

## Royal Academy of Dance - Policy and procedures on safeguarding children and vulnerable adults

### Contents

<b>Section</b>	<b>Page</b>
1 Introduction and policy statement	3-5
2 Responding to incidents, suspicions and allegations of abuse involving children and vulnerable adults	6-8
3 Code of behaviour and good practice	8-11
4 Nominated Senior Officers, Designated Safeguarding Officers and the Safeguarding Working Group	11-12
5 Recruitment, disclosure and barring	12
6 Training	12-13
7 Photography and filming of children and vulnerable adults	13
8 Research	13
9 Allegations of abuse against members of staff, FoE students/trainees, volunteers and visitors	13-14
10 RAD Employees, FOE students/trainees, students, visitors or RAD members already under investigation	14-15
11 Record keeping, using and storing information	15
12 Monitoring and evaluation	15
13 Review of policy and procedures	15
14 Signature	15
15 Appendices	
Appendix 1 Types & definitions of abuse; child protection and vulnerable adults	16-21

Appendix 2	Glossary of terms	22-23
Appendix 3	Incident, allegation and suspicion of abuse Report Form	24-25
Appendix 4	A quick guide to reporting procedures	26
Appendix 5	A guide to international reporting procedures	27-29
Appendix 6	List of Nominated Senior Officers and Designated Safeguarding Officers Indicative duties of the Nominated Senior Officers Indicative duties of the Designated Safeguarding Officers	30-32
Appendix 7	Safeguarding Working Group: Terms of reference	33-34
Appendix 8	Statement of agreement	35
Appendix 9	Safeguarding training strategy	36-37
Appendix 10	Safeguarding Working Group flow chart	38
Appendix 11	Principles for information sharing	39

## **I. Introduction and policy statement:**

- I.1 The Royal Academy of Dance (RAD) has a 'duty of care' to provide a safe environment that is conducive to promoting the health and well-being of children and young people under the age of 18 years, and vulnerable adults. The RAD will take all reasonable steps to ensure that safeguarding and promoting the welfare of children and vulnerable adults is embedded in our contact through the training and activities we provide for them.
- I.2 The protection of children and vulnerable adults is important to the RAD. The aim of the RAD's Policy and Procedures on Safeguarding Children and Vulnerable Adults (the "Policy") is to ensure that children and vulnerable adults with whom RAD comes into contact are well protected and that there is a system in place to protect their welfare.
- I.3 The RAD believes that; the welfare of the child is paramount, that all children regardless of age, disability, gender, race, sexual orientation or identity, or religious belief have the right to equal protection from all types of harm or abuse. Adults can be deemed to be at risk of harm as a consequence of the personal care and support they receive from others rather than because of a particular impairment or illness. Vulnerable adults are covered within the provision of the Safeguarding vulnerable adults guidance which can be found in Appendix I.
- I.4 The purpose of these policies and procedures are:
- to facilitate protection for children under the age of 18 years and vulnerable adults during any activity provided by the RAD
  - to provide staff with procedures to follow in the event that they suspect a child or vulnerable adult may be experiencing abuse; or be at risk of abuse or harm
  - or where there is concern about the behaviour of an adult that might harm a child or vulnerable adult.
- I.5 Definition: Under The Children Act 1989, which applies mainly to England and Wales; 'a child' is up to the age of 18 years. For child protection purposes, all of the four nations use an age band up to 18 years old. This can also be up to the age of 25 years if they are receiving help from Social Services or Education. Other relevant legislation includes the Children Act 2004 and the Children, Schools and Families Act 2010.
- Similar arrangements exist in Scotland under The Children (Scotland) Act 1995; The Protection of Children (Scotland) Act 2003; The Protection of Vulnerable Groups (Scotland) Act 2007 and in Northern Ireland; The Children (Northern Ireland) Order 1995; Safeguarding Vulnerable Groups (NI) Order 2007.
- I.6 RAD will embrace the guidance contained in 'Working Together to Safeguard Children 2013'. This covers the legal requirements of and expectations on individual services to safeguard and promote the welfare of children and to

provide a clear framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services.

Safeguarding and promoting the welfare of children is defined 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.

Safeguarding is everyone's responsibility and everyone who comes into contact with children and families has a role to play. (A child is defined as anyone who has not yet reached their 18<sup>th</sup> birthday).

- I.7 These policies and procedures have been drawn up on the basis of UK law and guidance, but due to the nature of the RAD's work overseas this document also embraces all the principles contained in the United Nations Convention on the Rights of the Child 1991 (UNCRC). This is the only international human rights treaty to include civil, political, economic and social and cultural rights. It sets out in detail what every child needs to have a safe, happy and fulfilled childhood regardless of their sex, religion, social origin and where and to whom they were born.
- I.8 Vulnerable Adults: The definitions of abuse relating to vulnerable adults are taken from (*No Secrets*, DoH 2000 and from the 1997 Consultation *Who Decides* issued by the Lord Chancellor's Department). The types of abuse relating to adults can be found in Appendix I.
- I.9 Additional guidance or legislation relevant to these safeguarding procedures include; The Data Protection Act 1998; Children and Adoption Act 2006; Sexual Offences Act 2003 (Remedial Order) 2012; Safeguarding Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012.
- I.10 The RAD will seek to safeguard children and vulnerable adults by:
- valuing them, listening to and respecting them
  - adopting child protection procedures
  - sharing information about child protection and good practice with children, vulnerable adults, parents, staff and the companies and organisations with which we work
  - sharing information about concerns with the appropriate agencies
  - implementing a code of conduct and policy
  - ensuring safer recruitment, selection and vetting of staff
  - providing effective management through supervision, appraisal, support, training and development, and
  - providing a safeguarding committee with strategic responsibility and oversight of all safeguarding arrangements across the RAD.
- I.11 This Policy works in conjunction with other RAD regulations, policies and procedures, in particular, RAD's policy statement on the recruitment of ex-

offenders; recruitment and selection best practice; various Code of Conduct policies; the statement on Secure storage, use, retention and disposal of disclosures and disclosure information; Whistle Blowing policy; Visual and social Media Policy; and various documents related to advice to applicants on (criminal records), disclosure and barring checks. All RAD policies can be found on the RAD website.

- I.12 The Policy is designed to assist all individuals in RAD to meet their duty of care to safeguard all children and vulnerable adults who take part in the activities provided by RAD. And, to ensure that where RAD employees, students, FoE students/trainees or visitors have concerns about the welfare of children or vulnerable adults, they are in a position to take appropriate steps to address them.
- I.13 This Policy will be available on the RAD's website and all RAD employees will be made aware of this through induction programmes, training and personal development. It will also be referred to in our relevant correspondence and in briefings and presentations, and for site visits. All policies will be reviewed annually or sooner if there are changes in legislation, guidance or in the event of an incident.
- I.14 The RAD is committed to providing a clear child protection and vulnerable adults safeguarding policy and procedures and will ensure that it is communicated to all RAD employees, FOE student/trainees or visitors. All RAD employees will undergo mandatory child protection policy training as part of their induction process and relevant existing RAD employees will undergo mandatory child protection awareness training annually to support understanding and implementation of the policy and supporting practice guidance. All other parties that have contact with the RAD, including visitors will be made aware of the policy via the website and expected to adhere to it.
- I.15 A full glossary of terms used in the Policy is available in Appendix 2.
- I.16 There are four recognised categories of child abuse: physical abuse, sexual abuse, neglect and emotional abuse, in addition RAD are aware of other areas such as self-harm and bullying that affect children and young people.
- I.17 RAD also works with vulnerable adults who are protected by different legislation. The main forms of abuse in relation to a vulnerable adults include; physical abuse; sexual abuse; psychological abuse; financial or material abuse; neglect and acts of omission and discriminatory abuse.
- I.18 The full definitions relating to child abuse and vulnerable adults (and additional information about bullying, self-harm and eating disorders), can be found in Appendix I.
- I.19 The RAD has Designated Safeguarding Officers (DSOs) and Nominated Senior Officers (NSOs) who are responsible for safeguarding which are described in Section Two of this document.

