



Policy for

Safeguarding and the

Protection of

Children and Adults at *Lilly's Dance Academy*

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POLICY STATEMENT & CODE OF CONDUCT

Lilly's Dance Academy recognises the responsibility it has under the Australian Human Rights Commission for ensuring child safety and wellbeing by following the ten National Principles for Child Safe Organisations.

All staff must be made aware of their duties and responsibilities outlined in this document, to act ethically towards children and understand their roles and responsibilities in ensuring the safety and wellbeing of children.

Everyone at *Lilly's Dance Academy* shares an objective to uphold the commitment of *Lilly's Dance Academy* to safeguard and promote the welfare of all its students, children, young people, and adults at risk, by adhering to the following principles as a code of conduct:

- Providing a safe environment in which to learn.
- Identifying and responding to children, young people, and adults at risk in need of support or protection.
- Supporting children's development in ways which will foster a sense of self-esteem and independence.
- Fostering a learning environment in which every student feels valued and able to articulate their wishes and feelings in their preferred method of communication, in an atmosphere of acceptance and trust.
- Working to ensure that students, volunteers, parents, and carers all understand how to raise a concern and know how to ask for any help at any time.

This policy sets out how *Lilly's Dance Academy* implements safeguarding and promoting the welfare of children who are students at the school. Our policy applies to all staff, paid and unpaid, working in the school and includes volunteers at external or special events. Teaching assistants, backstage helpers/chaperones and office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school.

Implementing a safe environment and a protective ethos suitable for a child also supports a respectful, safe and protective environment for a young adult (up to age 25) or an adult at risk. We recognise, however, that the law requires a different process if a concern is raised where the subject of the concern is a legal adult (i.e., aged 18 or older). We will ensure that our staff are informed about the specific differences regarding consent and referral procedures that affect adults at risk. The cause for concern form template has a specific section to complete if the subject of the concern is an adult.

There are four main elements to our policy:

1. **Prevention** through the teaching and pastoral support offered to all students, and the creation and maintenance of a whole school protective ethos. We will do this by following the Australian Human Rights Commission (2018), "National Principles for Child Safe Organisations".
2. **Procedures** for identifying and reporting cases, or suspected cases, of abuse.
3. **Supporting children** particularly those who may have been abused or witnessed violence towards others.
4. **Preventing unsuitable people working with children.** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

Lilly's Dance Academy has a Designated Safeguarding Lead (DSL) responsible for the maintenance and regular review of this policy in accordance with legal and statutory guidelines, as well as ensuring that all staff have read and agreed to abide by this policy. The DSL for *Lilly's Dance Academy* is the Lillian Wadsworth. *Lilly's Dance Academy* also has a Deputy DSL, whose responsibilities are to support the DSL in their duties, and to step into the role of DSL in the absence or unavailability of the DSL.

This policy applies to:

- all children under the age of 18, whether their responsible adult is present or not,
- all adults at risk, and adult students where the application of good policy safeguards all participants,
- vulnerable people of any age who will benefit from similar safeguards – wherever the policy refers to children, this broader meaning applies, and
- all staff, contractors, freelance staff, volunteers, and consultants working within *Lilly's Dance Academy* or on our premises. In the case of contractors and consultants it is the responsibility of Lillian Wadsworth to ensure that they are made aware of these guidelines.

Lilly's Dance Academy will therefore:

1. establish and maintain an environment where children feel safe, are encouraged to talk, and are listened to,
2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate, and
3. establish a protective ethos in which all individuals feel safe and respected and know who to approach if they are worried and their concerns will be taken seriously and acted upon.

This policy is available to parents on request, is available in hard copy and via the school website. This policy is reviewed annually or more frequently after the result of any incident in which we can improve our procedures.

Section 1 – Prevention

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment,
- preventing impairment of children's health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

We seek to prevent harm occurring. It is our policy that all *Lilly's Dance Academy* staff, teachers and volunteers will care, will promote, and safeguard the wellbeing of all students, whether child, adult or considered at risk.

We recognise that high self-esteem, confidence, supportive friends, and open and good quality lines of communication with all adults help to protect children and young adults.

We will endeavour to ensure that children and adult at risks are protected from harm while they visit or are attending classes. We will do this by:

1. Ensuring child safety and wellbeing is embedded in organisational leadership, governance and culture. We will establish and maintain an ethos where all people, children, young people, and adults, feel secure and are encouraged to talk, to feel respected and listened to.
2. Ensuring children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Ensuring families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.

