

# ROYAL ACADEMY OF DANCE

## Policy and procedures on safeguarding children and adults at risk

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## 1. Introduction and policy statement

### Purpose

- 1.1 The Royal Academy of Dance (RAD) has a 'duty of care' to provide a safe environment for and to promote the health and well-being of children, young people and adults at risk. The RAD takes all reasonable steps to ensure that safeguarding and promoting the welfare of children and adults at risk is embedded in our contact with them through the training and activities we provide. The RAD ensures that children and adults at risk are well protected and that there is a system in place to safeguard their welfare.
- 1.2 The RAD believes that the welfare of the children and adults is paramount, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation have the right to equal protection from all types of harm or abuse as defined in the Equality Act 2010.
- 1.3 The purpose of this policy and procedures is:
- to facilitate protection for children under the age of 18 years and adults at risk during any activity provided by the RAD;
  - to provide staff with procedures to follow in the event that they suspect a child or adult at risk may be experiencing abuse or be at risk of abuse or harm;
  - to protect children and adults at risk where there is a concern about the behaviour of an adult, including a member of RAD staff;
  - to assist all individuals at the RAD to meet their duty of care to safeguard all children and adults at risk who take part in RAD activities;
  - to uphold our duty to have due regard to the need to prevent people (children, adults at risk and students) from being drawn into terrorism, known as the Prevent Duty; and
  - to ensure that where RAD staff, RAD Trustees, RAD Sub-committee members, Trustees, students, Faculty of Education students or visitors have concerns about the welfare of children or adults at risk, they are in a position to take appropriate steps to address them.

### Statutory and legislative frameworks

- 1.4 This policy has been drawn up on the basis of UK law and guidance, but due to the nature of the RAD's work globally it also embraces the principles contained in the United Nations Convention on the Rights of the Child 1991 (UNCRC). Article 19 of the UNCRC states that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. This is an international human rights treaty which includes civil, political, economic, 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.

### **1.5 The RAD embraces the following statutory guidance:**

#### **England**

*Working Together to Safeguard Children* (2018).

*Keeping Children Safe in Education: Statutory Guidance and Information for all school and college staff* (September 2023)

The Children Act 1989, which applies to England and Wales

The Children Act 2004 and the Children, Schools and Families Act 2010.

#### **Wales**

*Working Together to Safeguard People Volume 1* (2014)

#### **Scotland**

*National Guidance for Child Protection in Scotland* (2014)

The Children (Scotland) Act 1995; Protection of Children (Scotland) Act 2003; Protection of Vulnerable Groups (Scotland) Act 2007; and The Protection of Vulnerable Groups (Scotland) Act 2007 (Removal of Barred Individuals from Regulated Work) Regulations 2010

#### **Northern Ireland**

*Co-operating to Safeguard Children and Young People in Northern Ireland* (2017)

Northern Ireland, the Children (Northern Ireland) Order 1995

Safeguarding Vulnerable Groups (NI) Order 2007.

*The Care and Support Statutory Guidance* (January 2022)

#### **United Kingdom**

Data Protection Act 2018, Children and Adoption Act 2006, Sexual Offences Act 2003

Equality Act 2010

Human Rights Act 1998

(Remedial Order) 2012, Safeguarding Vulnerable Groups Act 2006, Protection of Freedoms Act 2012, Female Genital Mutilation Act 2003, Counter-Terrorism and Security Act 2015, Care and Support Statutory Guidance (2022) and the Voyeurism Act 2019.

There is also a common law duty of care applicable to organisations not to be negligent and to avoid causing harm or injury.

As a charity registered in England and Wales, the RAD is bound by the requirements of Charity Commission guidance on safeguarding (*Safeguarding and protecting people for charities and trustees*, updated November 2021), issued in the context of the Charities Act (2011) and the Charities (Protection and Social Investment) Act 2016.

The Fundraising Code of Practice (2020) includes minimum expectations on keeping children and adults at risk safe. Fundraisers must take into account the needs of any potential donor who may be in a vulnerable circumstance or require additional care and support to make an informed decision.

### Scope of the Policy

1.6 This policy is presented from a UK perspective. However, the RAD is a global organisation and the standards and principles of this Policy apply to all RAD staff, students, volunteers and visitors worldwide. We recognise that there may be international legal and cultural variants in safeguarding children and adults at risk and where these are significant the relevant RAD National Office will have its own Safeguarding Policy and Procedures based on this policy, which will adhere to this policy as a minimum standard, will follow the principles and procedures laid out in this policy as closely as possible, and will be available on the relevant RAD national website and / or from the relevant office. Unless superseded by such a local policy, the procedures outlined in this policy apply globally.

1.7 The Policy applies to all persons working on a paid or unpaid basis on behalf of the RAD. This includes, but is not limited to, Trustees, Sub-Committee members, all other persons who fulfil a responsibility or role in a voluntary (unpaid) capacity, permanent, fixed term and temporary employees, casual workers (including pianists and assistants), freelance staff, including examiners, tutors, teachers, mentors, practical teaching supervisors, chaperones, examination attendants and course attendants (doorkeepers). This includes all persons working on a paid or unpaid basis on behalf of the RAD worldwide, including the paid or unpaid staff or representatives in National Offices RAD and any persons working on behalf of the RAD in any country in which the RAD delivers activities, including freelance staff. In this policy all these persons are described as 'RAD staff'.

1.8 This Policy applies to Students registered on a Faculty of Education programme of study (university or RAD validated), and students on any other course or activity run by the RAD, worldwide.

1.9 This Policy applies to contractors, external hirers and visitors defined as delivery persons, general visitors, and parents/guardians attending an RAD activity on or off RAD premises, worldwide.

1.10 Where RAD members are running their own dance classes, the RAD expects as good practice that they will have a safeguarding policy in place. This Safeguarding Policy and Procedures can be referred to for best practice and is available on the RAD website. The Code of Conduct for RAD Members is also relevant and available on the RAD website. This Policy does not apply to the safeguarding of students in private dance schools or dance classes operated by RAD Registered Teachers who are responsible for their own safeguarding policy, practice and governance.

### Responsibilities

1.11 Safeguarding and promoting the welfare of children and adults at risk and observing the Prevent duty are everyone's responsibility. All professionals should ensure that their

approach considers at all times what is in the best interests of the child ('child-centred') or adult at risk. No single professional, including those at the RAD, can have a full picture of a child or adult at risk's needs and circumstances. If children, carers and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

- 1.12 The RAD Board of Trustees will ensure that they comply with their duties under legislation. They will ensure that the Safeguarding Policy and Procedures and training are effective and comply with the law at all times and take account of statutory guidance.
- 1.13 The RAD Board of Trustees has appointed a Lead Trustee for Safeguarding. The Lead Trustee for Safeguarding has three key roles: strategic; effective policy and practice and championing safeguarding through the organisation.
- 1.14 The Charity Commission sets out that 'Trustees should promote a fair, open and positive culture and ensure all involved feel able to report concerns, confident that they will be heard and responded to. It expects Trustees to make sure the RAD:
- has appropriate policies and procedures in place, which are followed by all Trustees, volunteers and beneficiaries;
  - checks that people are suitable to act in their roles;
  - knows how to spot and handle concerns in a full and open manner;
  - has a clear system of referring or reporting to relevant organisations as soon as concerns are suspected or identified;
  - set out risks and how they will be managed in a risk register which is regularly reviewed;
  - follows statutory guidance, good practice guidance and legislation relevant to the charity;
  - is quick to respond to concerns and carry out appropriate investigations;
  - does not ignore harm or downplay failures;
  - has a balanced Trustee board and Trustees should work together;
  - makes sure protecting people from harm is central to its culture;
  - has enough resources, including trained staff/volunteers/Trustees for safeguarding and protecting people; and conducts periodic reviews of safeguarding policies, procedures and practice.
- 1.15 The RAD has established a hierarchy of responsibility under the oversight of the Board of Trustees and the Trustee for Safeguarding. The Chief Executive Officer and the Executive Board have strategic responsibility for safeguarding and Prevent policy and practice.

- 1.16 There is a Safeguarding Committee chaired by a member of the Executive Board. The Safeguarding Committee audits this Policy to ensure it is working effectively, that all incidents are recorded, action is taken and best practice is in place. The Safeguarding Committee reports, through the Chair of the Safeguarding Committee and the Safeguarding Manager, to the Executive Board and the Board of Trustees.
- 1.17 There is a Safeguarding Manager who reports to the Chief Executive. The Safeguarding Manager is responsible for building on and improving the RADs safeguarding policies, procedures and awareness and giving advice on recorded and raised concerns.

The duties of the Executive Board are:

- To be accountable for RAD safeguarding practice;
  - 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 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 staff, students and visitors;
  - To ensure all RAD staff are trained appropriately according to their roles;
  - To report annually any incidents, allegations or suspicions of abuse in an anonymous form to the Board of Trustees;
  - To ensure that any incidents which are felt serious enough to be reported to the Charity Commission are included in the RAD Annual Report;
- 1.18 The Designated Safeguarding Leads (DSLs) are accountable for RAD safeguarding practice and have overriding responsibility for dealing with all safeguarding incidents in consultation with relevant staff or external agencies. The duties of the DSLs are:
- To refer incidents, allegations or suspicions of abuse to relevant investigating agencies;
  - To keep securely detailed and accurate records of any incidents, allegations or suspicions of abuse;
  - To report quarterly any incidents, allegations or suspicions of abuse in an anonymous form to the Safeguarding Committee;

- To liaise with the Deputy Designated Safeguarding Leads (DDSLs) to inform them of any issues and ongoing investigations and be available to support and advise as needed;
- Where appropriate, to inform the CEO or Head of Human Resources about incidents, allegations or suspicions of abuse;
- To report incidents to the Charity Commission (see: <https://www.gov.uk/government/news/alert-on-reporting-serious-incidents-rsi>), Ofsted, Ofqual, Office for Students, and/or other external agencies as appropriate;
- To undertake annual training to keep up to date with the most relevant safeguarding procedures for dealing with children and adults at risk; and
- To undertake Prevent Awareness training so as to be able to provide advice and support to others on protecting children, adults at risk and students from the risk of radicalisation.