## **2. Responding to incidents, suspicions and allegations of abuse involving children and vulnerable adults**

- 2.1 These procedures aim to strike a balance between the need to protect children and vulnerable adults from abuse and the need to protect RAD employees, FOE students, trainees, students, visitors and RAD members from false allegations.
- 2.2 It is not the responsibility of anyone working at RAD in a paid or voluntary capacity to decide whether a child or vulnerable adult is being abused or might be abused, but there is a responsibility to act on their concerns in order that appropriate agencies can then make enquiries and take any necessary action to protect them (see also the RAD's Whistle Blowing policy).
- 2.3 It is the remit of the appropriate authority and not anyone connected with the RAD to investigate the incident.
- 2.4 If an incident, allegation or suspicion of abuse (hereinafter referred to as incident) is seen, heard or suspected, the person receiving the information, whether an RAD employee, FoE student/trainee, student, a member of another organisation with which the RAD is working or a visitor to the RAD, should follow the procedure below:
- Stop other activity and focus on what they are being told or seeing. Responding to the incident being reported should take immediate priority.
  - Where an incident is being reported, react in a calm and considered way but show concern.
  - Tell the child, vulnerable adult or third party that it is right for them to share this information.
  - Take what the child, vulnerable adult or third party has said seriously and allow extra time if a child or vulnerable adult has a speech difficulty and differences in language.
  - Keep questions to an absolute minimum necessary to ascertain a clear and accurate understanding of what has been said but do not interrogate the child, vulnerable adult or third party.
  - Listen to the child, vulnerable adult or third party and do not interrupt if they are recounting significant events.
  - Offer reassurance to the child or vulnerable adult.
  - Do not give assurances of confidentiality but explain you will need to pass on this information to those that need to know.
  - Consider whether immediate action is needed to protect any child or vulnerable adult who may be at risk. Think about the child or vulnerable adult who is the immediate concern and any others who may be at risk, in light of what you have been told or seen. If a DSO or NSO is not immediately available you should alert the appropriate authority and stay with those you

think are at immediate risk until they can be transferred to safe care, where practical.

- Make a comprehensive record of what is said or seen and actions taken at the earliest possible opportunity. Where possible this should always be reported using the Incident Report Form in Appendix 3 and within the timescales stated. Keep all original notes as they may be needed as evidence. The comprehensive and confidential record should include the following:
  - a) A detailed record of the incident in the child or vulnerable adult's own words or the words of the third party reporting it. You should note this record may be used later in a criminal trial and therefore needs to be as full and accurate as possible.
  - b) Details of the nature of the incident.
  - c) A description of any injury. Please note that you must not remove the clothing of a child or vulnerable adult to inspect any injuries.
  - d) Dates, times or places and any other information that may be useful.
  - e) Written records including emails and letters.
- The incident should be reported in writing immediately to a DSO for appropriate action to be taken. If the concerns relate to a specific DSO, then it should be reported to an NSO.
- The DSO will pass on any allegations to the NSO and the appropriate member of staff.
- If the concerns relates to a specific NSO then it should be reported to the Chief Executive or if the concern relates to the appropriate member of staff then it should be reported to their line manager.
- Remember, safeguarding is everyone's business and if **anyone** tells you, or if you see mistreatment or abuse or have concerns about a child, young person or vulnerable adult being harmed or at risk, it is your role to respond sensitively and alert others who have a designated role within the RAD.

- 2.5 Anyone with concerns and unsure what to do, should contact the Police, local Social Services Department or the NSPCC Adult Child Protection Helpline on 0808 800 5000 or Childline for children and young people on 0800 1111 or the Pan European number – 116 111 (whilst in Europe).
- 2.6 A quick guide to reporting procedures can be found in Appendix 4.
- 2.7 The RAD is a global organisation and all RAD employees, FOE students/trainees, students and visitors to the RAD must adhere to this Policy. We recognise, however, that there may be international variants in safeguarding children and vulnerable adults and therefore 'A Guide to International Reporting Procedures' can be found in Appendix 5. Where RAD members are running their own dance

classes, RAD expects as good practice that they will have a safeguarding policy in place. The current RAD safeguarding policy can be referred to for best practice.

- 2.8 If you believe an incident has not been dealt in accordance with the Policy this should be reported to the chair of the Safeguarding Working Group in writing immediately.

### **3. Code of behaviour and good practice**

- 3.1 The RAD believes that the Code of behaviour and good practice will assist everyone with advice on protecting children and vulnerable adults and also help with identifying any practices which could be misinterpreted or lead to false allegations. RAD employees, FoE students/trainees and students organising any activities on behalf of the RAD, involving children and/or vulnerable adults, must adhere to this code as set out below:
- 3.1.2 All children and vulnerable adults should be treated with respect by RAD employees, FOE students/trainees, students and visitors.
- 3.1.3 All activities involving children and vulnerable adults should include a ratio of one adult to every 10 children and one adult to every eight children for trips. For younger children under the age of nine, there will always be an additional member of staff e.g. a teacher, pianist or class assistant. Where this is not possible, the RAD will ensure that activities take place within the sight or hearing of other adults.
- 3.1.4 Respect should be given to a child's or vulnerable adult's rights to personal privacy.
- 3.1.5 In all activities, RAD employees, FOE students/trainees, students, and visitors to the RAD should be aware that physical contact with a child or young person may be misinterpreted and should be avoided. Where any physical touching is required, it should be provided openly in front of other students. Parents, guardians and students will be warned in advance that physical touching may be required for correctional purposes only.
- 3.1.6 In activities, feedback should always be constructive rather than negative and be mindful of the language that you use so as not to be threatening or upsetting.
- 3.1.7 Private or unobserved contact with a young person or vulnerable adult should be avoided wherever possible unless authorised on the appropriate consent form by a parent or guardian and recorded, e.g. for a 1:1 private dance lesson.
- 3.1.8 If first aid is required, where possible, it should be administered by a trained first aider in the presence of another adult, and the DSO should be informed. As part of the renewal process for training, in future there will be a rolling programme to undertake paediatric first aid.

- 3.1.9 Written parental or guardian consent should always be obtained for the use of any photographs, film or videos involving children and vulnerable adults.
- 3.1.10 In all activities, RAD employees, FoE students/trainees, students, and visitors to the RAD where appropriate, are required to challenge unacceptable behaviour in accordance with the provisions of this code of conduct and good practice.
- 3.1.11 Any incidents, allegations or suspicions of abuse should be reported immediately to a DSO, as per the reporting guidelines.
- 3.1.12 In all dealings with children and vulnerable adults, RAD employees, FOE students/trainees, students, and visitors to the RAD where appropriate, should never:
- leave children who are in their care unsupervised on RAD premises,
  - play rough physical or sexually provocative games, involving or observed by children or vulnerable adults whether based on talking or touching,
  - share a room overnight with a child or vulnerable adult,
  - enter the private room of a child or vulnerable adult unless it is absolutely necessary and wherever possible should be accompanied by another adult,
  - allow or engage in any form of inappropriate physical activity involving children or vulnerable adults, or any bullying of a child by an adult or another child,
  - form or seek to form relationships of a sexual nature or which may lead to sexual activity (i.e. 'grooming');
  - allow children or vulnerable adults to use inappropriate language e.g. language of a derogatory nature or sexually explicit without challenging it,
  - make sexually suggestive or discriminatory comments even in jest,
  - intentionally reduce a child or vulnerable adult to tears as a form of control,
  - use any physical punishment as part of disciplining a child or vulnerable adult.
  - shout or use harsh criticism,

- consume alcohol or take drugs during the working day, including any breaks or when involved in activities with children or vulnerable adults,
- give your personal contact details to a child or vulnerable adult whom you have met through work or using social networking sites (see RAD's Visual and Social Media policy),
- allow yourself to get into a situation where an abuse of trust may occur. This means that you should not form a close personal relationship, sexual or otherwise with a child or vulnerable adult, even if they are seeking and are consenting to such a relationship,
- transport a child or vulnerable adult in a personal vehicle unless consent has been given by a parent or guardian. In the case of an emergency, the DSO must be informed.
- allow allegations made by a child or vulnerable adult to go unrecorded or not acted upon in accordance with these or other RAD procedures, and
- undertake personal activities (such as washing or dressing) for a child or vulnerable adult which they can do for themselves. If a child has a disability, such tasks should only be performed with the full understanding and consent of and, where appropriate, assistance from the parents or carers. A vulnerable adult may be able to consent for themselves.