10. Following our policies and procedures document on how the organisation is safe for children and young people.

Everyone working or applying to work for Lillian Wadsworth at *Lilly's Dance Academy* is to be made aware of this policy. Furthermore, this document will be issued to all staff and other people who are likely to have contact with children as part of their work with us. All staff and volunteers will read and sign that they agree to abide by this policy before they start work at *Lilly's Dance Academy*.

Section 2 - Procedures

The Australian Human Rights Commission "Child Safe Organisations" website is a single point of contact and resource setting out the procedures for the safeguarding children. We will follow the procedures set out here as stated in our prevention statement above.

<https://childsafe.humanrights.gov.au/national-principles>

1. **The Designated Safeguarding Lead for Child Protection and Adults at Risk at *Lilly's Dance Academy* is:**

Lillian Wadsworth

2. **The Deputy DSL, who has received an equal level of Designated Person training is:**

Lexi Boyd

3. **The Designated Safeguarding Lead will:**

- 3.1 Take lead responsibility for safeguarding and child protection.
- 3.2 Ensure that the DSL has the status and authority within the school to carry out the duties of the post. The DSL will have the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection matters. Ensure that the DSL and deputy have undertaken DSL training and that this training is updated **at least every two years**.
- 3.3 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills, e.g. via bulletins, meetings or further reading **at least annually**.
- 3.4 Ensure that every member of staff, paid and unpaid, knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.
 - 3.4.1 Staff members are required to complete a safeguarding incident reporting form and pass it in person or electronically to the DSL/DDSL immediately. Hard copies of these forms will be located at the studio.
- 3.5 Ensure that a DSL or DDSL are always available to discuss any safeguarding concerns.
- 3.6 Ensure every member of staff knows:
 - 3.6.1 the name of the designated person/s and their role,
 - 3.6.2 how to identify the signs of abuse and neglect,
 - 3.6.3 how to pass on and record concerns about a student,
 - 3.6.4 that they have an individual responsibility to be alert to the signs and indicators of abuse, and for referring child protection concerns to the DSL/DDSL,
 - 3.6.5 that they have a responsibility to provide a safe environment in which children can learn, and
 - 3.6.6 the process for making referrals to children's social care.
- 3.7 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training, all staff members receive regular safeguarding and child protection updates as required **but at least annually**.
- 3.8 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 3.9 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school.

3.10 Ensure that this policy is available publicly either via the school website or on the studio noticeboard.

4. Reporting a concern

Anyone, (student, career, teacher, staff member, volunteer), may report a concern, and should feel that they will be listened to carefully and taken seriously when they do.

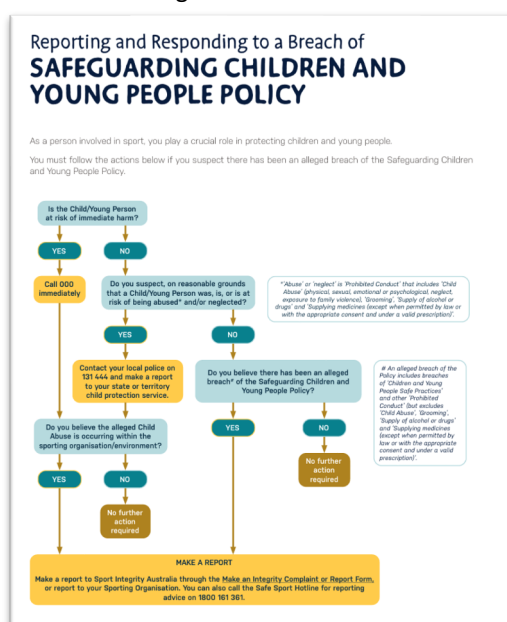
If you are concerned about a student or anyone at *Lilly's Dance Academy*, a specific incident occurs, or a situation arises that causes you concern, then you should report it as soon as is possible to the DSL/DDSL, to a member of the *Lilly's Dance Academy* staff or teacher who is present. You may do this in person, by phone or in writing.

If you believe that the child is at immediate risk of harm, then do not wait to contact the DSL, report the concern immediately to the police.

The DSL can support and advise you on the details if needed, but it is best to state as clearly as possible what occurred, without 'colouring' or bias, what was said by whom and if possible, verbatim. The DSL will then decide whether this is an issue that requires further escalation, or, if it is a concern that does not reach the threshold for referral, should simply be added to a student's record.

