ROYAL ACADEMY OF DANCE

RAD SAFEGUARDING POLICY AND PROCEDURES ON SAFEGUARDING CHILDREN AND ADULTS AT RISK

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1. Introduction and policy statement

Introduction

The Royal Academy of Dance (RAD) is fully committed to safeguarding as a shared responsibility for everyone involved in our organisation. We uphold a strong 'duty of care' to ensure a safe and supportive environment, prioritising the health, well-being, and protection of children, young people, and adults at risk. Safeguarding and promoting their welfare are central to all our training, activities, and interactions.
We are dedicated to:

- Implementing robust safeguarding systems
- Fostering a culture of vigilance, accountability, and respect
- Supporting every individual in achieving their best

The RAD's commitment to equality and protection

The RAD believes that the welfare of all children and adults is of paramount importance, and that everyone has the right to equal protection from harm or abuse, regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy, race, religion, sex, or sexual orientation. This commitment aligns with the principles of the Equality Act 2010.

Purpose of this policy

This policy aims to safeguard children under 18 and adults at risk during any RAD activity by creating a safe, supportive, and inclusive environment. The policy focuses on four key areas:

- Prevention: Promoting good practices to prevent harm and encouraging a culture of respect and inclusion
- Procedures: Providing clear steps for reporting and addressing safeguarding concerns, ensuring confidentiality and appropriate action
- Supporting children and adults at risk: Ensuring they receive the care, respect, and protection they need to thrive
- The right people: working together to maintain a protective culture and to prevent unsuitable individuals from working or engaging with vulnerable groups

The policy also recognises the importance of ongoing development partnerships with parents, carers, and external agencies, as well as educating staff and participants about safeguarding principles. It includes measures for safe recruitment, adherence to the Prevent Duty, and ensuring both online and physical security. This global policy may be tailored to local contexts while maintaining core safeguarding standards.

Key objectives of the policy

The objectives of this policy are:

- To create a safe environment: The RAD is committed to maintaining a positive and protective culture at all RAD locations and all RAD activities
- To promote good practices: Our focus is on proactive measures and guidelines outlined in this policy to prevent harm
- To address concerns about abuse: The policy provides staff with clear procedures to follow if they suspect a child or adult at risk is experiencing abuse or harm
- To protect children and adults at risk: This includes responding to concerns about the behaviour of RAD staff, volunteers, or others
- To support the duty of care: Ensuring everyone at the RAD understands their responsibility to safeguard children and adults at risk involved in RAD activities
- To prevent radicalisation: Upholding the Prevent Duty, which aims to protect individuals from being drawn into terrorism
- To take action: Ensuring RAD staff, trustees, committee members, students, and visitors are equipped to act appropriately when concerns about a child or adult's welfare arise

Scope of the policy

This policy applies to all individuals and groups involved in activities organised by the Royal Academy of Dance (RAD) worldwide. It ensures a consistent standard of safeguarding practices while acknowledging variations in legal and cultural contexts globally. Unless replaced by a specific local policy, the guidelines outlined here apply universally.

A. Applicability to children, adults at risk, and vulnerable individuals

- **Children:** This policy safeguards all children under the age of 18, regardless of whether a responsible adult is present.
- **Adults at risk:** The policy also applies to adults at risk and adult students, ensuring a safe environment for all participants. Where there are different requirements (e.g. in the event of a disclosure) for adults, these will be highlighted
- **Vulnerable individuals:** While this policy primarily refers to children and adults at risk, it recognises that people of any age who may be vulnerable can benefit from similar safeguards

B. Applicability to RAD staff and representatives

This policy covers all individuals working for or representing the RAD, whether paid or unpaid, including:

- **Trustees and sub-committee members:** Individuals fulfilling governance roles.
- **Volunteers:** Those contributing to any unpaid capacity

- **Employees:** Permanent, fixed-term, temporary, and casual staff, such as pianists and assistants
- **Freelance workers:** Including examiners, tutors, teachers, mentors, practical teaching supervisors, chaperones, examination attendants, and course attendants
- **National office representatives:** Staff and representatives in RAD national offices or delivering RAD activities worldwide. Collectively, these individuals are referred to as 'RAD staff' in this Policy.

C. Applicability to students and participants
This policy safeguards all students and participants involved in RAD activities, including:

- Those enrolled in Faculty of Education programmes (whether university-validated or RAD-validated)
- Participants in Dance School classes, Learning and Participation activities, courses, events, and examinations
- Anyone taking part in RAD-organised activities globally

D. Applicability to contractors, external hirers, and visitors
The policy extends to individuals and groups who interact with the RAD through specific roles or activities, such as:

- **Contractors and consultants:** The principal or administrator is responsible for ensuring these individuals understand and adhere to RAD safeguarding guidelines
- **External hirers:** Those using RAD premises for activities
- **Visitors:** Including delivery personnel, general visitors, and parents/guardians attending RAD activities, whether on or off RAD premises. These individuals may not have opportunity to become familiar with this policy, and therefore they will be supported by the RAD staff around them in implementing and explaining appropriate safeguarding measures that apply in each instance

E. Expectations for RAD members and private dance schools
Although this policy does not directly apply to students in private dance schools or classes operated by RAD Registered Teachers, all RAD members are expected to uphold high standards of safeguarding within their professional practice.

To support this, RAD provides members with bespoke safeguarding resources, including blank safeguarding policy templates to assist members in developing policies tailored to their own schools. The RAD also signposts members to external safeguarding organisations, to ensure support and alignment with best practices.