3.1.13 Any incidents which cause concern in respect of a child or vulnerable adult are required to be reported immediately to a DSO. Below are examples of incidents which are to be reported. When:

- a child has been left unsupervised on RAD property,
- a child or vulnerable adult is hurt accidentally,
- there is a concern that a relationship is developing which may be an abuse of trust,
- you are worried that a child or vulnerable adult is becoming attracted to you,
- you are worried that a child or vulnerable adult is becoming attracted to a colleague who cares for them,
- you think a child or vulnerable adult has misunderstood or misinterpreted something you have done,
- you have been required to take action to prevent a child or vulnerable adult from harming themselves or another or from causing significant damage to property. Unless you have received

specific training on how to restrain a child or vulnerable adult, this should only be done as a last resort. Do not do it alone, call for assistance, write up what happened and pass the information to a DSO,

- you see any suspicious marks on a child or vulnerable adult,
- you hear of any allegations made by a child or vulnerable adult of events both inside and outside of the RAD.

- 3.2 All of the personnel listed in 3.1 will be briefed as to the expectations in the Code of behaviour and good practice guidelines as part of their induction or before any such activities take place. These will assist in the event that anyone suspects or is made aware of an incident showing that the RAD Code of behaviour and good practice is not being adhered to. Such incidences should be reported to a DSO.
- 3.3 Any visitors, such as external hirers or contractors must adhere to RAD's Code of behaviour and good practice as part of their contractual arrangement. The DSO must be informed if such personnel are going to be present during activities or training provided by RAD. They will also be required to sign a declaration stating that their staff and volunteers, where appropriate will have had the necessary disclosure and barring checks, and that the organisation has its own safeguarding policy and procedure.
- 3.4 The DSO for the relevant RAD department should be informed of any activity involving children or vulnerable adults well in advance and provided with full details of the activity. This will include any potential 'visitors' to the site or filming or recording of such activities.

#### **4. Nominated Senior Officers, Designated Safeguarding Officers and the Safeguarding Working Group**

- 4.1 The RAD has a structure in place to deal with incidents. There are three NSOs who are representatives from the Senior Management Team. These have overriding responsibility for all safeguarding issues and deal with all safeguarding issues in consultation with appropriate members of staff. Reporting to NSOs are DSOs who are RAD employees working in different departments. DSOs deal with all initial incidents of abuse as the first point of contact. Overall, there is a dedicated Safeguarding Working Group which audits the Policy to ensure it is working effectively, that all incidents are recorded, action is taken and best practice is in place.
- 4.2 The details of all the named NSOs and DSOs can be found in Appendix 6 where a full description of their roles and responsibilities is also provided. This list will be updated annually or sooner in the event of a person leaving or changing their job role.
- 4.3 Terms of reference and members of the Safeguarding Working Group can be found in Appendix 7.

- 4.4 The Safeguarding Working Group has agreed a number of key objectives:
- To understand the RAD's obligations under UK Government Legislation
  - To gather input from all departments to whom this legislation will be applicable
  - To review the Safeguarding Policy and Procedures on an annual basis for approval by the Board of Trustees, and
  - To seek advice and independent consultancy on Safeguarding, as appropriate from external specialist individuals or organisations.

The Safeguarding Working Group should be responsible for the development and implementation of a safeguarding training strategy and monitoring the effectiveness of safeguarding arrangements.

## **5. Recruitment and disclosure and barring:**

- 5.1 As part of RAD's commitment to safeguarding we will ensure that safer recruitment practices are integrated into our HR recruitment, vetting, selection and induction processes.
- 5.2 The RAD has policies on and barring clearance, the recruitment of ex-offenders and the secure storage, use, retention and disposal of disclosures and disclosure information which inform this Policy. These can be found on the RAD's SelectHR system.
- 5.3 On 1 May 2012, the Protection of Freedoms Bill became an Act of Parliament confirming changes to the system of barring and criminal record checks. The Act made a number of changes.
- 5.4 The Criminal Records Bureau and the Independent Safeguarding Authority merged to become the Disclosure and Barring Service (DBS) in November 2012. New requirements have also been introduced in relation to vetting and checking of employees and volunteers. Details of these are in the HR procedures relating to recruitment and selection and vetting.

## **6. Training:**

- 6.1 Comprehensive initial one day training on child protection and safeguarding will be provided on a biannual basis to NSOs, DSO/s and other employees who hold responsibilities under this Policy. This will be provided by an external organisation with expertise in child protection. Thereafter updates will be by way of half-day refresher briefings or when there is a change in legislation. This is to ensure that they are aware of current safeguarding legislation and best practice.
- 6.2 All RAD employees who work with children or vulnerable adults will receive an initial briefing as part of their induction and thereafter will be required (as appropriate) to undertake training on a biannual basis in relation to the safeguarding of children and vulnerable adults.
- 6.3 FOE students/trainees will be provided with a briefing on the safeguarding of children and vulnerable adults as part of their programme of study. This will take

place at the start of their programme and will be provided by an external organisation with expertise in child protection.

6.4 The RAD's Safeguarding training strategy can be found in Appendix 8.

## **7. Photography and filming of children and/or vulnerable adults**

7.1 No unauthorised filming or photography should take place during RAD activities without the person running the activity gaining appropriate written, informed parent or guardian and student permission. This should explain the purposes for which any photographic images will be used. This applies to both children and vulnerable adults.

7.2 RAD is committed to providing a safe and enjoyable learning experience for young people and vulnerable adults.

7.3 Use of photography and film including children and vulnerable adults is set out in the RAD Visual and Social Media Policy which provides more information on this area. However there are some good practice guidelines listed below that should be adhered to in relation to photography and recording images of children, especially as there is evidence that some people do use activities and events as an opportunity to take photographs or footage of young and disabled children and young people which can be manipulated or used inappropriately:

- All young people and vulnerable adults featured in photographs or recordings must be appropriately dressed for the activity they are undertaking
- Wherever possible, images of the young people and vulnerable adults should be recorded in small groups and focus on the activity
- FoE students/trainees and instructors can still be allowed to use equipment to record an activity as a teaching aid, providing that written consent of the parents or guardians and young person or adult is sought and that this is placed on file
- Care needs to be taken with regard to the storage and dissemination of the photographs or video material.

## **8. Research**

8.1 Research activity undertaken by FoE students/trainees that involves contact with children or vulnerable adults, will be considered as part of the FoE ethics process. Where appropriate this may be referred to the FoE Ethics Committee if there are any specific practices to be followed in the research in relation to safeguarding the welfare of children or vulnerable adults. As appropriate the Ethics Committee may consult a DSO.

## **9. Allegations of abuse against members of staff, FOE students/trainees, volunteers and visitors**

9.1 Child and adult abuse can and does take place outside the family setting, including within organisations. This can include anyone involved in working with children or vulnerable adults in a paid or voluntary capacity. Evidence in this area indicates that abuse which takes place in an organisation is rarely a one-off event, so it is

important that all staff within RAD are aware of this and take the appropriate action to respond to an allegation.