Safeguarding referrals will be made by the DSL/DDSL as is required in Australia:

1. by making a report to the Sport Integrity Australia through the [Make an Integrity Complaint or Report Form](#)
2. by contacting the Local Goondiwindi Police on [\(07\) 4671 7777](#) and making a report to the QLD State Child Protections service, or
3. by contacting the police in the event of a serious emergency or at risk of immediate harm using the 000 service.



Sport Integrity Australia. "Reporting and Responding to a Breach of SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY"

Where a referral needs to be made, the DSL will discuss this with the parents/guardians beforehand, unless there is a reason why the child would be put in harm's way if this discussion took place.

5. Liaison with other agencies

The *Lilly's Dance Academy* will:

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SAFEGUARDING POLICY: Children and Adult at risks

- 5.1 continue to work to develop effective links with relevant services to promote the safety and welfare of all students,

6. Record keeping

The DSL will ensure that record keeping at *Lilly's Dance Academy* is in line with protocols advised by Australian Human Rights Commission for insuring child safety and wellbeing. They will:

- 6.1. keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately,
- 6.2. ensure all paper records are kept securely, separate from the main student file, and in a locked location, prior to scanning them into electronic format for secure digital storage, and
- 6.3. Ensure that all electronic/digital records are kept securely.

7. Confidentiality and information sharing

The school will ensure:

- 7.1. staff, teachers, and volunteers adhere to confidentiality protocols and that information is shared appropriately,
- 7.2. staff and teachers are aware that they have a professional responsibility to share information with other agencies to safeguard children as set out in the Information Privacy Act 2009 which allows personal information to be shared when it is done in line with the Child Protection Act 1999.
- 7.3. that if a member of staff receives a request from under section 159N of the Child Protection Act 1999 they must provide information to Child Safety.
- 7.4. staff and teachers are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead will:

- 7.5. disclose information about a student to other members of staff on a 'need to know' basis. Parental consent must first be attained,
- 7.6. aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner,
- 7.7. record when decisions are made to share or withhold information, who the information has been shared with and why, and seek advice about confidentiality from outside agencies if required. (See **"INFORMATION SHARING GUIDELINES - To meet the protection and care needs and promote the wellbeing of children" 2018** by the Department of Children, Youth Justice and Multicultural Affairs.

8. Communication with parents/carers

The school will:

- 8.1. ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website,
- 8.2. undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action,
- 8.3. seek advice if the school believes that notifying parents could increase the risk of harm to the child. Circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury, and
- 8.4. record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if child protection proceedings commence

9. Dealing with child-on-child abuse, sexual violence and sexual harassment between children

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, control, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse. **All** forms of peer-on-peer abuse are unacceptable and will be taken seriously.

The school will therefore:

1. create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment cannot thrive and will not be tolerated,
2. provide access to training for staff and associate teachers about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse,
3. ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up, and
4. ensure that staff members follow the procedures outlined in this policy when they become aware of peer-on-peer abuse.

The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration, or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting, or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion, and threats.

The school will:

- 9.1. work to create a shared environment that supports positive relationships between peers, so that peer-to-peer abuse might be prevented,
- 9.2. be clear that sexual violence and sexual harassment will not be tolerated,
- 9.3. provide training for staff on how to manage a report of sexual violence or sexual harassment,
- 9.4. make decisions on a case-by-case basis,
- 9.5. reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making,
- 9.6. implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review,
- 9.7. consider the welfare of both the victim(s) and perpetrator(s) in these situations, and
- 9.8. liaise closely with external agencies, including police and social care, when required.

A full Sexual Harassment Prevention Plan is now included in the appendix as part of our reviewed Policy for Safeguarding Children and Adults. This amendment was included on the 11/07/2025 as part of our half yearly review.

Section 3 – Supporting children and adults at risk

The school recognises that **any** child or adult may be subject to abuse and neglect. As such will support all *Lilly's Dance Academy* students by:

1. creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community, where students feel that they are listened to, heard and respected,
2. applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the student's sense of self-worth. The school will ensure that the student knows that some behaviour is unacceptable, but that they are valued and not to be blamed for any abuse which has occurred,

3. developing productive and supportive relationships with parents/carers, and

The school recognises that while **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for:

A. Children with disabilities, additional needs or special educational needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties, and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and emotional and behavioural problems should be particularly sensitive to signs of abuse.