1.19 Reporting to DSLs are Deputy Designated Safeguarding Leads (DSLs) and Safeguarding Assistants who are RAD employees working in different departments. DDSLs deal with all safeguarding incidents as the first point of contact with the support of the Safeguarding Manager. Safeguarding Assistants champion and support their departments with safeguarding matters. The duties of Deputy Designated Safeguarding Leads are:

- To refer allegations or cases of suspected abuse to the Safeguarding Manager;
- To ensure that there is always cover for this role;
- To work with the DSLs to ensure they are able to fulfil their duties within this role;
- To undertake annual child protection, Prevent and Channel Awareness training to keep up to date with safeguarding and prevent legislation and best practice;
- To keep under review any RAD activities which involve children and adults at risk in order to ensure that good safeguarding practice as outlined in this policy is followed;

1.20 The RAD has a small number of Licensed Chaperones who are responsible for safeguarding and ensuring the welfare of children taking part in entertainment. They are established under child performance legislation; local authorities issue licences and have the power of enforcement. A Licenced Chaperone is acting *in loco parentis* (in place of the parent) and should 'exercise the care which a good parent might be reasonably expected to give that child'.



## Policy Statement

- 1.22 The RAD will safeguard children and adults at risk by:
- valuing, listening to and respecting them;
  - adopting child protection procedures;
  - sharing information about child protection, Prevent and good practice with children, adults at risk, parents, carers, staff and the companies and organisations with which we work;
  - working openly and in partnership with parents, carers and guardians in relation to child protection and safeguarding concerns of children and adults at risk;
  - sharing information about concerns with the appropriate agencies;
  - implementing, communicating and ensuring staff adhere to the RAD Code of Behaviour and Good Practice;
  - providing a specific email address for anyone who is concerned about something or somebody to use, if they prefer to email rather than speak directly to someone. The email address is [safeguarding@rad.org.uk](mailto:safeguarding@rad.org.uk)
  - ensuring safe recruitment, selection and vetting of staff;
  - providing effective management through supervision, appraisal, support, training and development;
  - having due regard to the need to prevent people (children, adults at risk and students) from being drawn into terrorism, known as the Prevent Duty;
  - ensuring the security of RAD premises where activities involving children and adults at risk take place, including the use of staff and visitor passes as appropriate and other security measures including Emergency Response Plans for events held off-site and full and partial lock downs in the event of an emergency situation;
  - providing a Safeguarding Committee with operational responsibility for all safeguarding and Prevent arrangements across the RAD;
  - ensuring that children are safeguarded from potentially harmful and inappropriate online material by implementing appropriate filters and monitoring systems (see Email and Internet policy); and
  - ensuring that there are appropriate arrangements in place to safeguard the collection of children under 11 years old from the end of RAD activities. These arrangements may include the person collecting the child giving a password before a young student is released and/or the wearing of wristbands issued by the RAD for one-off events.

## Embedding safeguarding at the RAD

1.23 This policy works in conjunction with other RAD policies and procedures, in particular:

- Safer Recruitment and Selection Policy & Procedures
- Policy on use, storage and dissemination of information revealed in a Disclosure
- Whistleblowing Policy & Procedure
- Social Media and Digital Communications Policy
- Visual Media Policy
- Information Management Policy and Procedures
- Equality, Diversity and Inclusion Policy
- Prevent Policy
- Emergency Response Policy and Procedures

The above policies are available on the RAD website.

1.24 This Safeguarding Policy is available on the RAD website and all RAD employees are made aware of it through the Employee Handbook, Terms and Conditions of Engagement, induction programmes, training and/or personal development programmes and have access to it through HR. It will also be referred to in relevant correspondence, briefings and presentations, and for site visits. The Policy is reviewed annually or sooner if there are changes in legislation, guidance or in the event of an incident. All staff are notified of any changes to the policy.

1.25 All RAD staff undergo safeguarding training in accordance with best practice and as described in the Safeguarding and Prevent Training Matrix in Appendix 7, to support understanding and implementation of the policy. All other parties that have contact with the RAD, including visitors, contractors and external hirers will be made aware of the policy via signing in/out sheets, terms and conditions, contracts, notices and the RAD website and will be expected to adhere to it.

1.26 This is an RAD corporate policy with which all staff worldwide are expected to abide. It is a condition of employment or engagement that staff abide by the rules, regulations and policies made by the RAD and which are referred to in the Employee Handbook (employees) or Terms and Conditions (freelance and casual workers). Acceptance of

employment or engagement signifies an agreement to abide by this policy. Any failure to comply with the policy may be considered a disciplinary matter and will be dealt with in accordance with the appropriate disciplinary procedure, which may lead to dismissal.

### Terminology and definitions

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

1.27 There are four main recognised categories of child abuse: physical abuse, sexual abuse, neglect, and emotional abuse; in addition, the RAD is aware of other considerations and practices that affect children and young people such as self-harm, eating disorders, bullying (including cyber-bullying), Child on child abuse, serious youth violence (including knife/gun crime and county lines), female genital mutilation (FGM), violence in the name of honour, radicalisation, child sexual exploitation, sexual violence and sexual harassment (including upskirting). A child/children is defined as persons under the age of 18 years. See Appendix 1 for more detail and definitions of types of abuse.

1.28 The RAD also works with adults at risk who are protected by different legislation. An adult at risk is a person aged 18 who:

- Has needs for care and support (whether or not the Local Authority is meeting any of those needs);
- Is experiencing, or is at risk of abuse or neglect; and
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

1.29 Other definitions not provided elsewhere:

Appropriate authority	This is the correct authority to which to refer an incident, allegation or suspicion. These are the Police, Social Care and the NSPCC.
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Channel A programme linked with Prevent which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support for the individual.

MASH 'Multi Agency Safeguarding Hub' (MASH) a team of professionals under the remit of a Local Authority including Social Care, the Police and Health Services. MASH manage initial referrals and allocate to the appropriate service. MASH is a term used in England in a large number of Local Authorities.

LADO 'Local Authority Designated Officer'. The role of the LADO is set out in the HM Government guidance 'Working Together to Safeguard Children (2018)'. The role of the LADO exists in England only. 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:

- behaved in a way that has harmed, or may have 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 unsuitable to work with children.
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children/adults.

The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigations into persons working with children and adults at risk, with the aim to resolve them as quickly as possible. You can find the LADO via the local authority.

LADO is a term used in England. Devolved nations and National Offices must refer allegations to their appropriate body.

Prevent Duty The duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Students Faculty of Education students, Step into Dance students, students enrolled on GCSE and A Level Dance courses, RAD Dance School students, students attending Training Department activities and events, students attending regional events, examination candidates and any other person participating in an activity organised by the RAD.

## **2. Responding to incidents, suspicions and allegations of abuse**

Safeguarding issues rarely follow a consistent pattern or can be covered by one definition or label. In most cases, multiple issues will overlap with one another and decisions about responses will be nuanced and complex.

### ***Overview and responsibilities***

- 2.1 These procedures aim to strike a balance between the need to protect children and adults at risk from abuse and the need to protect RAD staff, students, members, volunteers and visitors 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 adult at risk has been abused in the past, is being abused or might be abused. However, there is a responsibility to act on concerns in order that children and adults at risk can be supported and protected in the short term, and that appropriate agencies can make enquiries and take any necessary action to protect them (see also the RAD Whistleblowing Policy).
- 2.4 Abuse of children and adults at risk can and does take place outside the family setting, including within organisations, potentially by anyone involved in working with children or adults at risk in a paid or voluntary capacity. Evidence indicates that abuse which takes place in an organisation is rarely a one-off event, so it is important that all staff within the RAD are aware of this and take the appropriate action to respond to an allegation or suspicion.
- 2.5 Abuse of children and adults at risk can be perpetrated by another child or adult at risk and where this occurs the age and understanding of the alleged perpetrator must be taken into consideration. The circumstances of the alleged abuser must be assessed separately from those of the alleged victim and must include exploration of why the behaviour has occurred.
- 2.6 Where the RAD receives reports of concerns about the way that an RAD teacher is working with children and young people that raises questions about safe dance practice (particularly with respect to the possibility of physical injury or impairment being caused to students), the RAD will carry out all possible and appropriate investigations as the expert in the dance education field. Following the investigation, a safeguarding referral may then be made to the appropriate authority.

## ***Responding to a safeguarding incident or concern involving a child or adult at risk***

2.7 If an incident, allegation or suspicion of abuse or any other matter which calls the wellbeing of a child or adult at risk into question (hereinafter referred to as 'incident') is disclosed, seen, heard or suspected, the person receiving the information, whether a member of RAD staff, Faculty of Education student, student, 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 you are being told or seeing – responding to the incident being reported should take immediate priority;
- react in a calm and considered way but show concern;
- tell the child, adult at risk or third party that it is right for them to share this information;
- take what the child, adult at risk or third party has said seriously and allow extra time where there is a speech or language difficulty;
- keep questions to an absolute minimum necessary to gain a clear and accurate understanding of what is being said, and do not interrogate the child, adult at risk or third party;
- listen and do not interrupt if they are recounting significant events;
- offer reassurance;
- do not give assurances of confidentiality, but explain you will need to pass on this information to those that need to know; and
- consider whether immediate action is needed to protect a child or adult at risk who may have been harmed or be at risk of harm – think about the child or adult at risk who is the immediate concern and any others who may have been harmed or be at risk of harm, in light of what you have been told or seen.

All staff should be aware that safeguarding incidents and/or behaviours can be exacerbated with factors outside the RAD and/or can occur between children outside of the RAD).