- 9.2 If a member of staff or anyone involved in an activity within RAD has a concern about the behaviour of another staff member or adult working within RAD, even as a visitor, they should discuss this with their line manager who will be expected to report this to the DSO within the same working day. A decision will be made as to the best course of action. This could include a referral to the police, adult protection, children's social care and or the Local Authority Designated Officer (LADO), in England. Following this course of action and the outcome, the RAD may then wish to refer the individual for consideration for barring and will contact the Disclosure and Barring Service. The LADO has a specific role within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:
- behaved in a way that has harmed, or may harmed a child,
  - possibly committed a criminal offence against children, or related to a child, or
  - behaved towards a child or children in a way that indicates they are unsuited to working with children.

(More information on the LADO is in Appendix 2 – Glossary.)

- 9.3 If a member of staff is concerned about their own line manager, then they should report the matter to a senior member of staff. They will liaise with the DSO/NSO to make a decision on the course of action. This will follow as in 9.2, in which the RAD may then refer the individual for consideration for barring under the Disclosure and Barring Service.
- 9.4 It is important that all allegations against staff are taken seriously and are acted upon whether the allegation constitutes abuse or not.
- 9.5 Any member of staff, FoE students/trainees, or volunteers hearing allegations will be expected to provide a written report and a summary of any additional information including the names and addresses of potential witnesses. There should be two copies of this document signed and dated which will be stored centrally and in a personnel file, if applicable.
- 9.6 The parents or guardians of the child or vulnerable adult should be contacted as soon as possible following decisions made by the NSO, NSPCC, Children's Social Services or LADO.

## **10. RAD Employees, FOE students/trainees, students, visitors or RAD members already under investigation.**

- 10.1 Where an RAD employee, student, visitor, FOE student/trainee, or Member is under investigation by a third party or an appropriate authority, for actions that might give cause for concern about their suitability to work with children and vulnerable adults, it must be reported to an NSO and the relevant Head of department.

- 10.2 In this instance, the person under investigation will be prevented from working with children and vulnerable adults through RAD activity and have their RAD membership suspended.
- 10.3 A further course of action will be considered under the relevant code of conduct, Fitness to Practice procedure or the RAD's disciplinary procedures.

### **11. Record keeping, using and storing information**

- 11.1 Where an incident has been reported against an RAD employee, FoE student/trainee or student, all documents relevant to the incident will be returned to the head of Human Resources or the Registrar to be kept in the personal file of the person concerned when the case has been concluded. If the incident was found to be malicious or without foundation, a record may be kept in the personal file.
- 11.2 Where an allegation was made against a visitor to the RAD, records should be kept securely and should an investigation be carried out, copies of these records should be passed to the appropriate authority.

### **12. Monitoring and Evaluation**

- 12.1 NSOs will collate details of any incidents relating to safeguarding children and vulnerable adults and keep them in a central record within HR. These will be reported confidentially in an anonymous form to the Safeguarding Working Group at their meetings and the Board of Trustees on an annual basis. Any concerns or patterns that emerge will be identified and dealt with appropriately by the Safeguarding Working Group.

### **13. Review of policy and procedures**

- 13.1 The Policy will be reviewed by the Safeguarding Working Group annually or more frequently in response to new legislation or where an incident has occurred that requires an adjustment to processes within. It will be reviewed as per the Terms of reference in Appendix 7 in consultation with RAD departments, and externally where it is considered necessary, to ensure that the Policy continues to meet the safeguarding legislation and best practice.

### **14. Signature**



---

Chairman  
On behalf of Board of Trustees  
Royal Academy of Dance  
Policy Approved: 19/09/13  
Review Date: September 2014

## 15.

### Appendix I

#### Types & Definitions of abuse; child protection & vulnerable adults

##### Child Protection:

The original statutory guidance of 'Working Together to Safeguard Children 2010' defined four areas of abuse relating to children. This guidance has been replaced by 'Working Together to Safeguard Children 2013' which covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children. The definitions from the original 2010 guidance are still relevant and are as follows:

**Physical Abuse:** This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse:** The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual Abuse:** This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration, or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual images, encouraging children to behave in sexually inappropriate ways, or 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.

**Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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), or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The new *Working Together to Safeguard Children 2013* streamlines previous guidance to clarify the responsibilities of professionals in terms of safeguarding children. There is greater emphasis on effective systems to ensure that the **child's needs are paramount**, and that all professionals who come into contact with children and families are alert to their needs and any risks of harm, and to share information in a timely way.

### **Vulnerable Adults:**

#### **Definitions of abuse relating to vulnerable adults (No Secrets, DoH 2000 and from the 1997 Consultation 'Who Decides' issued by the Lord Chancellor's Department)**

What constitutes abuse? This term 'abuse' can be subject to wide interpretation; the starting point for a definition is the following statement:

**Abuse is a violation of an individual's human and civil rights by any other person or persons.**

The core definition of a 'vulnerable adult' taken from the above Consultation is a person:

**"Who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care or unable to protect him or herself against significant harm or exploitation"** This definition covers all people over the age of 18 years.

Consideration, however, needs to be given to a number of factors:

- Abuse may consist of a single act or repeated acts.
- It may be physical, verbal or psychological.
- It may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent.
- Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

### **Abuse can happen anywhere:**

- In a person's own home
- In a residential or nursing home
- In a hospital
- In the workplace
- At a day centre or educational establishment
- In supported housing, or
- In the street

## Who can abuse?

The person responsible for the abuse is often well known to the victim, and could be:

- a paid carer in a residential establishment or from a home care service,
- a social care worker, health worker, nurse, doctor or therapist, or
- a relative, friend or neighbour.

The following main different forms of abuse in relation to a Vulnerable Adult are:

**Physical Abuse:** includes hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions;

**Sexual Abuse:** including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressured into consenting;

**Psychological Abuse:** including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks;

**Financial or Material Abuse:** including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits;

**Neglect and Acts of Omission:** including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating; and

**Discriminatory Abuse:** including racist, sexist, that based on a person's disability, and other forms of harassment, slurs or similar treatment.

Any or all of these types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance.

Incidents of abuse may be multiple, either to one person in a continuing relationship or service context or to more than one person at a time. This makes it important to look beyond the single incident or breach in standards to underlying dynamics and patterns of harm. Some instances of abuse will constitute a criminal offence. In this respect vulnerable adults are entitled to the protection of the law in the same way as any other member of the public.

In addition, statutory offences have been created which specifically protect those who may be incapacitated in various ways. Examples of actions which may constitute criminal offences are; assault, whether physical or psychological, sexual assault and rape, theft, fraud or other forms of financial exploitation, and certain forms of discrimination, whether racial or gender grounds.

**Criminal Offences:** These offences differ from all other non-criminal forms of abuse in that the responsibility for initiating action rests with the police and the Crown Prosecution Service. Also when complaints about alleged abuse suggest that a criminal

offence may have been committed, it is imperative that reference should be made to the police as a matter of urgency.