The school may have students with emotional and behavioural difficulties or challenging behaviours, as well as physical disabilities/challenges. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

The school has students who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such students will often exhibit changes in behaviours or signs of abuse recognised by staff with a good knowledge of the child.

We promote high standards of practice, including ensuring that children with disabilities or additional needs know how to raise concerns, and have access to a range of adults with whom they can communicate. We will take the necessary time to build supportive networks with these students and their parents/carers and to get to know them well.

B. Children frequently missing

The School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities

The school monitors attendance of individual students to aid early identification of concerning patterns of absence. Staff are reminded regularly to check in with the DSL to follow up if a child is missing from a class for two weeks without notice.

C. Children or adults misusing drugs or alcohol

The discovery that a young person is misusing legal or illegal substances, or reported evidence of their substance misuse, is not necessarily sufficient to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse,
- to believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults,
- where the misuse is suspected of being linked to parent/carer substance misuse,
- where the misuse indicates an urgent health or safeguarding concern, and
- where the child is perceived to be at risk of harm through any substance associated criminality.

D. Children living with substance misusing parents/carers

Misuse of drugs or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- The effects of alcohol leading to an inappropriate display of sexual or aggressive behaviour.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods because of withdrawal symptoms or dependency.
- Unsafe storage of drugs or alcohol or injecting equipment.
- Drugs or alcohol having an adverse impact on the growth and development of the unborn child.

E. Children living with domestic abuse

Domestic abuse is defined as 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, and emotional.

The school recognises that where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of domestic abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and inform local authorities if there are concerns to the safety of the child.

The school recognises that adult students may also be at risk from domestic abuse, which may affect their behaviour or personal relationships. Staff will follow the procedures outlined in this policy if concerns of domestic abuse arise.

F. Children showing signs of abuse or neglect

The School recognises that experiencing abuse or neglect may have an adverse impact on children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure, and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that they may need to be referred on for appropriate support and intervention.

School will provide access to training for teachers and staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

G. Children at risk of radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting them from this risk forms part of the school's safeguarding response.

The DSL has undertaken 'Prevent' awareness training and all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way.

H. Children who have family members in prison

When made aware, the school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health, and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

Section 4 – Preventing unsuitable people from working with children

1. The school will operate safer recruitment practices including ensuring appropriate Working with Children Check (WWCC) known as a Blue Card in Queensland, Up to Date CPR and First aid certificate, relevant qualifications and registrations checks, and reference checks are undertaken according to "Recruitment and Screening of Staff and Volunteers in Child-Related Positions" NOVEMBER 2023 by Sport Integrity Australia.
1. Any allegation of abuse made against a member of staff should be reported straight away (also known as 'whistleblowing').
- 1.3 In cases where the owner of the Dance School, Lillian Wadsworth is the subject of an allegation, it should be reported to the Goondiwindi Police.
- 1.4 In all cases, the school will follow the procedures set out in Part 4 - Reporting a Concern in Section 2 of this document.
2. The DSL will liaise with the Local Authority ensuring that all allegations are reported to the Local Authorities within one working day. Please note that the Lilly's Dance Academy should **not** seek to interview the children or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
3. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
4. If a member of staff has been dismissed due to safeguarding concerns or misconduct or would have been dismissed if they had not resigned, a referral will be made to Sport Integrity Australia. Consideration will also be given to making a code of conduct complaint referral to the professional body of that teacher. (e.g. RAD, COMDANCE).
5. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Care will be taken in the process to ensure that malicious complaints against staff are identified and handled appropriately.
6. Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

7. The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries with all children, especially those with a disability or who are vulnerable.
8. The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them.
9. The school will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

Section 5 - Roles and responsibilities of staff, and other related policies

All staff and volunteers will be required to:

- take all reasonable steps to protect all *Lilly's Dance Academy* students & carers from hazards,
- observe and demonstrate in action the code of protective behaviour outlined throughout this document,
- take appropriate action if an accident occurs,
- take all reasonable steps to prevent abuse of children or adult at risks in contact with anyone within the school, and
- report any incident or suspicion of abuse immediately to the DSL.