All staff, but especially the senior safeguarding officers and designated safeguarding officers should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms can take a variety of forms and

children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- 2.8 In cases where there is an immediate risk of harm to a child or adult at risk and it is unsafe to wait until the next working day, the person raising the concern or a safeguarding team member should immediately call an The Safeguarding Manager/DSL (work mobile telephone numbers are listed in Appendix 6) who will have access to contact telephone numbers of other members of the Executive Board, the Head of HR and local social services, MASH for Richmond and Wandsworth Children Social Care or Adult Social Care, the LADO (Local Authority Designated Officer) and the Police. The Head of HR and the Safeguarding Manager will be able to support the DSLs and DDSLs in contacting relevant colleagues (including relevant line managers if needed).
- 2.9 If the Safeguarding Manager, DSL, DDSL and Head of HR is not immediately available and a child is in immediate danger or at risk of harm 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.
- 2.10 When there are serious concerns about immediate risks to a child or if a child has suffered significant harm and continues to be at risk and an immediate referral is made to MASH you should be prepared to give clear details of the concern, the child's name, date of birth, address and contact details for parents and carers. A referral in urgent circumstances can be made by telephone, but a completed Safeguarding Incident Form is required as soon as possible. This should be completed by the person making the referral. See Appendix 4 for the Safeguarding Incident Report Form.

#### Responding to a safeguarding incident or concern involving a member of RAD staff RAD Trustee, student, member, volunteer or visitor

- 2.11 If anyone has a concern about the behaviour of a member of RAD staff, RAD Trustee, student, member, volunteer or visitor, they should discuss this with their line manager, Safeguarding Manager / DSL or Head of HR as soon as possible.
- 2.12 There will be occasions when a student, parent or other person makes an allegation against a member of RAD staff, an RAD student, member or volunteer which refers to concerns that the person has caused harm to a child or adult at risk, acted in a way that created potential serious risk to a child or adult at risk or would pose a risk of harm if they continue to work in regular or close contact with a child or adult at risk in their present position or in any capacity.
- 2.13 The majority of allegations against staff, students, members or volunteers will relate to their behaviour whilst working or studying. However, some concerns may relate to their personal life or the care of their own children. In some cases, there may have been an allegation of abuse regarding someone closely related to them and this person may pose a risk of harm to the child(ren) of the staff member, student, member, volunteer or visitor is responsible for.

- 2.14 Line managers and members of staff who are notified of such concerns will be expected to report this to a DSL/Safeguarding Manager and Head of HR who will make an assessment of the nature of the concern and who is most appropriate to manage the situation. This should happen as soon as possible and ideally within the same working day.
- 2.15 Faculty of Education students, Step into Dance teachers, RADiate staff or any other member of RAD staff working in a partner school or other organisation must ensure that they are aware of the designated person for safeguarding in that organisation and familiarise themselves with the school or organisation's own Safeguarding or Child Protection Policy as soon as they commence work there.
- 2.16 Where the concern about the behaviour of a colleague, student, member, volunteer or visitor occurs in a partner organisation the report should be made to the designated person in that organisation and also to the Safeguarding Manager / DSL at the RAD. Where appropriate, the RAD Safeguarding Manager / DSL will liaise with the partner organisation to ensure that appropriate action is taken and followed up.
- 2.17 If a member of staff is concerned about their own line manager, they should report the matter to a member of the Executive Board or Head of HR who will liaise with the relevant DSL to make a decision on the course of action to be followed as set out above. If a member of staff has a concern about the conduct of a DSL or any member of the Executive Board (including the Chief Executive), they should report it to the Head of HR who will escalate the concern to the Chief Executive or Chair of the Board of Trustees as applicable. The Chair of the Board of Trustees is nominated to liaise with the Local Authority in the event of an allegation of abuse being made about the Chief Executive.
- 2.18 If a member of staff is concerned that appropriate action is not being taken about the conduct of a member of staff, student, member, volunteer or visitor they are able to raise their concerns as set out in the RAD Whistleblowing Policy and Procedures (available through HR).
- 2.19 Where it is known that a member of RAD staff, an RAD student, visitor, volunteer or RAD member is under investigation by a third party or an appropriate authority, for actions that may have occurred either as a result of their work with the RAD or in their private life and which might give cause for concern about their suitability to work with children and adults at risk, this must be reported to the Head of HR.

#### Reporting a safeguarding incident or concern

- 2.20 Make a comprehensive record of what is said or seen and actions taken at the earliest possible opportunity. Report this using the Safeguarding Incident Report Form within the timescales stated. The Safeguarding Incident Report Form is available on the RAD website, in Appendix 4 of this Policy and available through HR. In the RAD's main premises in London the forms are also available from Reception. If you have any concerns or need any advice or guidance about filling in an Incident Report Form then contact the Safeguarding Manager, DDSL or a Safeguarding Assistant.



- 2.21 Incidents or concerns that occur outside the UK must be reported to the National Director, National Manager or Representative in the country in which the incident or concern occurs. The Safeguarding Incident Report Form should also be completed and sent to the Designated Safeguarding Lead in London who will liaise with the National Office with regard to necessary actions.
- 2.22 The comprehensive and confidential record and Safeguarding Incident Report Form should include the following:
- a detailed record of the incident in the child or adult at risk's own words or the words of the third party reporting it. You should note that there may be occasions when this record may be used later in a criminal trial and therefore needs to be as full and accurate as possible
  - details of the nature of the incident
  - a description of any injury (please note that you must not remove the clothing of a child or adult at risk to inspect any injuries)
  - dates, times or places and any other information that may be useful such as the names and addresses of potential witnesses; and
  - written records including emails and letters.
  - an ongoing log detailing further observations, communications, actions and outcomes.

The Safeguarding Incident Report Form should be submitted to a DDSL/DSL and the Safeguarding Manager as soon as possible, preferably immediately, and certainly within 24 hours.

- 2.23 Safeguarding Incident Report Forms are stored electronically in a password protected folder. Paper safeguarding records will be stored securely with the Safeguarding Manager in a locked filing cabinet in the HR office.

For security and confidentiality reasons, all communications should be made using RAD emails and all documents need to be password protected. The password needs to be sent in a different email. If the incident is low-level concern which does not require a referral to an outside agency, consideration needs to be given for other recommendations such as training, coaching or a performance plan. The Safeguarding Manager will monitor repeated low level concerns and discuss any further actions with the Head of HR.

2.24 If the concern relates to a child or adult at risk who is involved in an RAD activity in the UK but they normally reside in another country a referral may be made to the local authority with a request that it is also referred to Children and Families Across

Borders (CFAB) a charity working to support children between the UK and other countries. CFAB is the only UK charity with an inter-country social work team and they are able to manage international children's cases referred by social service providers.

2.25 Following decisions made by the Safeguarding Manager/DSL, the parents or guardians of the child(ren) or adult(s) at risk (where known / identified) may be contacted and if appropriate a referral made to the Children's or Adult Social Services, Multi-Agency Safeguarding Hub and/or LADO. There may be occasions where it is inappropriate for parents to be contacted and the matter will immediately be referred to Children's or Adult Social Services, or LADO.

2.26 In the event of an allegation related to a member of RAD staff or volunteer the LADO will be informed within 24 hours of the allegation being known. The criteria for making a referral to the LADO is that a member of RAD staff or volunteer may have:

- behaved in a way that has or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates that they would pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children/adults.

2.27 The LADO offers a consultation service which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. The RAD will keep a clear record of their correspondence with the LADO.

2.28 All members of RAD staff handling cases involving allegations against members of RAD staff, volunteers, students or visitors will recognise the need for, and must observe absolute confidentiality in these circumstances.

2.29 There may be occasions when it is appropriate for the child(ren)'s main school to be contacted, where these details are known.

### **Early intervention and help**

2.30 When a child, adult at risk or family is or may be experiencing difficulties, support is most effective when it is provided as early as possible and Early Intervention can sometimes be appropriate.

2.31 When "Early Help" is provided and the RAD is made aware, they will support, monitor and work with the child/adult and Early Help staff.

2.32 Any child may benefit from “Early Help”, but staff should be particularly alert to the potential need for support for any child or young person who:

- is disabled and has specific additional needs
  - has special educational needs
  - is known to be a young carer
  - is showing signs of being drawn into anti-social or criminal behaviour including involvement in serious youth violence, gangs or ‘county lines’
  - is frequently missing
  - appears to be misusing drugs or alcohol
  - appears to be at risk of modern slavery, trafficking or child exploitation
  - is in a family circumstance which presents challenges for the child such as substance abuse, adult mental health problems or domestic abuse
  - has returned to their family from care
  - is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited; or is a privately fostered child.

### **RAD Code of Behaviour and Good Practice**

3.1 The RAD believes that the Code of Behaviour and Good Practice will assist everyone in protecting children and adults at risk, and help with identifying practices which could be misinterpreted or lead to false allegations. Anyone organising activities on behalf of the RAD, involving children and/or adults at risk, must adhere to this code as set out below:

3.1.1 All children and adults at risk should be treated with respect.

3.1.2 All children and adults at risk (including those with special educational needs) should be provided with an environment in which they can feel confident and able to discuss their concerns and have support with communication difficulties where needed.

3.1.3 All activities (including examinations) involving children and adults at risk should include a ratio of one adult to every 10 children / adults at risk and one adult to every eight children / adults at risk for trips. For younger children under the age of nine, there should always be at least one additional member of staff (e.g. a teacher, pianist or assistant). Where this is not possible, the RAD will ensure that activities take place within sight or hearing of other adults.