### **Bullying:**

The Anti-Bullying Alliance defines bullying as:

- Bullying behaviour deliberately causes hurt (either physically or emotionally)
- Bullying behaviour is repetitive (though one-off incidents such as the posting of an image, or the sending of a text which is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they cannot defend themselves)

Bullying is not:

- Teasing and banter between friends without intention to cause hurt
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have consented to and enjoy (though watch this one as coercion can be very subtle)

Bullying can take the following forms:

- Emotional – being unfriendly, ignoring someone, not involving them in activities, sending hurtful or tormenting texts, humiliating or ridiculing someone
- Physical – pushing, kicking, hitting, punching or pinching or any use of violence
- Racist – racial taunts, graffiti or gestures
- Disability – bullying because of how somebody looks or presents related to their disabilities. Children with disabilities are more likely than their non- disabled peers to be excluded from activities
- Sexual – unwanted physical contact or sexually abusive comments. Sexual bullying can also relate to gender and gender identity and includes those who do not fit with the gender role prescribed to them
- Homophobic – because of, or focussing, on the issue of a young person's actual or perceived sexual orientation
- Verbal – in the case of children with disabilities this can take place in sign language – name calling, sarcasm, spreading rumours or teasing

### **Self-Harm:**

Self-harm is where a person hurts themselves intentionally and this can occur in a range of ways:

- Cutting themselves (usually with a knife or razor)
- Burning their body
- Bang their heads (not to be confused in situations when working with a young person who may have additional (special) needs, but this could be an indicator)
- Throw their body against something hard
- Punch themselves
- Stick things in their body
- Swallow inappropriate objects or tablets

## **Eating disorders:**

Eating disorders are not just about food, they are a way of coping with emotional distress. Eating disorders can affect both sexes, people of any background and any age. About 10% of people with eating disorders are male. 18% of anorexics will die.

Eating disorders can be recognised by a persistent pattern of unhealthy eating or dieting behaviour that can cause health problems and/or emotional and social distress.

There are three official categories of eating disorders:

- Anorexia nervosa
- Bulimia nervosa
- Eating disorder not otherwise specified (EDNOS)

People with EDNOS do not have the full set of symptoms for either anorexia or bulimia but may have aspects of both. EDNOS is as serious as other eating disorders and as potentially damaging to health.

### Anorexia Nervosa:

- The rarest – 10% of eating disorders – typically affects young people aged 12-20 years
- Individuals with anorexia nervosa do not maintain or have a body weight that is normal or expected for their age and height – they are usually less than 86% of their expected weight
- Even when underweight, individuals with anorexia continue to be fearful of weight gain. Their thoughts and feelings about their size and shape have a profound impact on their sense of self-esteem as well as their relationships
- Women with anorexia often stop having their periods
- They often do not recognise or admit the seriousness of their weight loss and deny that it may have permanent adverse health consequences

### Bulimia Nervosa:

- 40% of cases mainly with adolescent onset – affects individuals between the ages of 18-25 years
- Individuals with bulimia nervosa experience binge-eating episodes which are marked by eating an unusually large amount of food within a couple of hours, feeling compelled to eat and find it difficult if not 'impossible' to stop eating
- This is then followed by attempts to 'undo' the consequences of the binge by using unhealthy behaviours such as self-induced vomiting, misuse of laxatives, enemas, diuretics, severe caloric restriction or excessive exercising
- Individuals are obsessed and preoccupied with their shape and weight and often feel their self-worth is dependent on their weight or shape

### Binge Eating Disorder:

- Individuals with binge eating disorder (BED) engage in binge eating, but do not regularly use inappropriate or unhealthy weight control behaviours such as fasting or purging to counteract the binges
- BED is more common amongst individuals who are overweight or obese, terms used to describe these problems include; compulsive overeating, emotional eating or food addiction
- BED is not an officially recognised disorder, but is included in the EDNOS category

Eating problems never exist in isolation; they are usually a symptom of other problems e.g. coping with painful feelings and/or situations, boredom, anxiety, anger, shame, sadness, loneliness. Adolescence can be a key time. Stressful or traumatic events can trigger an eating problem; e.g. bullying, bereavement, family tensions, school problems, self-harm, low self-esteem, sexual, physical, emotional abuse or neglect, negative criticism, fragile sense of self, and it can be more about control than about food itself.

More information available on: [www.b-eat.co.uk](http://www.b-eat.co.uk)

## **Appendix 2**

### **Glossary of terms**

<b>RAD Employees</b>	Permanent employees, temporary workers, Examiners, freelance tutors, teachers and pianists, mentors, practical teaching supervisors, chaperones, Examination Attendants (doorkeepers), volunteers or any other person working on a paid or voluntary basis on behalf of the RAD.
<b>The Policy</b>	The RAD's Safeguarding Policy and Procedures: Children and Vulnerable Adults.
<b>RAD</b>	The Royal Academy of Dance.
<b>Students</b>	Step into Dance students, students enrolled on GCSE and A Level Dance courses, RAD Dance School students at RAD HQ, students attending Training department activities and events, students attending regional events, Examination candidates.
<b>FOE students/trainees</b>	FoE Students - students registered on a Faculty of Education programme of study (university and RAD validated) Trainees - students registered on the Faculty of Education Postgraduate Certificate in Education: Dance Teaching programme of study.
<b>Visitors</b>	External hirers, contractors, delivery persons, general visitors, parents/guardians attending an RAD activity on or off RAD premises.
<b>RAD member</b>	Anyone who is a part of the RAD membership scheme.
<b>Child / Children</b>	Persons under the age of 18 years.
<b>Vulnerable adults</b>	Persons aged 18 or over whose physical or mental impairment or condition places them at risk of exploitation or abuse.
<b>NSO</b>	Nominated Senior Officer – The most senior role within the reporting structure of the RAD's Safeguarding Policy and Procedures: Children and Vulnerable Adults.
<b>DSO</b>	Designated Safeguarding Officer – Reports to the Nominated Senior Officer within the structure of the RAD's Safeguarding Policy and Procedures: Children and Vulnerable Adults.
<b>Safeguarding Working Group</b>	Safeguarding representatives (drawn from each department).
<b>RAD premises</b>	36 Battersea Square, London, SW11 3RA.

<b>Appropriate member of Staff</b>	The head of department or departmental manager relevant to the incident, allegation or suspicion of abuse that has been made.
<b>Relevant RAD department</b>	The department relevant to the incident, allegation or suspicion of abuse that has been made.
<b>Appropriate Authority</b>	This is the correct authority to refer the incident, allegation or suspicion. It might include the police, social services (children's social care or adult social care), the local safeguarding children's board or statutory committee.
<b>Third parties</b>	Other schools or employers, universities and agencies.
<b>L.A.D.O.</b>	<p>Local Authority Designated Officer. The role of the LADO is set out in the HM Government guidance 'Working Together to Safeguard Children (2013)'. The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:</p> <ul style="list-style-type: none"> <li>• behaved in a way that has harmed, or may have harmed, a child,</li> <li>• possibly committed a criminal offence against children, or related to a child, or</li> <li>• behaved towards a child or children in a way that indicates they are unsuitable to work with children</li> </ul> <p>The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible. You can find your local LADO via the local authority in the area where the child/young person resides.</p>

### Appendix 3

### Incident, allegation & suspicion of abuse (hereafter 'incident') report form

Date Incident reported: \_\_\_\_\_

Person recording the incident: \_\_\_\_\_

Person reporting the incident:
Name:
Job role:
Knowledge of and relationship to the child/vulnerable adult:
Contact address:
Telephone numbers(s):
E-mail:

#### Child/Vulnerable adult Details:

Full name of child/vulnerable adult:
Date of birth:
Contact address:
Telephone numbers(s):
Disability (if applicable):

#### Incident Details:

Location of incident (if relevant):	Date and time of incident (if relevant):
Detailed information (where applicable in child/vulnerable adults own words if possible):	
Details of any observations made by you or to you (e.g. description of visible bruising, other injuries, child/vulnerable adults emotional state). N.B. Make a clear distinction between what is fact and hearsay:	
Actions taken so far:	

**Alleged abuser's details (if known):**

Name:
Date of birth/age:
Relationship with child/vulnerable adult:
Occupation:
Address:
Telephone numbers(s):
Disability:

**External agencies contacted:**

AGENCY	YES/NO	CONTACT NAME	CONTACT NUMBER	DATE	TIME	DETAILS OF ADVICE RECEIVED
Police						
Social Services						
Local authority state if L.A.D.O. contacted						
NSPCC						
Other (please name)						

I acknowledge that the details described are accurate and will remain strictly confidential between the 'appropriate reporting channels' and myself.