Roles and responsibilities for all staff – Code of Conduct

- Safety of participants and staff is always of prime consideration. Individual risk assessments should not only be completed annually by all staff and teachers, but should be applied in practice.
- All accidents involving anyone should be recorded in the incident reports book located in the office area at the studio immediately or as soon as practicably possible.
- Staff are responsible for familiarising themselves with building/facility safety issues, such as, fire procedures, location of emergency exits and first aid equipment.
- Staff are responsible for reporting suspected cases of child abuse to the named responsible person and/or agencies.
- In the event of any child experiencing distress, upset or accident during a class, staff will contact their parent, guardian or named emergency contact using the emergency contact details.
- Staff should ensure that their activities start and end on time.
- Staff are expected to articulate, promote, demonstrate, and incorporate the values of respect, trust and professional ethics throughout their activities.
- Staff should ensure that they are adequately insured, to protect against claims of negligence, through their organisation or their own personal insurance if acting as a contractor.
- Staff are to establish and maintain professional boundaries (both in-person and online) with students and always act within the scope of their role.
- Staff will use language and tone of voice in front of students that provides clear direction, boosts their confidence, encourages and affirms them.

Photographing students

Photographs or video footage of any student should only be taken if consent has been obtained in advance from the student themselves and parental consent if under 18yrs. Consent should be given verbally after the teacher has explained in an age-appropriate manner the reason for the photography or video footage, and what will happen to the images once captured. A student or parent may withdraw consent at any time. It should be made clear to students that there is never any pressure to participate in filmed footage for any reason, and no sense of shaming should be attached to this decision. Students should be encouraged to make the decision for themselves and be supported in that process.

Photos and videos will be taken as part of the annual performances and will be advised each year at the time of signing up to the event so that the parents of those involved will have given permission in advance or chosen not to take part.

Occasionally, a photograph captured for teaching or performance reasons may be suitable to be used for contextual marketing purposes (around the studio and in print, Facebook, Instagram or on the website) and in this case, those captured will be asked if they are willing to give their explicit permission to use that image in a different way than for the reason it was captured.

Social media

All adult teachers at Lilly's Dance Academy are not to Befriend, follow or engage with the child or young person on social media. This includes any private conversations with a student via phone or email.

Personal phones/iPads/tablets

It is understood that many teachers carry music needed for teaching on their iPads/Tablets and phones, and that as such, these are used, visible and present in class.

It is understood that students may need to carry their phones with them when they come to classes for reasons of safety or personal choice. Phones should be switched off when students come to the studio, they should not be used to take pictures of themselves or anyone else on studio premises (particularly in the changing room) and if they are brought into class then they should be switched off. Teachers and group leaders are asked to remind the relevant-aged children from time to time about this. This rule also applies to events our dance school may take part in at a different location such as local eisteddfods and end-of-year concerts.

Changing

It is occasionally necessary to escort or assist young children in toileting when they need to go to the bathroom during a lesson. Whenever this occurs, the teacher or teaching assistant in that class should help the child leave the class and go to find the child's parent together if they need assistance or allow the student to go to the bathroom by themselves – monitoring the absence age-appropriately, to ensure all is well.

If, however, the parent is not available, or the situation is urgent for a very young child, then the teaching assistant or teacher should take the child to the bathroom. At all times, the adult should ask the child to determine the support they need and act accordingly. Most appropriate is that the child enters the bathroom by themselves, and the adult waits outside the door for them to finish.

Occasionally a child needs more assistance – for example if they wet themselves during a class. In this case, the adult needs to assist the child by finding another adult to seek alternative clothes for the child to put on, after having ensured that the child has been able to clean themselves appropriately. Where a child needs to change clothes to an intimate level, this should be done privately with a second adult close by as witness and a cause for concern form should be completed to log the incident. The parent should be advised of the incident immediately/on pickup and any concerns addressed. At all times, any anxiety or concern seen in or voiced by the child should be addressed kindly and considerately. Sensitivity to the child's age and gender should be considered at all times.

Lilly's Dance Academy staff, parents and volunteers will adhere to Sport Integrity Australia's, "Children and young people safe practices do's & don'ts" (September 2023) by:

1. Encouraging all students to come dressed and ready for class where possible.
2. Providing a safe and private changing room where possible.
3. Ensuring there is appropriate supervision of at least 2 adults where the change room/ toilet facility is accessible by adults or in 'public' change rooms (for example the change room facilities for the end-

of-year concert and local Goondiwindi eisteddfod, whilst also ensuring the child and young person's **right** to privacy. This will help to eliminate the risk of peer-on-peer child or young person problems, such as bullying if the changing room is left unsupervised.

4. Always knocking or announcing yourself and waiting for approval before entering any change rooms.
5. Implementing a buddy system in the absence of adult supervision to accompany a child or young person to the bathroom. Make every effort to recognise when a child or young person goes to the change room during practice and competition and, if they do not return in a timely fashion, check on their whereabouts and
6. Never be alone and unsupervised with a child or young person in a change room area or place any pressure on a child to change in public if they feel uncomfortable to do so.