- 3.1.4 All activities (and particularly those involving children and adults at risk) are subject to regular risk assessment (see Health and Safety Policy). Assessed risks are managed appropriately and staff provided with the relevant information to support safety and wellbeing of children, adults at risk and staff.
- 3.1.5 Respect should be given to a child's or adult at risk's rights to personal privacy.
- 3.1.6 Physical contact with a child or young person may be misinterpreted and should be avoided. Where any physical touching is required for purposes of instruction, 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.
- 3.1.7 Feedback should always be constructive rather than negative, and language used should never be threatening or upsetting.
- 3.1.8 Private or unobserved contact with a young person or adult at risk 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).
- 3.1.9 Children with special educational needs / disabilities may be especially vulnerable to abuse (including from their peer group) and extra care should be taken to interpret apparent signs of abuse or neglect. They may be disproportionately impacted by behaviour such as abuse or bullying without outwardly showing any signs due to communication barriers.
- 3.1.10 Assumptions should not be made that indicators of abuse (e.g. behaviour, mood and injury) relate to a child's disability or learning difficulty without further exploration.
- 3.1.11 If first aid is required, where possible, it should be administered by a trained first aider in the presence of another adult. Amongst the team of first aiders there are two first aiders who are trained in Paediatric First Aid available on RAD premises for children under 8 years old. There are also two trained Mental Health First Aiders. A First Aider will complete a Safeguarding Incident Report Form if they have any safeguarding concerns as a result of administering the first aid.
- 3.1.12 The RAD has Changing Room Guidelines which are designed to provide a safe environment in which children and adults at risk can use RAD facilities. Staff should encourage children, young people, parents, guardians and carers to follow this guidance, which is available at [www.rad.org.uk/more/facilities](http://www.rad.org.uk/more/facilities)
- 3.1.13 The Changing Room Guidelines prohibit the use of telephones, cameras or other photographic or filming devices being used in changing rooms or toilet facilities.

- 3.1.14 Written parental or guardian consent should always be obtained by the RAD for the use of any photographs, film or videos involving children and adults at risk. This should clearly indicate the uses to which the photographs, film or videos will be put. More information and guidance on this is outlined in Section 7.
- 3.1.15 RAD staff, Faculty of Education students, students, volunteers and visitors to the RAD where appropriate, should challenge unacceptable behaviour in accordance with the provisions of this Code of Conduct and Good Practice.
- 3.1.16 Any incidents, allegations or suspicions of abuse should be reported immediately to the Safeguarding Manager/DSL/DDSL, as per the reporting guidelines laid out in Section 2 and Appendix 5.
- 3.1.17 In all dealings with children and adults at risk, RAD staff, Faculty of Education students, students, volunteers 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 adults at risk whether based on talking or touching;
  - share a room overnight with a child or adult at risk;
  - enter the private room of a child or adult at risk unless it is absolutely necessary and, wherever possible, accompanied by another adult;
  - allow or engage in any form of inappropriate physical activity involving children or adults at risk, or any bullying of a child by an adult or another child;
  - form or seek to form relationships of a sexual nature which may lead to sexual activity (i.e. 'grooming');
  - allow children or adults at risk to use inappropriate language (e.g. of a derogatory or sexually explicit nature) without challenging it;
  - make sexually suggestive or discriminatory comments even in jest;
  - intentionally reduce a child or adult at risk to tears as a form of control;
  - use any physical punishment as part of disciplining a child or adult at risk;
  - shout or use harsh criticism;

- consume alcohol or take drugs during the working day (including breaks) or when involved in activities with children or adults at risk;
- give their personal contact details to a child or adult at risk whom they have met through work including via social networking sites (see RAD's Social Media and Digital Communications Policy);
- allow themselves to get into a situation where an abuse of trust may occur – this means not forming a close personal relationship (sexual or otherwise) with a child or adult at risk, even if they are seeking and are consenting to such a relationship;
- transport a child or adult at risk in a personal vehicle unless consent has been given by a parent or guardian – where this is necessary in an emergency, the Safeguarding Manager/DSL/DDSL must be informed;
- allow allegations made by a child or adult at risk to go unrecorded or not acted upon in accordance with these or other RAD procedures; or
- undertake personal activities (such as washing or dressing) for a child or adult at risk 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. An adult at risk may be able to give their own consent.

3.1.18 Any incidents which cause concern in respect of a child or an adult at risk must be reported immediately to the Safeguarding Manager/DSL/DDSL. Below are examples of incidents which are to be reported. When

- a child or adult at risk has been left unsupervised on RAD property / premises;
- a child or adult at risk 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 adult at risk is becoming attracted to you;
- you are worried that a child or adult at risk is becoming attracted to a colleague who cares for them;
- you think a child or adult at risk has misunderstood or misinterprets something you have done;

- you have been required to take action to prevent a child or adult at risk 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 adult at risk, 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 the Safeguarding Manager/DSL/DDSL;
- you see any suspicious marks on a child or adult at risk;
- you hear of any allegations made by a child or adult at risk or any other person relating to events giving rise to a safeguarding concern either inside or outside of the RAD which have happened recently or in the past;
- a child, adult at risk or older student discloses that they have been a victim of female genital mutilation (FGM) or are going to be in the future;
- you are concerned that a child, adult at risk or older student is being drawn, or may be at risk of being drawn, into terrorism or extremism;
- you are concerned that a child or adult at risk or older is being subjected to violence in the name of honour; or
- a child, adult at risk or older student discloses that they have been a victim or, or are involved in serious violent crime (including) 'county lines'.

3.2 All RAD staff are briefed by their line manager or equivalent as to the expectations in the RAD Code of Behaviour and Good Practice as part of their induction or before any activities on behalf of the RAD, involving children and/or adults at risk, take place. These people will also assist in the event that anyone suspects or is made aware of an incident suggesting that the RAD Code of Behaviour and Good Practice is not being adhered to. Such incidents should be reported to the Safeguarding Manager/DSL/DDSL.

Any external hirers or contractors must adhere to the RAD Code of Behaviour and Good Practice as part of their contractual arrangement. The Safeguarding Manager/DSL/DDSL must be informed if such personnel are going to be present during activities or training provided by the RAD. They will also be required to sign a declaration stating that the organisation has its own safeguarding policy and procedures. Informing external hirers or contractors about the RAD Code of Behaviour and Good Practice and obtaining and storing the signed declaration is the responsibility of the Head of Department agreeing to the external hire or other contract.

#### **4. Designated Safeguarding Leads, Deputy Designated Safeguarding Leads, Safeguarding Manager and the Safeguarding Committee**

4.1 The RAD has a structure in place to deal with incidents. There are Two Designated Safeguarding Leads (DSLs), one is a member of the Executive Board. These have

overriding responsibility for dealing with all safeguarding incidents in consultation with relevant staff or external agencies. There is a Safeguarding Manager who reports to the Chief Executive Officer. Reporting to DSLs are Designated Safeguarding Officers (DDSLs) who are RAD employees working in different departments. In most cases, DDSLs deal with all safeguarding incidents as the first point of contact. In some cases, incidents may immediately be referred to DSL. All incidences need to be reported to the Safeguarding Manager.

- 4.2 The details of the Safeguarding Manager and all named DSLs and DDSLs can be found in Appendix 6. This list is updated annually or in the event of a person stepping down from their position as DSL or DDSL.
- 4.3 There is a Safeguarding Committee chaired by a Director who is a member of the Executive Board that has operational responsibility for safeguarding and Prevent arrangements and policy. The Safeguarding Committee audits this policy to ensure it is working effectively, that all incidents are recorded, action is taken and best practice is in place, and reports, through the Chair of the Safeguarding Committee to the Executive Board, the Trustee for Safeguarding and the Board of Trustees.
- 4.4 The Safeguarding Committee Terms of Reference are published separately and are available on request.

The Safeguarding Committee has agreed a number of key objectives:

- to understand the RAD's obligations for safeguarding and Prevent under UK Government legislation;
- to make sure protecting people from harm is central to the RAD's culture in all its activities worldwide, at London HQ and with and through its National Offices;
- to manage safeguarding and Prevent risks through developing, monitoring and reporting on a Risk Register and associated actions;
- to gather input from all departments and National Offices;
- to review the Safeguarding Policy and Procedures on an annual basis for approval by the Board of Trustees;
- to seek advice and independent consultancy on safeguarding from external specialist individuals or organisations;
- to develop and implement a safeguarding and Prevent training policy;  
and
- to monitor and report on the effectiveness of the RAD's safeguarding and Prevent arrangements.



## **5. Recruitment, selection and vetting**

- 5.1 As part of its commitment to safeguarding, the RAD will ensure that safe practice is integrated into all recruitment, selection, vetting and induction processes.
- 5.2 The RAD has policies on the vetting of all staff, including criminal record checks (where necessary) and referencing, the recruitment of ex-offenders and the secure storage, use, retention and disposal of disclosures and disclosure information. These policies inform this Safeguarding Policy and can be found on the RAD CIPHR system and the RAD website.
- 5.3 The RAD uses the Disclosure and Barring Service (DBS) in the UK for criminal record checks through an organisation called Due Diligence Checking. RAD follows its advice with regard to requirements in relation to vetting and checking staff. Details are in the Safer Recruitment and Selection Policy and Procedures.
- 5.4 Young people under the age of 18 years will not be employed in positions where they are responsible for teaching or supervising children and students under the age of 18 years.
- 5.5 People and organisations that hire Royal Academy of Dance premises to run their own activities will be required to sign a declaration stating that their paid staff and volunteers (as appropriate) have had the necessary disclosure and barring checks where they are carrying out 'Regulated Activity'. For the avoidance of doubt, this means that anyone who will be working with participants below the age of 18 or adults at risk in any capacity (including but not limited to teachers, instructors, accompanists, chaperones etc.) must hold an appropriate Enhanced Disclosure from the Disclosure and Barring Service. This requirement applies whether parents, guardians and/or carers are present during the activities or not.

## **6. Training and support**

- 6.1 The RAD is committed to providing appropriate training to staff. A detailed Safeguarding and Prevent Training Plan, including induction, awareness and safeguarding /child protection and Prevent training arranged and delivered from the London HQ is in Appendix 7. National Offices worldwide must arrange their own induction, awareness and safeguarding /child protection training at a similar appropriate level.
- 6.2 The Director of Education completes annual Prevent awareness training in the role as "Prevent Lead" as part of the duty to protect children, older students and adults at risk from radicalisation. The Chair of Trustees, some members of the Board of Trustees and the Chief Executive Officer are identified as "Key Individuals" under the Prevent Duty as listed in Appendix 6.
- 6.3 The RAD recognises that staff (including Chair of Safeguarding Committee, Safeguarding Manager, DSLs and DDSLs) dealing with safeguarding issues may find situations stressful or upsetting. We ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have. Staff needing

support should speak with their line manager or the HR Department. All staff also have access to the Employee Assistance Programme.