Signed.....

Date.....

**Please submit this form immediately to a DSO. A full list of DSOs can be found in Appendix 6 of the RAD Safeguarding Policy and Procedures: Children and Vulnerable Adults.**

## Appendix 4 A quick guide to reporting procedures

**If you see, hear of or suspect abuse, are aware of serious poor practice or have concerns about a breach of RAD's code of behaviour in relation to child abuse or a vulnerable adult. Full details can be found in Section 2 of the Safeguarding Policy and Procedures**

1

If concerned about a child or vulnerable adult – report your concern to a DSO/NSO within 24 hours. If this is not possible and if there is an immediate risk, report it to the appropriate authority, e.g. police, NSPCC, children's social care or adult social care (social services)

2

Record the details of the abuse/allegation/suspicion

Record accurately what the child/young person or Vulnerable Adult has said or what has been seen or reported

3

Include information about how the child/VA appeared (angry/upset), recording any visible signs on the child/VA e.g. burn on the hand. Do not ask the person to remove clothing. Do not ask leading questions or investigate. Complete the form in Appendix 6 the same day

4

DSO will discuss matter with NSO and make a decision regarding the concern/incident within 24 hours of receiving the information

5

Action by DSO/NSO – concern allayed – record the decision and store securely in HR

6

Still concerned:

Make a referral to the local Children's Social Services, Adult Social Care, LADO, Police, NSPCC (0808 800 5000) or Childline (0800 1111)

## **Appendix 5**

### **A guide to international reporting procedures**

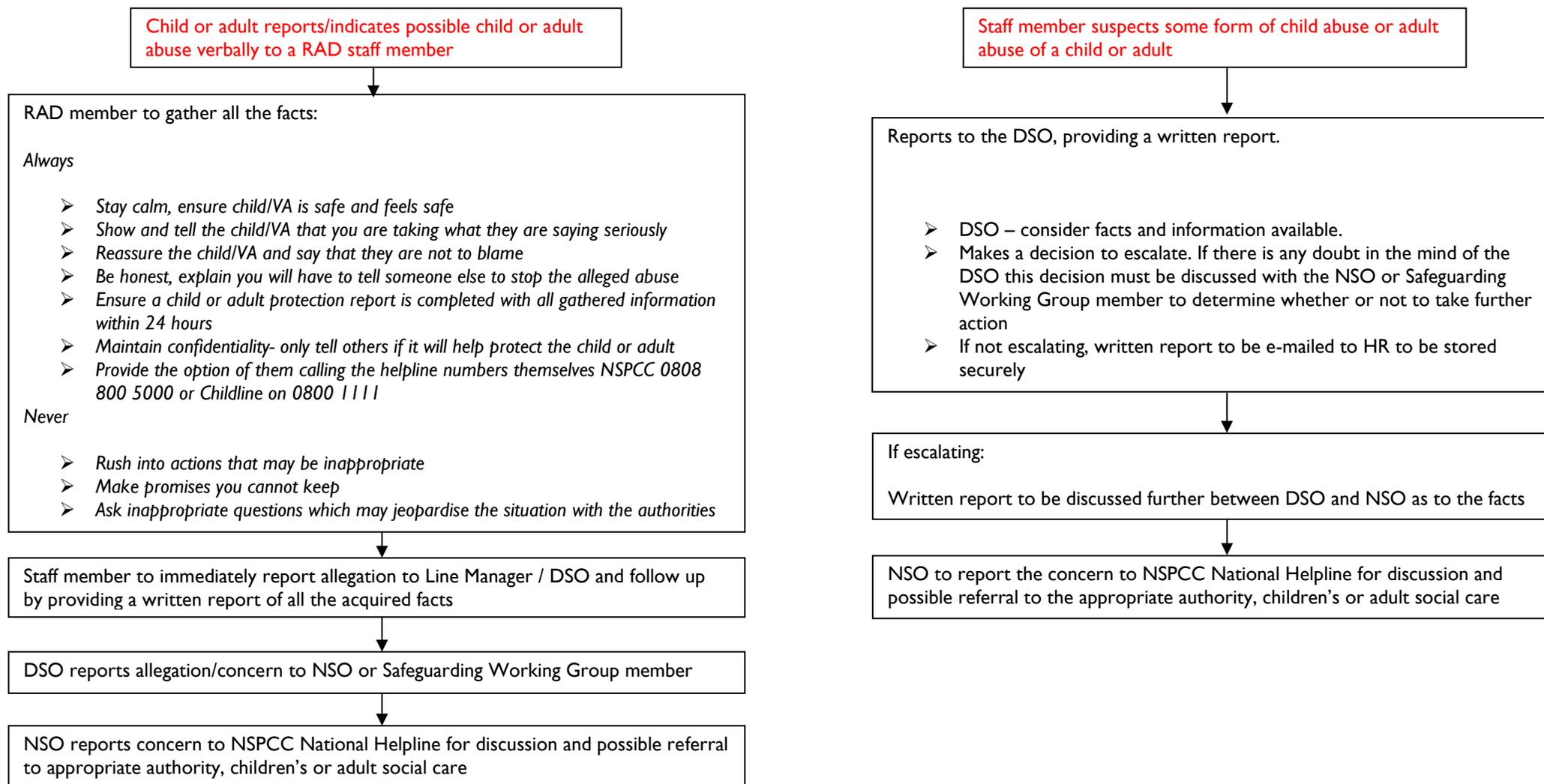
RAD employees, FoE students/trainees and students organising activities on behalf of RAD overseas may find themselves in the situation of witnessing a form of abuse, or see suspicious physical marks on a child or vulnerable adult. Or, they may have been informed of an allegation by a child or vulnerable adult. The RAD has procedures in place to enable a staff member to be able to report their concerns, which will then be reported to the appropriate authorities. These procedures are comprehensive and provide clear guidance to support reporting.

Reporting an allegation of child or adult abuse is a serious matter and needs to be considered carefully. However, taking no action is not an option in child protection or in responding to concerns regarding a vulnerable adult.