Dropping off or collecting children

All parents and caregivers of students will be provided with clear communication around drop off and pick up times of students. The waiting area at the dance student is there to provide a safe, supervised space that students will be able to wait to enter class if arriving early or wait to be collected if a parent is arriving late.

All staff at Lilly's Dance Academy will have access to our student register (roll book) with all parents/career emergency contact numbers as well as access to a mobile phone and will be proactive in making reasonable attempts to contact them in the event a parent is late to pick up.

Supervision is key to all pick ups and drops off situations. A Lilly's Dance Academy staff member will always stay with the child/s until they have been collected by their parent or caregiver and never leave before them.

Intruder Policy

AIM

The purpose of this policy is:

- To ensure the safety of children, young people and vulnerable adults
- Prepare staff for the possibility of an intruder or possible offender
- To have procedures in place if any incident should occur

SCOPE OF THE SCHEME

An intruder is a person who has not been invited into the premise, and/or who has no legal right or permission to enter. An intruder may be a person new to the building, which has been either misdirected or is lost and poses no threat. Alternatively, an intruder may arouse suspicion as to their presence in the building and may pose a safety hazard.

Definition of an intruder:

- Someone who has not followed the normal visitor procedures and who may potentially be a safety risk
- Before an intruder is approached by any member of staff, they must determine whether it is safe for them to approach the intruder or whether they need to seek immediate advice

Procedure 1- Person on legitimate business but not displaying a visitor's badge

Any member of staff who observes an intruder in the premises or ground must determine if the person poses a safety hazard or just needs advice, guidance or redirection. If safe to do so the intruder should be asked their name and reason for being onsite and the Main Reception and/or Security must be informed.

Procedure 2 - Suspicious Cases - Person who may pose a safety hazard either within school or within the vicinity of the school

Identify yourself to the intruder, politely greet them and question their purpose for being on the premises. Ask a colleague to alert the Main Reception and/or Security. Explain that visitors must report to the Main Reception, and if safe to do so, escort the person to this area, avoiding passing through any other occupied studios and/or spaces.

Depending on the circumstances and demeanour of the intruder, the Main Reception and/or Security will make every effort to call the Police. If the intruder becomes agitated, displays violence or refuses to cooperate with directions, an attempt will be made to calm and comfort them whilst also attracting another member of staff to call the Police. **Do not attempt to restrain them.**

Have regard to the safety of any children, young people and vulnerable adults present, and if possible, evacuate them from the area. Do not panic, act in a calm manner as so not to cause alarm or distress. If the intruder attempts to leave, do not prevent them from doing so, but carefully note their direction and clothing, and any vehicle they may enter. Take note of the direction they take and alert the Police of the circumstances.

If the intruder remains onsite until the arrival of the Police, inform the officers of the circumstances and in the presence of the Police, make a firm request for the intruder not to return. Review the security procedure and make a written report.

Procedure 3 - Intruder who is armed or otherwise poses a safety hazard

Alert a member of staff to call the Police (000) as soon as possible. Give the operator the following information:

1. Location of the intruder (where they are in the building)
2. Physical and clothing descriptions, including any weapons that may be involved

Advise the operator of your actions to safeguard any children, young people, vulnerable adults and other members of staff and remain on the line until told to hang-up. Monitor the location of the intruder. If allowed to do so, evacuate all children, young people, vulnerable adults from the immediate area. **Do not approach or engage with the intruder.**

In a hostage situation where children, young people, vulnerable adults or staff are prevented from leaving a lecture room, studio or another area, the first consideration must be to keep everyone calm as best as possible without creating panic or fear. **Remain calm and do not attempt to disarm the intruder.**

The DSL, Lillian Wadsworth should be aware of the location, description and type of weapon in possession of the intruder, these details will be given to the Police on their arrival. All other members of staff, children, young people and vulnerable adults should remain in the designated room unless otherwise directed by the Police. Should there be an investigation into the accident, all staff or other witnesses present may be called to recollect what happened.

INTRUDER ALERT- FULL LOCKDOWN- IMMEDIATE ACTION

At any point during the lockdown, the fire alarm may sound, which is the cue to evacuate the building using the normal fire evacuation procedure.