- 6.4 A report of progress on training completion under the Safeguarding and Prevent Training Policy for all staff worldwide who are required to complete training is reviewed at each Safeguarding Committee as a standing agenda item.

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

- 7.1 No filming or photography of children or adults at risk should take place without gaining written permission from the appropriate parent, guardian or carer. The purposes for which any photographic images or film will be used should be clearly explained and outlined on the disclaimer document. All written consent obtained must be placed securely on file.
- 7.2 Use of photography and film including children and adults at risk is set out in the RAD's Social Media and Digital Communications Policy and separate Visual Media Policy which provide more detailed information as to how visual media should be procured, presented and protected.
- 7.3 There is evidence that some people do use activities and events as an opportunity to take photographs or footage of children and/or adults at risk, including those with disabilities, with the intention to use them inappropriately or manipulate them.

## **Operation Encompass**

- 8.1 Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional harm and potentially physical harm.
- 8.2 Operation Encompass is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools. The RAD has signed up to this agreement for the purposes of the RAD Dance School in Battersea.
- 8.3 If police have responded to a domestic incident and there are children in the family, the officers will disclose that an incident has taken place to the Safeguarding Manager the following morning (next working day). The information is shared on a need to know basis in order to ensure the safety and wellbeing of the child.

## **9. Research**

- 9.1 Research activity undertaken by Faculty of Education students or any other member of RAD staff that involves contact with children or adults at risk is considered as part of the Faculty of Education research ethics procedures. Where appropriate, referral may be made to the Faculty of Education Ethics Committee in order to establish if there are any specific practices to be followed in relation to safeguarding the welfare of children or adults at risk. The Faculty of Education Ethics Committee membership includes one of the DDSLs, who is also the Prevent Lead.

- 9.2 Anyone undertaking research at RAD with children or adults at risk must follow the RAD Safeguarding policy and reporting procedures.

## **10. Data handling, monitoring and evaluation**

- 10.1 Details of any incidents relating to safeguarding children and adults at risk or Prevent are collated by DSLs and kept in a locked secure central record within the Human Resources Department. Electronic safeguarding forms are stored in a secure HR folder on the shared drive.
- 10.2 In addition to the central record, where an incident is reported against a Faculty of Education student, a note relevant to the incident and/or any relevant documents will also be passed to the Registrar to be kept securely in the student's record.
- 10.3 In addition to the central record, where an incident is reported against an RAD member, a note relevant to the incident will be passed to the Membership team to be kept securely against their membership record.
- 10.4 Where an allegation was made against a visitor to the RAD, records will be kept securely by the Head of Human Resources.
- 10.5 Child and adult safeguarding records will be kept in line with Government policy.
- In England, Scotland and Wales, the file should be kept until the child is 25 (this is seven years after they reach the school leaving age) (Information and Records Management Society (IRMS), 2019).
  - In Northern Ireland, the government recommends that child protection files should be kept until the child's 30th birthday (Department of Education, 2016).
- 10.6 Safeguarding allegations will be placed in the employee's personnel file, or the records relating to freelancers, volunteers or contractors be kept until the person reaches retirement age or for a period of 10 years from the date of the allegation, if that is longer.
- 10.7 Incidents will be reported confidentially in an anonymous form to the Safeguarding Committee and the Board of Trustees at their meetings. Any concerns or patterns that emerge will be identified and dealt with appropriately by the Safeguarding Committee.
- 10.8 All records will be kept in accordance with the RAD's Information Management Policy and Procedures, including relevant retention schedules and arrangements for locked secure storage.
- 10.9 In order to monitor this Policy, the Safeguarding Committee reviews reports on the status of the Safeguarding Policy and its application, including training completion, for each of its National Offices and for Safeguarding incidents worldwide at each of its quarterly meetings. In addition, the Safeguarding Committee reviews the Risk Register

and associated actions at each of its quarterly meetings. The Safeguarding Committee reports form the basis of the quarterly Safeguarding Report to Trustees on incidents, policy compliance, training completion and progress on risk management.

## 11. Review of policy and procedures

11.1 The Policy is reviewed by the Safeguarding Committee, the Safeguarding Manager, DSLs, DDSLs, Safeguarding Assistants, the Executive Board, and Trustee for Safeguarding and the Board of Trustees 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 externally where it is considered necessary, to ensure that the policy continues to meet the safeguarding legislation and best practice.

## 12. Signature

Chair of the Board of Trustees, Royal Academy of Dance

<b>Version Control</b>	
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## Appendix 1

## Types and definitions of abuse

**Abuse:** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Physical abuse:** A form of abuse that 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.

It is important to recognise that many children will be living (or may have lived) in families where **domestic abuse** is a factor and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm.

**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.

**Child Sexual Exploitation:** is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 years into sexual activity (a) in exchange for something the victim needs or wants,

and/or (b) for financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

**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.

## **2. Adults at risk**

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; and
- 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 are the main different forms of abuse in relation to an adult at risk:

**Physical abuse:** includes hitting, slapping, pushing, kicking, scratching, biting, burning, misuse of medication, restraint or inappropriate sanctions

**Sexual abuse:** including rape and sexual assault or sexual acts to which the adult at risk 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, based on a person's disability, and other forms of harassment, slurs or similar treatment.

Other forms of adult abuse should be included are:

- Institutional abuse
- Hate crime
- Forced marriage
- Modern slavery
- Self-neglect
- Cyber bullying
- Radicalisation and violent extremism

Child to parent violence

### 3. Bullying

The Anti-Bullying Alliance defines bullying behaviour as follows:

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

Bullying is not:

- the playful exchange of teasing remarks between friends without intention to cause hurt;
- falling out between friends after a quarrel or disagreement; or
- behaviour that all parties have consented to and enjoy (though this needs to be carefully monitored 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
- related to a disability – 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 focusing, on the issue of a young person's actual or perceived sexual orientation;
- verbal (in the case of children with hearing disabilities this can take place in sign language) – name calling, sarcasm, spreading rumours or teasing.; or



- online/cyber – posting on social media, sharing photos, sending nasty texts messages, social exclusion.
- Transphobic bullying

Bullying behaviour should not be passed off as “banter” or as “part of growing up”

It is important to be conscious that a child who is engaging in bullying or abusive behaviour towards others may have been subject to abuse from other children or adults. There is significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This should be kept in mind when dealing with and managing case of abuse perpetrated by children.

#### **4. Self-harm**

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

- cutting (usually with a knife or razor)
- burning their body
- banging their head (not to be confused in situations when working with a young person who may have additional (special) needs, but this could be an indicator)
- throwing their body against something hard
- punching themselves
- sticking things in their body; or
- swallowing inappropriate objects or tablets

#### **5. Eating disorders**

Eating disorders are not just about food – they are a way of coping with emotional distress. They can affect both sexes, people of any background and any age.

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; and

- 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 – 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:

- mainly 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 behaviour 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 behaviour 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 is available on: [www.b-eat.co.uk](http://www.b-eat.co.uk)

## **6. Female genital mutilation (FGM)**

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

People working with children and adults at risk should be alert to the possibility of a girl being at risk of FGM or already having suffered FGM and **must** report all suspicions or known cases to the relevant authorities.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted in the Serious Crime Act 2015) places a statutory mandatory duty upon teachers (along with other social workers and healthcare professionals) to report to the police where they discover through disclosure by the victim or visual evidence that FGM appears to have been carried out on a girl under 18 years old. Staff should also follow normal safeguarding procedures including completing an incident form, referring to a DDSL / DSL, and the DSL to refer to IPOC or local authority as applicable.

## **7. Child criminal exploitation**

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country ('county lines', see below for more information), forced to shoplift or pickpocket, or to threaten other young people.

## **8. Child sexual exploitation**

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for gifts, to serious organised crime by gangs or groups. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **9. Serious Youth Violence (including knife/gun crime and 'county lines')**

Offences such as homicides, knife and gun crime are key factors in serious violent crime and account for 1% of all recorded crime. The operation of 'county lines' are also frequently connected to serious violent crime. 'County lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the 'county lines' offending model with children and vulnerable adults exploited to move and store drugs and money.

### **10. Radicalisation and violent extremism**

The RAD is committed to safeguarding the welfare of its students and staff and to meeting its duty under the Counter-Terrorism and Security Act 2015 and the UK Government's associated Prevent strategy. Where possible the RAD will intervene to support children, students, adults at risk and staff from being radicalised.

Whilst there is a low risk of extremist activity at the RAD our duty of care to children, adults at risk, students and staff is of the utmost importance.

Radicalisation refers to the process by which a person or group of people come to adopt increasingly extreme political, social or religious ideals. The outcome of radicalisation can be both violent and non-violent and is reflected in vocal or active opposition to fundamental British values (including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs). The definition of extremism also includes calls for the death of members of British armed forces, whether in this country or overseas.

The process of radicalisation has multiple pathways. Identification of individuals who are likely to be susceptible to extremism can happen in many different ways. Background factors, which are often, reinforced by family, friends or online, and/or combined with specific needs for which an extremist or terrorist group may appear to provide an answer, may contribute to vulnerability. The internet and use of social media in particular has become a major factor in radicalisation of young people.

Staff should be alert to changes in children, students, adults at risk and colleagues' behaviour which could indicate that they may be in need of help or protection. If you have any concerns regarding children, students (including Faculty of Education students) and/or colleagues who might be at risk of radicalisation please report the concern using the normal safeguarding

Incident Report Form and associated procedure. An DSL may then make a referral to the appropriate authorities.

### **11. Violence in the name of honour**

Violence in the name of honour is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, violence in the name of honour might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged or forced marriage; or
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

Girls are the most common victims of violence in the name of honour; however, it can also affect boys. Crimes of 'honour' do not always include violence. Crimes committed might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage (as opposed to arranged marriage – see note below)
- being held against your will or taken somewhere you don't want to go
- assault

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to.