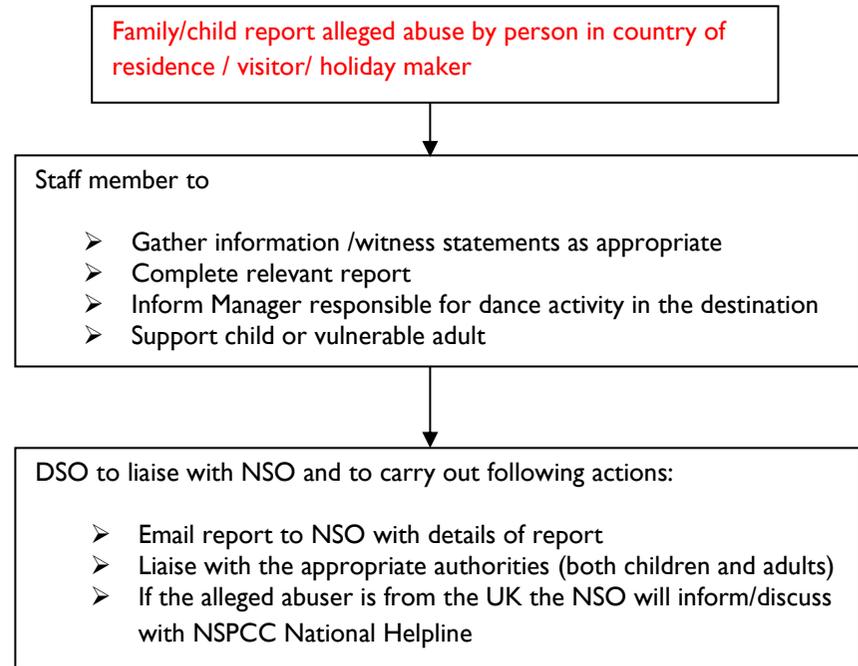
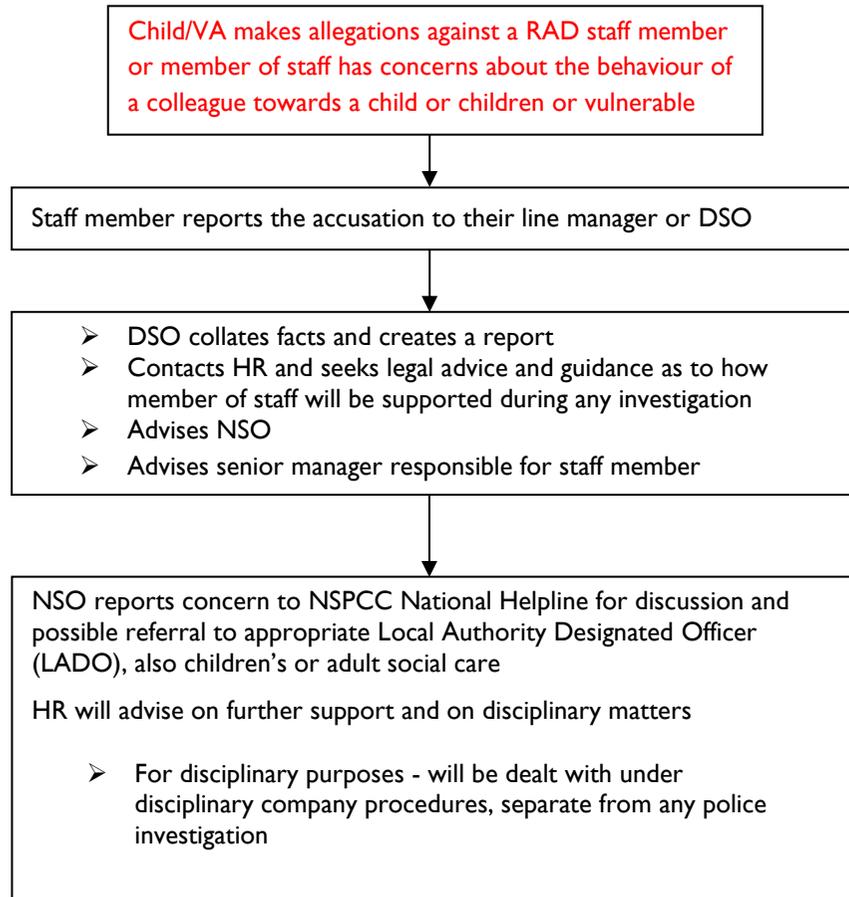
If RAD employees or FoE students/trainee and students are not able to contact their DSO or if they are unhappy with the decision of a line manager not to take a concern forward, they should contact the NSO or a member of the Safeguarding Working Group. This will ensure that there is a record of this concern or allegation and what decision was made to act and by whom.

The flow charts on pages 29 & 30 are to support reporting when working internationally and to provide guidance to all RAD members who have concerns in Section 2. Responding to incidents, suspicions and allegations of abuse involving children or vulnerable adults is in this policy, pages 6-8.

## Royal Academy of Dance - Child Protection and Vulnerable Adults reporting procedures (International)



### Child protection and vulnerable adults reporting procedures continued (international)



## **Appendix 6**

### **List of suggested Nominated Senior Officers and suggested Designated Safeguarding Officers as at 17 April 2014**

#### **Nominated Senior Officers**

##### **Director of Examinations**

**T: +44 (0)20 7326 8088**

Primary responsibility for Safeguarding within departments: Examinations, Regional and International offices, Human Resources and Membership, Marketing & Communications

##### **Director of Education**

**T: +44 (0)20 7326 8059**

Primary responsibility for Safeguarding within departments: Faculty of Education, CPD, Finance, Library and BIS

##### **Artistic Director**

**T: +44 (0)20 7326 8012**

Primary responsibility for Safeguarding within departments: Training, Music, Trading & Enterprises, Step into Dance and Benesh

#### **Designated Safeguarding Officers**

##### **Benesh**

**T: +44 (0)20 7326 8031**

Director of Benesh Institute

##### **CPD**

**T: +44 (0)20 7326 8925**

Head of CPD

##### **Examinations**

**T: +44 (0)20 7326 8057**

Head of Examinations

##### **Facilities**

**T: +44 (0)20 7326 8048**

Facilities Duty Manager

Facilities Officer

Receptionist

Security and Information Officer

Saturday Receptionist

##### **Faculty of Education**

**T: +44 (0)20 7326 8028**

Dean

##### **Human Resources**

**T: +44 (0)20 7326 8052**

Human Resources Operations Manager

**Library****T: +44 (0)20 7326 8010**

Library and Research Services Manager

**Marketing and Membership****T: +44 (0)20 7326 8003**

Director of Marketing, Communications &amp; Membership

**Music****T: +44 (0)20 7326 8053**

Staff Pianist and Music Administrator

**Regional and International****T: +44 (0)20 7326 8908**

Director of Fundraising and Development

**Step into Dance****T: +44 (0)20 7326 8912**

Step into Dance Artistic &amp; Programme Director

**Trading & Enterprises****T: +44 (0)20 326 8910**

Head of Trading

**Training****T: +44 (0)20 7326 8954**

Dance School Principal

**Duties of the Nominated Senior Officers**

- To be accountable for the RAD's safeguarding practice
- To ensure safeguarding is afforded priority at the most senior level within the RAD
- To ensure that the RAD has a committee structure in place to fulfil its safeguarding responsibilities
- To ensure funding and resources are available to fulfil safeguarding responsibilities
- To create a network of Designated Safeguarding Officers in consultation with the Safeguarding Working Group
- To ensure monitoring and review systems are in place to respond to new guidance and legislation and to test existing systems
- To ensure that the RAD has procedures for dealing with incidents, allegations or suspicions of abuse against RAD employees, FoE students/trainees, Students and Visitors
- To ensure all RAD employees are trained appropriately according to their roles
- To refer incidents, allegations or suspicions of abuse to relevant investigating agencies
- To securely keep detailed and accurate records of any incidents, allegations or suspicions of abuse
- To report annually any incidents, allegations or suspicions of abuse in an anonymous form to the Safeguarding Working Group
- To report annually any incidents, allegations or suspicions of abuse in an anonymous form to the Board of Trustees
- To liaise with the DSOs to inform him/her of any issues and ongoing investigations
- To ensure the DSOs are appropriately supported to fulfill their safeguarding duties

- To inform Registrar, Head of Human Resources or relevant Head of Department about relevant incidents, allegations or suspicions of abuse; and
- To undertake annual training to keep up to date to the most relevant safeguarding procedures for dealing with children and vulnerable adults.

### **Duties of the Designated Safeguarding Officers**

- To refer allegations or cases of suspected abuse to an NSO
- To act as a first point of contact and source of support, advice and expertise within the RAD
- To ensure that there is always cover for this role
- To inform the NSO immediately if they feel unable to fulfil their duties within this role at any point
- To undertake annual training to keep up to date with safeguarding legislation and best practice
- To keep under review any RAD activities which involve children and vulnerable adults, and
- To ensure that individuals assisting in the RAD activity, be they RAD employees, FoE students/Trainees, students or visitors are suitable to work with children or vulnerable adults and that they have had the necessary Vetting and Barring checks done in conjunction with HR and/or the recruiting manager which have been followed up and checked via the Disclosure and Barring Service and records kept securely in the Human Resources department.

