. It should not be viewed in isolation. Other documentation that should be considered, where applicable, includes;

School Risk Assessments
School Operating Procedures
School Method Statements
Child Protection Policy
Space/Venue Handbook and
RAMS

		RISK TOLERANCE						
LIKELIHOOD	ALMOST CERTAIN	6	6	12	18	24	30	36
	VERY LIKELY	5	5	10	15	20	25	30
	LIKELY	4	4	8	12	16	20	24
	POSSIBLE	3	3	6	9	12	15	18
	VERY UNLIKELY	2	2	4	6	8	10	12
	UNFORESEEABLE	1	1	2	3	4	5	6
			1	2	3	4	5	6
		NEGLECTIBLE	MINOR	MODERATE	MAJOR	CRITICAL	CATASTROPHIC	
		SEVERITY						

SEVERITY DEFINITIONS

NEGLECTIBLE: May lead to a miscommunication, no foreseeable risk of harm or discomfort, no damage.
MINOR: Superficial injury, temporary discomfort or distress, minor property damage.
MODERATE: Cuts, grazes or other injury which require on-site first aid, moderate property damage.
MAJOR: Minor fractures, requires hospital treatment, absence from work for 3 days or more, major property damage. (RIDDOR)
CRITICAL: Major fractures, ill health leading to disability or reportable disease (RIDDOR). critical property damage, e.g. structural.
CATASTROPHIC: Amputations, fatality, life shortening illnesses, catastrophic property damage.

TO CALCULATE RISK SCORE:

First..... Assess the likelihood of the hazard occurring.
 Second..... Assess the severity of the hazard if it were to occur.
 Third..... Calculate risk score using the matrix to the left. This is done by reading from the box at the intersection between your chosen severity and likelihood figures.

RISK TOLERANCE:

The Risk Tolerance is 9. Anything above this is deemed an unacceptable risk and appropriate control measures need to be applied in order to reduce the risk factor below 9.

Staying COVID-19 Secure in 2020 Risk Assessment (Bishops Lydeard Village Hall)

Coronavirus (COVID-19): implementing protective measures in Dance and Drama settings

Name of School: Nicky Jenks School of Dance

Name of Manager/Owner: Nicky Jenks

Postcode of premises: TA210AX

Disciplines offered: Group Dance - Ballet, Group Dance - Modern, Group Dance - Tap, Group Dance - Jazz, Group Dance - Street & HipHop, Group Dance - Contemporary, Group Acro and Tricks, Group Drama (Musical Theatre Based), Individual Dance Lessons, Group Singing

Ages: 3-5yrs, 6-10yrs, 11-13yrs, 14-18yrs, 18yrs+

Intended start date (based on continuing guidance): 1st September 2020

Risk Assessment written by Alex Ralls (AIIRSM, TechIOSH) based on information provided.

Dated: Wednesday, 17 June 2020

Risk Assessment implemented by Nicky Jenks



Nicky Jenks School
of Dance B lyd COVI

Policies and Procedures

Introduction



In all education, childcare and social care settings, preventing the spread of Coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

This Risk Assessment was undertaken based on information provided by Nicky Jenks on behalf of Nicky Jenks School of Dance.

The possibility of delivering all/some classes virtually (using TEAMS or Zoom for example) has been considered and whilst some classes can continue to be delivered virtually the nature of the Dance and Drama business requires physical presence, where possible, to ensure technique is properly managed to prevent injury. Physical contact will be limited, or managed, in line with the control measures outlined in this document and Government guidance on 'Social Distancing'.

Any change resulting in the escalation of either the Severity Rating or Probability Rating of an identified hazard is to be reported to Nicky Jenks or an appropriate line manager at Nicky Jenks School of Dance. The severity and probability definitions relating to this document can be found below.

It is assumed that this Risk Assessment forms part of Nicky Jenks School of Dance's over-arching Risk Assessments, Operating Procedures and preventative measures used to minimise risk. It should not be viewed in isolation. Other documentation that should be considered, where applicable, includes;

School Risk Assessments
School Operating Procedures
School Method Statements
Child Protection Policy
Space/Venue Handbook and
RAM

		RISK TOLERANCE						
LIKELIHOOD	ALMOST CERTAIN	6	6	12	18	24	30	36
	VERY LIKELY	5	5	10	15	20	25	30
	LIKELY	4	4	8	12	16	20	24
	POSSIBLE	3	3	6	9	12	15	18
	VERY UNLIKELY	2	2	4	6	8	10	12
	UNFORESEEABLE	1	1	2	3	4	5	6
			1	2	3	4	5	6
			NEGLECTIBLE	MINOR	MODERATE	MAJOR	CRITICAL	CATASTROPHIC
			SEVERITY					

SEVERITY DEFINITIONS

NEGLECTIBLE: May lead to a miscommunication, no foreseeable risk of harm or discomfort, no damage.
MINOR: Superficial injury, temporary discomfort or distress, minor property damage.
MODERATE: Cuts, grazes or other injury which require on-site first aid, moderate property damage.
MAJOR: Minor fractures, requires hospital treatment, absence from work for 3 days or more, major property damage. (RIDDOR)
CRITICAL: Major fractures, ill health leading to disability or reportable disease (RIDDOR). critical property damage, e.g. structural.
CATASTROPHIC: Amputations, fatality, life shortening illnesses, catastrophic property damage.

TO CALCULATE RISK SCORE:

First..... Assess the likelihood of the hazard occurring.
 Second..... Assess the severity of the hazard if it were to occur.
 Third..... Calculate risk score using the matrix to the left. This is done by reading from the box at the intersection between your chosen severity and likelihood figures.

RISK TOLERANCE:

The Risk Tolerance is 9. Anything above this is deemed an unacceptable risk and appropriate control measures need to be applied in order to reduce the risk factor below 9.

Staying COVID-19 Secure in 2020 Risk Assessment (Wiveliscombe Community Centre)

Coronavirus (COVID-19): implementing protective measures in Dance and Drama settings

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Wivey cc risk
Assessment .pdf

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Assessments School
Operating Procedures
School Method
Statements Child
Protection Policy
Space/Venue
Handbook and RA

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