### **12. Sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experiencing stressful and distressing. It will undoubtedly affect their attainment and performance.

Sexual violence and sexual harassment exist on a continuum and the two things may overlap. They can occur online and offline (both physically and verbally) and are never acceptable.

This type of behaviour is not an inevitable part of growing up, or just banter, “having a laugh” or “boys being boys”

Sexual harassment can include “upskirting” (see glossary) which is a criminal offence under the Voyeurism Act 2019.

Incidents of all of the above will be taken seriously and responded to robustly. Victims will be offered appropriate support and criminal activity will be reported to the police.

## **Appendix 2**

### **Guidance on recognising signs of abuse**

#### **1. Physical abuse**

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury
- several different explanations provided for an injury
- unexplained delay in seeking treatment
- parents / carers are uninterested or undisturbed by an accident or an injury
- parents are absent without good reason when their child is presented for treatment

- repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury)
- family use of different doctors and A&E departments; and
- reluctance to give information or mention previous injuries.

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation is provided:

- bruising in or around the mouth, which may indicate force-feeding
- two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- repeated or multiple bruising on the head or in places unlikely to be injured accidentally
- variation in colour possibly indicating injuries caused at different times
- the outline of an object used e.g. belt marks, hand prints or a hair brush
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- bruising around the face
- grasp marks on small children; and
- bruising on the arms, buttocks and thighs (may be an indicator of sexual abuse).

### **Bite marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent in shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and this will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- linear burns from hot metal rods or electrical fire elements
- burns of uniform depth over a large area
- scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation; or
- scalds to the buttocks of a small child, particularly in the absence of burns to the feet (indicative of dipping into a hot liquid or bath).

### **Fractures**

Fractures may cause pain, swelling and discoloration over a bone or a joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type
- there are old fractures
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement; or
- there is an unexplained fracture in the first year of life.

### **Scars**

A large number of scars, or scars of different sizes or ages, or on different parts of body, may suggest abuse

### **Behavioural indications**

Some children may behave in ways that alert you to the possibility of physical injury, for example:

- withdrawal from physical contact
- fear of returning home



- self-destructive tendencies towards others.

## **2. Emotional abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- developmental delay
- abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- aggressive behaviour towards others
- scape-goated within the family
- frozen watchfulness, particularly in pre-school children
- low self-esteem and lack of confidence
- withdrawn or seen as a 'loner' – difficulty relating to others
- over-reaction to mistakes
- fear of new situations
- inappropriate responses to painful situations
- neurotic behaviours
- self-harming; or
- running away

## **Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- failure by parents or carers to meet basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- listless, apathetic and unresponsive with no apparent medical cause

- failure to grow within normal expected pattern, with accompanying weight loss
- thrives away from home environment
- frequently absent or late
- left with adults who are intoxicated or violent
- abandoned or left alone for excessive periods; or
- compulsive stealing or scavenging

### **Sexual abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- inappropriate sexualised conduct
- sexually explicit behaviour, play or conversation, inappropriate for the child's age
- continual and inappropriate or excessive masturbation
- self-harm (including eating disorder, self-mutilation and suicide attempts)
- involvement in prostitution or indiscriminate choice of sexual partners
- an anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- concerning changes in behaviour or general presentation
- regressive behaviour
- distrust of a particular adult
- unexplained gifts of money

- sleep disturbances or nightmares
- phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- pain or itching of genital area
- blood on underclothes
- pregnancy in a younger girl where the identity of the father is not disclosed
- physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- wetting or soiling

### **Indicators of Child Sexual Exploitation**

Possible indicators of child sexual exploitation are children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- have older boyfriends or girlfriends
- suffer from sexually transmitted infections or become pregnant
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education

## Appendix 3

### Responding to Child to Child Abuse

1. Where an instance of child on child or adult at risk on adult at risk abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, the normal reporting procedures should be followed including, where appropriate, referral to appropriate authorities in respect of both children or adults at risk involved.
2. The interests of the identified victim must always be considered of paramount importance.
3. Where the allegation relates to an incident that took place within the RAD or relates to two RAD students or adults at risk, the following should happen:
  - keep the involved children or adults at risk separate during the remainder of the activity or classes taking place to avoid collusion or intimidation
  - establish what is alleged to have taken place and then avoid talking to the children or adults at risk any further about the incident
  - keep a detailed log of actions, discussion and decisions (using the Incident Report Form)
  - consider the risks of the abuse being repeated. Ensure that non-teaching times are considered, especially when students are moving around the RAD or are unsupervised in changing rooms as the child or adult at risk who has been harmed may feel particularly vulnerable at such times
  - be aware that whether the incident(s) happened at the RAD or elsewhere, other RAD students may know what has happened (or is alleged to have happened). Other children / adults at risk may have been involved, either directly or indirectly
  - parents of all those known to have been involved should be contacted, unless after referral to authorities advice is given that this would not be appropriate e.g. for complex cases or in the case of sexual exploitation; and
  - consideration should be given to whether the situation warrants information being shared with other RAD parents/guardians (anonymously) e.g. where media coverage is likely

4. The decision as to whether or not the behaviour directed at another child or adult at risk is harmful is dependent on the individual circumstances. The following considerations may apply:

- the relative chronological and developmental age of the children / adults at risk involved
- whether the alleged abuser is supported or joined by other RAD (or non-RAD) children or adults at risk
- any differentials such as race, gender, or physical, emotional or intellectual vulnerability of the victim
- the actual facts of the behaviour
- whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- the degree of coercion, physical aggression, intimidation or bribery
- the victim's experience of the behaviour and the impact it is having on them
- attempts to ensure secrecy
- duration and frequency of the behaviour.

5. In cases where the abuse is considered serious enough to refer to the authorities, the case will be dealt with for each child / adult at risk separately.

6. If the investigation / assessment by the relevant authorities concludes that allegations are substantiated, the children or adults at risk should not be expected to attend RAD activities together and where possible children / adults at risk should be separated in classes / activities.

7. Depending upon the severity of the abuse, it is possible that the child / adult at risk responsible for the abuse will be asked to leave RAD activities and/or not be permitted to attend future classes / events.

8. The views and wishes of the harmed child / adult at risk and their parents, guardians, carers should be appropriately considered in the decision making.

**Appendix 4**

**Safeguarding Incident Report Form**

**Your details:**

Name:
Job title:
Knowledge of and relationship to the child/adult at risk (where known / relevant):
Knowledge of and relationship to the (alleged or potential) abuser (where known / relevant):
Contact address (if not an employee of the RAD):
Telephone number(s):
Email:
Date you first became aware of the incident:
If you did not witness the incident yourself, explain how you became aware of it:

**Child / adult at risk details (as known / relevant):**

Full name:	
Date of birth:	Gender:
Home address:	
Telephone numbers(s):	
Details of disability (if applicable):	
Parent / guardian's names and contact details:	

Social / care workers' names and contact details:

Details of any previous allegations / incidents involving this child / adult at risk (where known):

**Incident details (complete as far as possible based on known / relevant information):**

Location:

Date and time:

Detailed information / description of incident.

*The information you supply will be reviewed by a DDSL and/or DSL who will not be familiar with what has happened and will be relying upon what you write to make a decision about how the incident should be dealt with. Please ☑ include as much detail as possible*

- *use language carefully and precisely*
- *use the words of the child / adult at risk where applicable.*
- *refer to other incident forms completed by you or your colleagues about the same incident if you are aware of them, particularly if an incident or situation develops over time*
- *include details of any observations made by you or to you (e.g. description of visible bruising, other injuries, child/adult at risk's emotional state)*
- *make a clear distinction between fact and hearsay.*
- *use the reverse of the form or blank paper to add continuation sheets if necessary*



Were there any witnesses to the incident? If yes, please give details, including names and where applicable job titles:
Have the parents / carers of the child / adult at risk been informed? If yes, give details and if not, state the reason:
Other actions (including safeguarding measures) taken so far:
Please tick if this is considered a low-level concern that you feel is unlikely to require action other than continued monitoring: <input type="checkbox"/>

**Alleged / potential abuser's details (as known / relevant):**

Full name:	
Date of birth/age:	Gender:
Relationship with child / adult at risk:	
Home address:	
Telephone numbers(s):	Disability (if applicable):
Occupation / role / job title:	
Name and address of the place where the person works:	

Is the alleged / potential abuser an RAD employee, staff member or volunteer? (If yes, state applicable category):

**If the alleged / potential abuser is an RAD employee, staff member or volunteer complete as much of this section as possible and/or seek the advice of the Head of HR/ DSL:**

Length of service in current post:
Has the person had a DBS check? If yes, when was the most recent one completed, and was it clear?
Details of any previous allegations, complaints or concerns in relation to this person (not necessarily safeguarding related):
Does this person work with children / adults at risk in any other capacity? If yes, please give details:
Does the person have children of their own? If yes please give any known details:
Is the person aware that an allegation, complaint or concern has been raised?

***Referrals related to RAD employees, staff member or volunteers must be referred to the Head of HR / DSL who will decide on next steps.***

**Please ensure that you have completed all sections of the form before submission.**

I acknowledge that the information provided on this form is complete and accurate as far as I am aware.

I acknowledge that the information will remain strictly confidential between myself and the appropriate reporting channels.

Signed.....

Date.....

**Please submit this form immediately to the Safeguarding Manager/DSL/DDSL. A full list of staff can be found in Appendix 6 of the RAD Safeguarding Policy and Procedures.**

**To be completed by DSL/Safeguarding Manager reviewing the case**

**Name and signature of DSL:**

**Date:**

**Note of action taken:**

**Further updates (with dates):**

**External agencies contacted:**

AGENCY	CONTACT NAME	CONTACT NUMBER	DATE	TIME	ADVICE RECEIVED
Police					
Wandsworth MASH					
Other local authority services <i>(give details)</i>					
LADO <i>(state authority)</i>					
NSPCC					
Charity Commission					
Ofsted					

Ofqual					
Channel					
CFAB					
Other <i>(give details)</i>					

**Appendix 5**

## A quick guide to reporting procedures (full details in Section 2)

**If you see, hear of or suspect abuse, are aware of serious poor practice or have concerns about a breach of the RAD code of behaviour in relation to a child or an adult at risk follow the steps below.**

1.