## **Appendix 7**

### **Safeguarding Working Group: Terms of reference**

**Title:** Safeguarding Working Group

**Role:** As determined by the terms of reference

**Status:** The Safeguarding Working Group is a working committee reporting to the Board of Trustees.

Membership of the working group is:

- Safeguarding representatives (drawn from each department)
- In attendance: Nominated Safeguarding officers and Designated Safeguarding officers, as required
- Co-Chairs: Training Manager & UK National Manager (should not be Nominated Safeguarding officers)
- Servicing officer: Assistant to the Director of Finance & Administration
- The working group reports to the Operations Planning Group.

Working group terms of reference are:

- To understand the RAD's safeguarding obligations under UK Government legislation
- To implement and review the Safeguarding Policy and Procedures annually or sooner if there are changes in legislation, guidance or in the event of an incident
- To receive reports from Nominated Safeguarding Officers in an anonymous form of any safeguarding incidents (quarterly) and ensure the correct safeguarding procedures were followed and were effective
- To implement and review annually the safeguarding training strategy
- To receive and inform the board of trustees of whistleblowing reports in relation to safeguarding policies and procedures
- To seek advice and independent consultancy on safeguarding, as appropriate from external specialists, individuals or organisations.

Working group standing orders:

- The working group meets at least four times per year.
- If a safeguarding incident relates to a member of the working group, that member should step down from the working group until it has been resolved and the situation reviewed.
- An extraordinary meeting may be summoned by the chair at any time to discuss urgent or non-routine business matters.
- Notice of meetings (ordinary and extraordinary) together with agenda and supporting papers will be sent to working group members five working days before the date of each meeting.
- Meetings (ordinary or extraordinary) will be quorate when one of the chairs (or their substitute) and at least five members of the working group are present.

### **Membership**

Training Manager: Chair

Head of Quality Assurance: Chair

Examinations Operations Manager

Step into Dance Lead Programme Officer  
Head of Human Resources  
Lead Membership Marketing Officer  
Press & Communications Manager  
Lead Events Officer

**Appendix 8**  
**Statement of agreement for all in relation to RAD’s safeguarding policy and procedures**

All RAD employees, (freelance and permanent), Trustees, Volunteers, FOE students/trainees, students and visitors will be expected to sign this statement of understanding as part of their terms and conditions relating to their employment or placement.

I.....acknowledge that I have read and understood the Royal Academy’s Safeguarding Policy and Procedures.

I agree to adhere to this policy and the respective procedures and take action as required in the event of any concerns relating to children, young people or vulnerable adults. Should any concerns arise which indicate that I may be in breach of this policy, I understand that action may be taken in accordance of the RAD’s disciplinary policy and procedures and or Fitness to Practice procedure.

Name of RAD member: Date:

Signature:

Name of supervisor/line manager: Date:

Signature:

## **Appendix 9**

### **Safeguarding Training Strategy**

The Royal Academy of Dance (RAD) is committed to Safeguarding children and vulnerable adults. As part of this commitment the RAD have a dedicated safeguarding training strategy as set out below. The safeguarding policy and procedures can be found on the RAD website [www.rad.org.uk](http://www.rad.org.uk).

#### **RAD Employees**

##### **Permanent employees**

Upon recruitment all staff will be given an induction within which a copy of the safeguarding policy and procedures will be issued and special attention will be drawn to the reporting procedures and types and definitions of abuse.

The policy will be available to staff via HRSelect where they will be able to see any updates or amendments to the policy.

Permanent employees that work directly with children and vulnerable adults will be required to undertake regular training at least every two years in relation to safeguarding children and vulnerable adults. This training must be initially delivered within three months of commencing work at the RAD and can be delivered through external specialists, individuals or organisations both in person or online.

##### **RAD casual and freelance employees**

Within the terms and conditions of engagement, casual and freelance workers will be made aware of where to find the RAD safeguarding policy and procedures and will be asked to read this to ensure they understand it in relation to their roles and responsibilities. Acceptance of the engagement will indicate an agreement to comply.

Where possible, an induction should be undertaken where they will be given a copy of safeguarding policy and procedures with special attention drawn to the reporting procedures and types and definitions of abuse.

##### **Staff with additional safeguarding responsibilities**

Comprehensive initial one day training on child protection and safeguarding will be provided to those with additional responsibilities in relation to the safeguarding policy and procedures structure, including: NSO's, DSO's, members of the safeguarding working group, CEO, Head of HR and FOE Registrar. This must be undertaken within three months of commencing this role and will be repeated as a minimum requirement every two years. This will be provided by an external organisation with expertise in Child Protection. In the interim period, updates will be by way of half-day refresher briefings or when there is a change in legislation. This is to ensure that they are aware of current safeguarding legislation and best practice.

##### **Trustees**

The Trustees have ultimate responsibility for the approving the Safeguarding Policy and Procedures. Upon appointment trustees will be given a copy of safeguarding policy and procedures with special attention drawn to the reporting procedures and types and definitions of abuse.

## **Volunteers**

Upon appointment, volunteers will be given a copy of safeguarding policy and procedures with special attention drawn to the report procedures and types and definitions of abuse.

## **RAD membership**

Within the member's area of the RAD website, members will be made aware of the safeguarding policy and procedures and will also have a members' factsheet that directs them to external specialists, individuals or organisations where they can find information on safeguarding best practice.

## **External hirers**

Within the terms and conditions of hire, external hirers will be made aware of where to find the RAD safeguarding policy and procedures, and will be asked to read this to ensure they understand it in relation to the activity. Acceptance of the hire agreement will indicate an agreement to comply. In addition to this, where external hirers are working with children or vulnerable adults they will be required to sign a declaration stating that their staff and/or volunteers have had the necessary criminal records checks and have their own safeguarding policy and procedures in place before the RAD will accept their booking.

## **Contractors**

Within the contract, contractors will be made aware of where to find the RAD safeguarding policy and procedures and will be asked to read this to ensure they understand it in relation to the activity. Acceptance of the contract will indicate an agreement to comply.

## **Visitors**

All visitors to RAD premises (or to a venue where an RAD activity involving children or vulnerable adults is taking place), will be directed to a signing in/out sheet which informs them of the RAD's Safeguarding Policy and Procedures and a display copy will be made available. By signing the sheet, they are agreeing to comply. The premises or venue will clearly display notices informing visitors of the RAD's Safeguarding Policy and Procedures and where it can be found.

## **Parents/Guardians**

Within the activity Terms and Conditions, parents and guardians of students attending an RAD activity on or off RAD premises will be made aware of the safeguarding policy and procedures and will be asked to read this to ensure they understand it in relation to the activity. Acceptance of the Terms and Conditions will indicate an agreement to comply. The premises or venue will clearly display notices informing parents and guardians of the RAD's Safeguarding Policy and Procedures and where it can be found.

## **Adult students**

Within the activity terms and conditions, adult students attending an RAD activity on or off RAD premises will be made aware of the safeguarding policy and procedures and will be asked to read this to ensure they understand it in relation to the activity. Acceptance of the terms and conditions will indicate an agreement to comply. The premises or venue will clearly display notices informing students of the RAD's Safeguarding Policy and Procedures and where it can be found.

## **FoE Students**

In the course induction FoE students/trainees are given a copy of the safeguarding policy and procedures with special attention drawn to the report procedures and types and definitions of abuse. FoE students/trainees who undertake placements will receive external formalised certificated training, by the Wandsworth training and professional development team.

## Appendix 10

### List of Nominated Senior Officers and Designated Safeguarding Officers



### Designated Safeguarding Officers



## Appendix I I

### Principles for information sharing

The Department for Children, Schools and Families, and Communities and Local Government published 'Information Sharing: Guidance for practitioners and managers' in 2008 and 2009. The guidance was provided to assist practitioners who have to make decisions about sharing personal information, whether working in the public, private or voluntary sectors and also for managers who support these practitioners and others with responsibility for information governance. This guidance produced 'Seven golden rules for information sharing' to support organisations and workers when making decisions about when it is appropriate to share information with others:

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or with their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Where possible, share with consent and respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.