- All activities to stop and guests to remain in studios / rooms (with teachers, lecturers, pianists and assistants)
- All corridors and communal areas to be cleared, unless it is considered safer to be in corridors, rather than other areas
- Anyone requiring support in moving to studios, rooms or offices or safe areas should be given assistance by those around them including Lockdown Co-ordinators, DSL and Deputy DSL.
- All external doors to be locked
- All internal doors to be locked (where possible), blinds pulled down (including shop shutter), and internal window doors covered where possible so that an intruder cannot see in from outside or into rooms within the building
- As far as possible everyone to sit out of sight and in a location that would protect them in the case of gunfire, e.g. behind substantial brickwork or reinforced walls
- Lights, computer monitors, and other equipment should be turned off
- Mobile phones should be turned to silent (not vibrate)
- A quiet and calm atmosphere is to be maintained, keeping alert to the emotional needs of others

- Once lockdown mode is in operation, anyone who is not accounted for (employees, students, known visitors) should be reported to the DSL by silent text (or other appropriate communication method such as word of mouth, according to the situation)
- No one is to leave the lockdown area during a full lockdown in any circumstances, unless the lockdown is lifted by a Lockdown Manager and/or the emergency services have indicated it is safe / advisable to do so or the fire alarm sounds, and evacuation occurs
- In cases where part(s) of the building are considered unsafe or become unsafe, everyone is to move to away and into another part of the building and continue to follow the full lockdown procedure
- Parents / guardians / carers will not be able to collect their children during a full lockdown procedure. They will receive relevant communications and instructions as and when possible.

STAFF CONDUCT DURING ALERT

- Stay calm
- Follow the instructions stated in this policy
- DO NOT given any information to parents, visitors etc other than stating that we are looking after the children's safety and more information will follow as appropriate
- Follow ongoing instructions from the Lead Lockdown Manager and the emergency services as appropriate.

NO STAFF ARE TO DISMISS STUDENTS UNTIL INSTRUCTIONS ARE RECEIVED FROM THE DSL AND/OR THE EMERGENCY SERVICES.

[Safeguarding risk assessment](#)

From time to time, it may be considered necessary to complete a risk assessment for an individual – either teacher or student – to address specific concerns or risks that might be associated with them being in class or at the studios. For example, if a student or teacher is pregnant, then their continuing involvement in dance classes should be assessed, discussed, and limits and responsibilities agreed up front. Another such example might be in the case of a student suffering from epilepsy or other medical condition that is known, and where the symptoms or treatment would have a severe impact on the normal operating processes of the school.

Appendices

Appendix A - Four categories of abuse

Physical abuse - may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse is any unwanted physical contact with another person – this includes the physical correction of a student without consent being sought and received in advance.

Neglect - persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. It may occur during pregnancy as a result of maternal substance misuse. It may involve neglect or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- provide adequate food, clothing and shelter including exclusion from home or abandonment,
- protect a child from physical and emotional harm or danger,
- ensure adequate supervision including the use of inadequate care-givers, and
- ensure access to appropriate medical care or treatment.

Emotional abuse - Is persistent emotional maltreatment causing severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- worthless
- unloved
- inadequate, and
- valued only insofar as they meet another person's needs.

It may include:

- not giving the child opportunities to express their views,
- deliberately silencing them, and
- making fun of what they say or how they communicate.

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability,
- overprotection and limitation of exploration and learning, and
- preventing participation in normal social interaction.

It may involve:

- seeing or hearing the ill-treatment of another,
- serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, and
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment although it may occur in isolation.

Sexual abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, and whether the child is aware of what is happening or not.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex),
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, and
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities,
 - or encouraging children to behave in sexually inappropriate ways, and
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix B - Sources of further information

Useful contacts

Goondiwindi Police
23 Herbert St, Goondiwindi QLD 4390
Ph: [\(07\) 4671 7777](tel:0746717777)

Sport Integrity Australia
[Make an Integrity Complaint or Report Form](https://www.sportintegrity.gov.au/contact-us/reporting)
<<https://www.sportintegrity.gov.au/contact-us/reporting>>

Communications Unit
Australian Human Rights Commission
GPO Box 5218 SYDNEY NSW 2001
E: communications@humanrights.gov.au
P: (02) 9284 9600

Shelley Yacopetti
RAD National Director and Safeguarding Officer
E: syacopetti@rad.org.au
Ph: 0416 366 633

Lia Cox
RAD Head of Department (Exams and Regions) and Safeguarding Officer
E: lcox@rad.org.au