If concerned about a child or adult at risk – report your concern to the Safeguarding Manager/DSL/DDSL within 24 hours. If there is an immediate risk, report it to the appropriate authority, eg Police, NSPCC, Children’s Social Care or Adult Social Care.

2.

Record the details of the abuse/allegation/suspicion using the RAD Safeguarding Incident Form as soon as possible and within the same day. Record accurately what the child/young person or adult has said or what has been reported.

3.

Include information about how the child or adult at risk appeared (eg angry/upset etc), recording any visible signs eg burns or bruises. Do not ask the person to remove clothing. Do not ask leading questions or investigate.

4.

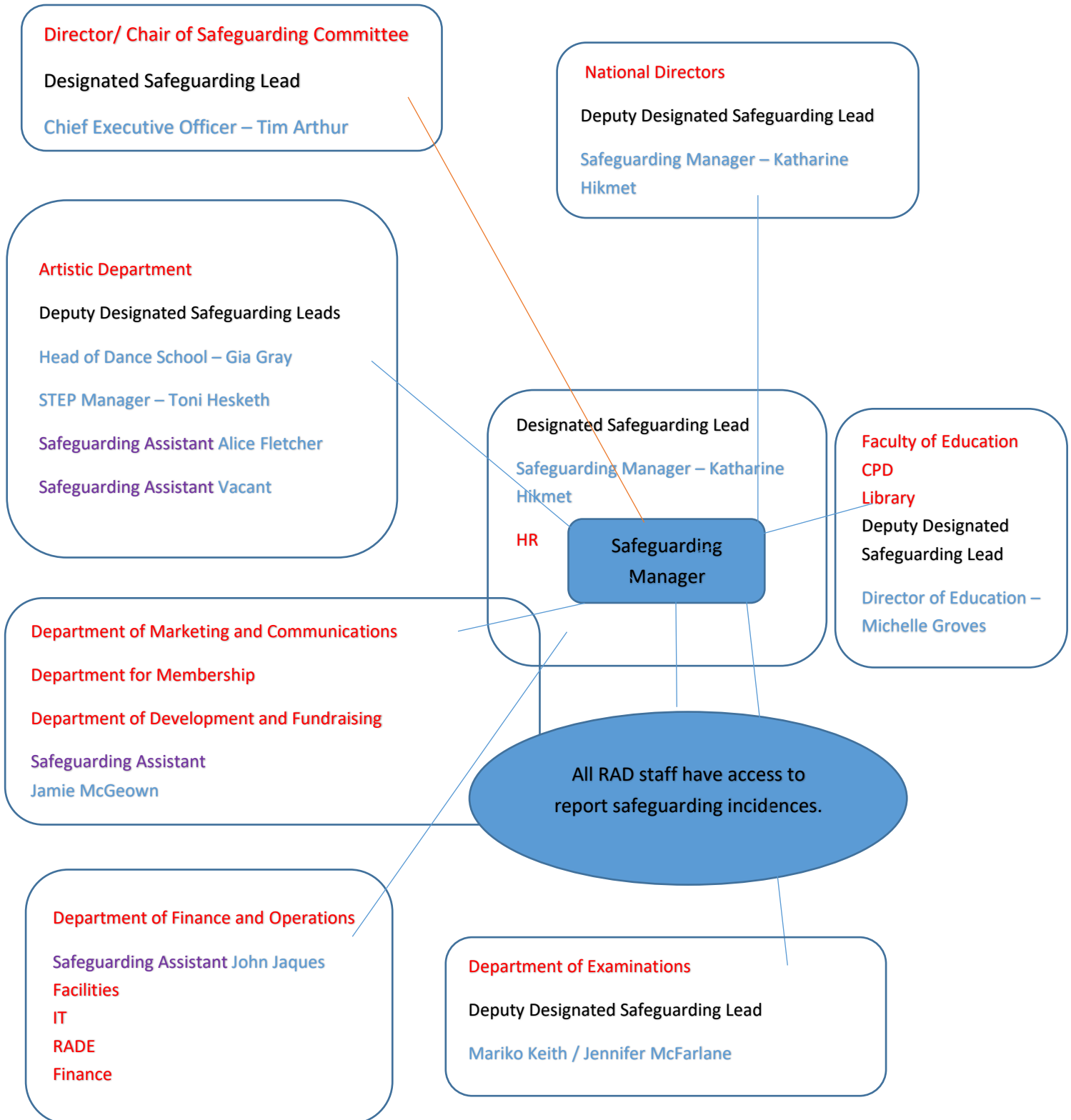
Pass the completed Safeguarding Incident Form to the Safeguarding Manager/DSL. The Safeguarding Manager/DSL will offer advice and actions as required.

5.

Where the DSL/DDSL/Safeguarding Manager is concerned, they will make a referral to the local Children’s Social Services, Adult Social Care, LADO, Police or the NSPCC.

# Appendix 6

## Structure of Safeguarding



## Designated Safeguarding Leads

### **Chief Executive Officer**

Tim Arthur T: +44 (0)20 7326 8011 / +44 (0)7595742704

[tarthur@rad.org.uk](mailto:tarthur@rad.org.uk)

### **Safeguarding Manager**

Katharine Hikmet : T: +44 (0)20 7326 8041 / +44 (0) 7552 613529

[khikmet@rad.org.uk](mailto:khikmet@rad.org.uk)

[safeguarding@rad.org.uk](mailto:safeguarding@rad.org.uk)

## Deputy Designated Safeguarding Officers (DDSL) / Safeguarding Assistants

Department	Name & job title	Telephone number
Examinations	Mariko Keith Panel of Examiners Officer	+44 (0)20 7326 8006
Regional Managers	Jennifer MacFarlane Senior Regional Manager	0131 445 5455
Dance School	Gia Gray Associate Director - Early Years & Creative Projects	+44 (0)20 7326 8043 +44 (0)20 7326 8938
Faculty of Education	Michelle Groves: Director of Education	+44 (0)7747 505752 +44 (0)20 7326 8028
Learning and Participation	Vacant	
Dance School	Alice Fletcher Lead Dance School Officer	+44 (0)20 7326 8938
Marketing Communications and Membership	Jamie McGeown Global Membership Services Manager - Operations	+ 44 (0)20 7326 8022
Step into Dance	Toni Hesketh Step into Dance Programme Manager	+44 (0)20 7326 8975

Human Resources	Debbie Whitcombe Head of People	+44 (0)20 7326 8005 07552618725
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**Prevent Duty**

Prevent Lead:

Director of Education

Dr Michelle Groves

T: +44 (0)20 7326 8028 / +44 (0) 7747 505752

“Key Individuals” under the Prevent Duty:

Chair of Trustees:                      Stephen Moss

Trustees:                                      Hilary Clark  
Peter Flew  
Imogen Knight

Chief Executive Officer                  Tim Arthur

**Appendix 7 Safeguarding and Prevent Training**



As part of its commitment to safeguarding children and adults at risk, the RAD is committed to providing safeguarding and Prevent training. Table 1 sets out the induction and training arranged by the London HQ. National offices are required to arrange and report on training in a similar way. Table 1 summarises the training.

## **1. Induction information and awareness**

RAD Trustees have ultimate responsibility for safeguarding and Prevent. Upon appointment Trustees are issued a copy of the Safeguarding policy and procedures with special attention drawn to the report procedures and types and definitions of abuse. They are informed of amendments to the Policy as part of the annual Policy approval process. They will also be given regular training (see below). Voluntary Sub-Committee members who are not Trustees are also issued a copy of the Safeguarding policy and procedures on appointment, with special attention drawn to the report procedures and types and definitions of abuse.

All new permanent, fixed term and temporary employees (irrespective of duties) are given an induction by the HR Department within which a copy of the Safeguarding policy and procedures is issued and special attention drawn to the RAD Safeguarding reporting procedures and types and definitions of abuse. Employees will have previously been alerted to the Policy through the Employee Handbook and they are kept informed of any Policy amendments. Employees will also be given Part One of *Keeping Children Safe in Education (2023)* guidance.

Employees of the Faculty of Education will also be given *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)*.

All new casual workers, freelance staff and volunteers (irrespective of duties) are issued by their line manager (or equivalent) an induction Safeguarding briefing document and a copy of the Safeguarding Policy and Procedures with special attention drawn to the RAD Safeguarding reporting procedures and types and definitions of abuse. These staff will have previously been alerted to the policy through their Terms and Conditions of engagement and they are kept informed of any policy amendments. They will also be issued Part One of *Keeping Children Safe in Education (2023)* guidance.

Casual and freelance staff of the Faculty of Education will also be issued *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)*.

All Faculty of Education students and trainees have a programme induction and they are issued a copy of the Safeguarding policy and procedures with special attention drawn to the RAD Safeguarding reporting procedures and types and definitions of abuse. They will also be given Part One of *Keeping Children Safe in Education (2022)* guidance and *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)*.

## **2. Safeguarding/Child Protection Training Courses**

In addition to induction, employees, casual workers, freelance staff and volunteers, including Trustees and Sub-Committee members, receive training as outlined below:

RAD Trustees and Voluntary Sub-Committee Members must complete an online training course (Level 2) on an annual basis to be able to discharge their duties. They will also be invited to classroom/face-to-face ('live') Level 3 training which they may attend on a voluntary basis instead of the Level 2 course.

The Chief Executive, DSLs, DDSLs and members of the Safeguarding Committee are required to attend mandatory comprehensive Level 3 training which will be delivered in a classroom /'live' environment, and provided by an external organisation / trainer with expertise in Safeguarding and Child Protection. These staff are required to complete Level 3 training annually.

Permanent, fixed term employees, casual and freelance workers and volunteers with contracts or engagements of one year or more who hold roles which include responsibility for the regular training, teaching, instructing, caring and/or supervision of children under 18 and / or adults at risk are required to attend mandatory Level 3 training which will be delivered in a classroom environment, repeated annually, and provided by an external organisation / trainer with expertise in Safeguarding and Child Protection.