Relevant documents

“Child Protection Regulation” 2023

18 August 2023

<https://www.legislation.qld.gov.au/view/html/asmade/sl-2023-0105#sec.2>

“Child Protection Act” 1999

1 February 2024

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010>

“United Nations Convention on the Rights of the Child”

20 November 1989 by the General Assembly resolution 44/25

<https://www.unicef.org.au/united-nations-convention-on-the-rights-of-the-child?srltid=AfmBOopqnC9S4wuef11rXCgA9cBh8g9ocmKJYbcSufxSmEXhKSeXveQf>

“Working with Children (Risk Management and Screening) Act 2000”

Reprint current from 2 August 2024 to date

<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2000-060>

“Child Safe Organisations Bill 2024”

11 September 2024 by The Queensland Family and Child Commission

<https://www.legislation.qld.gov.au/view/whole/html/bill.first/bill-2023-079>

“INFORMATION SHARING GUIDELINES To meet the protection and care needs and promote the wellbeing of children”

Department of Children, Youth Justice and Multicultural Affairs 2018

https://www.dcssds.qld.gov.au/_media/documents/about-us/partners/information-sharing/guidelines.pdf

“Recruitment and Screening of Staff and Volunteers in Child-Related Positions”

NOVEMBER 2023 by the Sport Integrity Australia

<https://www.sportintegrity.gov.au/sites/default/files/SIA216-0723-SG%20Recruitment%20and%20Screening-B-6%20%5BDIGITAL%5D.pdf>

“Children and young people safe practices do’s & don’ts”

September 2023 by Sport Integrity Australia

<https://www.sportintegrity.gov.au/sites/default/files/SIA009-0722-Children%20and%20Young%20People%20Safe%20Practices%20Do%E2%80%99s%20%26%20Don%E2%80%99ts-C-3%20%5BDIGITAL%5D.pdf>

Appendix C – Sexual Harassment and Prevention Plan

Prepared by Lillian Wadsworth of Lilly's Dance Academy with consultation from Ausdance QLD

Updated: 18 January 2026

Section	Workplace Actions
1. Consultation	<ul style="list-style-type: none">- Internal Team meeting with staff held on the 14/07/2025 to consult changes and any amendments to our sexual harassment prevention plan as well as a formal discussion on its procedures.- A copy of this plan made accessible to the public on our website as well as a hard copy located at the studio
2. Risk Identification	<p>Risks are most likely to occur in environments that have one-on-one interactions or that put a vulnerable person at risk with limited external supervision. These can include:</p> <ul style="list-style-type: none">a) One-on-one lessons,b) changing rooms,c) external guest teachers,d) youth classes without parent present.
3. Characteristics of Workers	<p>Majority female staff with a majority of junior staff aged 16-21 workers. Staff work in direct contact with a diverse range of gender identities among students.</p>
4. Control Measures	<ul style="list-style-type: none">a) All private lessons are conducted within an open environment that can be viewed by parents of involved students and easily monitored heard by other staff members onsite at all times.b) All students are required to wear a skin-color body modesty leotard under costumes to reduce risks in changerooms. Students are not allowed to be alone with an adult or member of staff in a changeroom.c) All external teachers must readthrough and signoff on our sexual harassment prevention plan as well as our full policy for safeguarding children and adults. Both of these documents can be found at our website and located as a hardcopy at the studio.d) All staff trained to report any safeguarding concerns using provided safeguarding incident reporting forms. These forms are also available for any students, parents or concerned members of public to help protect our dance community. These are located as hard copies at the studio for immediate review upon completion.
5. Reporting Procedures	<p>All staff trained to report any safeguarding concerns using provided safeguarding incident reporting forms. These forms are also available for any students, parents or concerned members of public to help protect our dance community. These are located as hard copies at the studio</p>

	for immediate review upon completion. The incident reporting forms will be reviewed by our safeguarding officer, Lillian Wadsworth who can direct any concerns to third-party mediation available and local authorities when required.
6. Communication	<ul style="list-style-type: none"> - Included in staff safeguarding policy. - Available to all public on our website and a hard copy available at the studio. - All staff reviewed week of 26/01/26 at staff meeting.
7. Review Process	After any reported incident and annually in January each year.

Version Control	
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Document Owner:	Imogen Knight Trustee of The Royal Academy of Dance
Lead contact/author:	Katharine Hikmet Safeguarding Manager & Lillian Wadsworth Owner of Lilly's Dance Academy

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