Newly appointed staff including volunteers who hold roles with responsibility for young people will be required to complete the level 2 online training before commencing work with children under 18 and / or adults at risk.

Casual workers, freelance workers and volunteers on a short contract (less than one day and up to and including approximately two to three weeks per year on ad hoc occasions) who hold roles which include responsibility for the training, teaching, instructing, caring and/or supervision for children under 18 and /or adults at risk are required to complete an online training course (Level 2) in Child Protection before commencing work and separate Prevent and Channel awareness training.

Newly appointed casual and freelance workers and volunteers with this type of ad hoc contract will be required to complete the Level 2 online training before commencing work with children and/or adults at risk.

RAD Examiners will have Safeguarding and Child Protection training and briefing included in Examiner seminars and other training opportunities. They must complete online training course (Level 2) at least once every two years.

Employees and volunteers of any type with no specific responsibilities for safeguarding or who have direct contact with children and adults at risk must complete the online training course (Level 2) in Child Protection which they must complete at least once every two years.

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

Faculty of Education students who undertake placements will receive mandatory external formalised certificated training, provided by an external organisation / trainer with expertise in

child protection. The training is repeated annually. See below for mandatory Prevent and Channel awareness training for Faculty of Education students who undertake placements.

### 3. Training for Licensed Chaperones

In order to be issued with a Licence as a Chaperone by the local authority (Wandsworth) under the child performance legislation, among other conditions, staff must complete the NSPCC online training course 'Protecting Children in Entertainment training for Chaperones'. This course must be repeated if a Chaperone's licence has expired for 12 months or more. It is the Chaperone's responsibility to plan ahead for the activities for which they will be acting as a Chaperone, to complete the training and liaise with the HR Department on the other conditions they must meet to obtain or renew their status as a Licensed Chaperone.

### 4. Prevent and Channel Training

The RAD has identified that as part of our statutory obligations the following staff should have annual mandatory training in "Prevent" and "Channel":

- Prevent Lead
- Prevent 'Key Individuals'
- All employees of the Faculty of Education
- Faculty of Education students who undertake placements
- All members of the Safeguarding Committee
- Senior Safeguarding Officers
- Designated Safeguarding Officers
- The Safeguarding Manager

The staff listed above must obtain a certificate as proof of completion each year. The staff involved will be reminded by the HR Department or the Faculty of Education to complete the training and whom the certificate of completion must be emailed each year.

All other staff are able to access the Prevent and Channel training on a voluntary basis. It is available as follows:

- a) Prevent <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>




The training – available free – takes approximately 45 minutes to complete. At the end of the training the system produces a certificate of completion, which can then be saved as a personalised PDF to evidence that training has been completed successfully.

- b) Channel General Awareness Training  
<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

This module provides information on Channel and your duties and responsibilities in the process. The module takes approximately 25 minutes to complete and a certificate of completion is also available through portal.

c) There is also a further additional resource which you may find useful as additional reading available at Educate Against the Hate <https://educateagainsthate.com/>

**Table 1 – Safeguarding and Prevent Induction and Training summary**

	 <b>INDUCTION, INFORMATION AND TRAINING</b> 						
<b>STAFF CATEGORY</b> 	Employee Handbook	Employment Contract or Terms of Engagement	The Safeguarding Policy incl Code of Behaviour and Good Practice	KCSIE* 2021	Channel Duty Guidance	Safeguarding Training	Prevent and Channel Training
RAD Trustees			√	√		Annual Level 2 (Level 3 optional)	
Trustees and “Key Individuals” under ‘Prevent’			√	√	√	Annual Level 2 (Level 3 optional)	Prevent and Channel on-line annually
Voluntary members of Sub-Committees, not Trustees			√				
CEO and “Key Individual” under ‘Prevent’	√	√	√	√	√	Annual Level 3	Prevent and Channel on-line annually
Safeguarding Manager	√	√	√	√	√	Annual Level 3	Prevent and Channel on-line annually
DSL and Prevent Lead	√	√	√	√	√	Annual Level 3	Prevent and Channel on-line annually
DSL and Safeguarding Committee member	√	√	√	√	√	Annual Level 3	Prevent and Channel on-line annually
DDSL	√	√	√	√	√	Annual Level 3	Prevent and Channel on-line annually
DDSL and Safeguarding Committee member	√	√	√	√	√	Annual Level 3	Prevent and Channel on-line annually
Safeguarding Committee member	√	√	√	√	√	Annual Level 3	Prevent and Channel on-line annually
Staff on contracts or engagements 1 year plus & regular contact w. children/adults at risk	(√)	√	√	√	√	Annual Level 3 (Level 2 before commencing work)	Prevent and Channel on-line annually
Staff on contracts or engagements less than 1 year & regular contact w. children/adults at risk	(√)	√	√	√	√	Level 2 before commencing work	Prevent and Channel on-line annually (optional)
All Employees of FoE	√	√	√	√	√	Annual Level 3 arranged by FoE staff)	Prevent and Channel on-line annually
All other staff	√	√	√	√		Level 2 at least once every two years	

RAD Examiners* (delivered in Examiner seminars and specific training opportunities)			√	√		Level 2 at least once every two years	
FoE Students on placement			√	√	√	Annual Level 3 (arranged by FoE staff)	Prevent and Channel on-line annually
All other FoE Students			√	√	√	Annual Level 3 (arranged by FoE staff)	
External hirers and contractors			Code of Conduct				

**Notes on Table 1**

*\*KCSIE = Keeping Children Safe in Education 2023 Part One*

*FoE = Faculty of Education*

*RAD Members – information on the RAD Safeguarding Policy and Procedures is made available within the members’ area of the RAD website. Safeguarding Training is offered to RAD members by the CPD Department. Prevent and Channel awareness training available free to RAD members through the websites listed on p.58.*

**Appendix 8**

**Key Contacts**

**Key Contacts:**

<b>Role:</b>	<b>Name / Details:</b>	<b>Contact:</b>
Head of Advice, Support and Help (ASH) incl MASH, Brief Intervention, Social Workers in Schools and OOH.	Iain Low	<a href="mailto:Iain.Low@richmondandwandsworth.gov.uk">Iain.Low@richmondandwandsworth.gov.uk</a>
Multi Agency Safeguarding Hub (MASH) Weekdays 9am – 5pm		<a href="mailto:mash@wandsworth.gov.uk">mash@wandsworth.gov.uk</a> 020 8871 6622
Out of Hours (OOH) Service, evenings, weekends, and bank holidays		020 8871 6000
Multi Agency Referral Form (MARF)		<a href="https://wandsworth-self.achieveservice.com/service/Make a Referral to the Wandsworth MASH">https://wandsworth-self.achieveservice.com/service/Make a Referral to the Wandsworth MASH</a>
Wandsworth Safeguarding Children Partnership		<a href="http://www.wscp.org.uk">www.wscp.org.uk</a> 020 8871 7401
LADO: Local Authority Designated Officer	Anita Gibbons	<a href="mailto:Anita.Gibbons@richmondandwandsworth.gov.uk">Anita.Gibbons@richmondandwandsworth.gov.uk</a> lado@wandsworth.gov.uk 07974 58 6461
Education Safeguarding Officer		Vacant
Social Workers in Schools - Team Manager	Joanne Loveless	<a href="mailto:Joanne.Loveless@richmondandwandsworth.gov.uk">Joanne.Loveless@richmondandwandsworth.gov.uk</a>
Wandsworth Family Information Service (FIS)		<a href="https://www.wandsworth.gov.uk/fis">https://www.wandsworth.gov.uk/fis</a>

Police		999 for emergencies and 101 for non-emergencies
Crimestoppers free phone		0800 555 111 [information may be passed anonymously]
Vulnerabilities Manager Channel Chairperson	Miranda Hibbert	<a href="mailto:Miranda.Hibbert@richmondandwandsworth.gov.uk">Miranda.Hibbert@richmondandwandsworth.gov.uk</a>
VAWG Manager	Albina Hiorns	<a href="mailto:Albina.Hiorns@richmondandwandsworth.gov.uk">Albina.Hiorns@richmondandwandsworth.gov.uk</a>
Hate Crime and Prevent Coordinator	Naheem Bashir	Naheem.Bashir@richmondandwandsworth.gov.uk
Training and Development Officer - Safeguarding (Schools)	Mary Scarlett	Mary.Scarlett@richmondandwandsworth.gov.uk
Children Missing in Education	Elizabeth Eyoma	Elizabeth.Eyoma@richmondandwandsworth.gov.uk
Private Fostering	Nateicha McGann	Nateicha.McGann@richmondandwandsworth.gov.uk
TPD	Training & Professiona 	<a href="https://www.tpd.org.uk/">https://www.tpd.org.uk/</a> <a href="https://www.tpd.org.uk/cpd/portal.asp">https://www.tpd.org.uk/cpd/portal.asp</a>
DFE Helpline	DFE	For non-emergency advice: contact DfE dedicated helpline
Report suspected extremism online		<a href="https://www.gov.uk/report-suspicious-activity-to-mi5">https://www.gov.uk/report-suspicious-activity-to-mi5</a>
Report terrorist activity online		<a href="https://www.gov.uk/report-terrorism">https://www.gov.uk/report-terrorism</a>
NSPCC	NSPCC	<a href="#">Reporting child abuse and neglect   NSPCC</a> : online reporting 24 hours day 0808 800 5000 (Telephone: Monday to Friday 8am – 10pm or 9am – 6pm at the weekends.)

<p>Female Genital Mutilation FGM</p>	<p>Police</p>	<p><a href="http://www.gov.uk/contact-police">www.gov.uk/contact-police</a>  Metropolitan Police Service  Project Azure Partnership Team: 020 7161 2888  NSPCC FGM free phone helpline: 0800 028 3550  [information may be passed anonymously]</p>
<p>Whistleblowing</p>		<p>NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri)  <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>