Managing safeguarding concerns

RAD takes safeguarding concerns extremely seriously. Any safeguarding complaints involving an RAD member are managed jointly by the membership team and the RAD Safeguarding Manager. In cases where a complaint is upheld, RAD may suspend or revoke membership to ensure the safety and well-being of children and vulnerable individuals.

Where necessary, RAD will:

- Report concerns to the Local Authority Designated Officer (LADO) or the relevant global safeguarding authority.
- Cooperate with external safeguarding agencies and other local authorities if they receive a complaint about an RAD member outside our internal structures.

As best practice, RAD members operating private dance schools or classes are expected to:

- Implement a safeguarding policy that aligns with RAD's safeguarding principles.
- Refer to this Child Protection Policy and the RAD Code of Conduct for Members (Code-of-Prof-Practice-2023.pdf) for guidance on best practices.
- Hold enhanced DBS checks (or global equivalent) for all RAD members.
- Attend annual safeguarding refresher training, ensuring that members stay up to date with current safeguarding expectations and responsibilities.

The RAD provides structured support, training, and enforcement measures for all members to uphold a safe and professional environment for their students.

Statutory and legislative frameworks

This policy is grounded in UK law and statutory guidance, while also embracing the principles of the United Nations Convention on the Rights of the Child (UNCRC) 2022, reflecting the global nature of the RAD's work. Article 19 of the UNCRC underscores the right of every child to be protected from all forms of violence, abuse, neglect, and mistreatment, ensuring they grow up in a safe and supportive environment.

To ensure compliance with safeguarding obligations across the UK, this policy aligns with key legislation and statutory guidance relevant to child protection, safeguarding vulnerable groups, and organisational responsibilities. These include national safeguarding frameworks for England, Wales, Scotland, and Northern Ireland, as well as broader UK-wide legislation.

A comprehensive list of statutory and legislative guidance underpinning this policy can be found in **Appendix 1.** This ensures that the policy remains accessible and practical, while allowing for easy updates in response to regulatory changes.

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.
RAD United Kingdom | Policies, Procedures, and Regulations

2. 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
- taking action to enable all children to have the best outcomes

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 is defined as persons under the age of 18 years. See **Appendix 2** for more detail and definitions of types of abuse, including **Appendix 3** for further guidance on responding to concerns about a child or adult at risk.

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 the local authority is meeting any of those needs); and
- 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.

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.
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 (2023)'. 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 Counterterrorism 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 Learning & Participation activities and events, students attending regional events, examination candidates and any other person participating in an activity organised by the RAD.
Mediation	Mediation is a structured process where an impartial third party (mediator) helps conflicting parties communicate, understand each other's perspectives, and work toward a resolution. It is less confrontational than legal actions.
Conflict Resolution	Conflict resolution is the process of addressing and resolving disagreements or disputes in a constructive manner that satisfies all involved parties. In a dance school setting, effective conflict resolution can help maintain a positive learning environment, preserve relationships, and ensure the well-being of students, staff, and families.

3. Roles and responsibilities

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 always considers 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 encounters them has a role to play in identifying concerns, sharing information and taking prompt action.

Key roles in safeguarding

Safeguarding at the RAD is represented at the executive board by the CEO and led on a day-to-day basis by the Safeguarding Manager.

Designated safeguarding leads (DSL)

The Safeguarding Manager is the named DSL at the RAD and is accountable for overseeing safeguarding practices, ensures safeguarding policies and awareness are robust, guides on reported concerns, and reports to the Deputy Artistic Director.

DSL duties

- Support staff (globally as needed) who receive disclosures from their students or who have cause for concern.
- Liaise with Head of People to ensure inclusion of relevant safeguarding information is logged in the single central record
- Refer incidents or suspicions of abuse to appropriate agencies
- Maintain secure and detailed records of all concerns
- Report quarterly (anonymised) safeguarding updates to the safeguarding committee
- Liaise with deputy DSLs for ongoing investigations and provide advice
- Inform the CEO or Head of People about significant safeguarding issues

Deputy designated safeguarding lead

The deputy designated Safeguarding Leads (DDSLs) play crucial roles in supporting the Safeguarding Manager (DSL) in ensuring the safety and well-being of children, young people, and vulnerable adults.

(DDSL) duties

- Refer cases to the Safeguarding Manager
- Undergo annual training on child protection and best practices.
- Monitor RAD activities to ensure adherence to safeguarding policies and procedures

Safeguarding Committee

The RAD's Safeguarding Committee support safeguarding efforts within their departments, ensuring incidents are managed appropriately, and best practices are in place.

Committee duties

- Support with auditing and monitoring safeguarding policies
- Ensure all safeguarding incidents are recorded and addressed
- Report safeguarding updates to the Safeguarding Manager
- Contribute ideas for improving safeguarding measures and creating a safer environment

Safeguarding Ambassador

The Safeguarding Ambassador plays a key role in promoting a culture of safety and well-being within the RAD, ensuring that safeguarding remains a priority for everyone involved.

Ambassador duties

- Help identify potential safeguarding risks and escalate concerns appropriately
- Signpost people to the appropriate safeguarding leads or external agencies
- Raise awareness and engagement
- Assist in ensuring compliance with safeguarding protocols within the RAD

Oversight and governance

Executive board responsibilities

The executive board oversees strategic safeguarding responsibilities, ensuring:

- Appropriate funding and resources for safeguarding
- RAD policies and procedures comply with laws and best practices
- Staff are properly trained according to their roles
- Quarterly anonymised reports of incidents are shared with Trustees
- Serious incidents are reported to external agencies like the Charity Commission, Ofsted, or Ofqual when necessary

Board of Trustees

The trustees ensure that safeguarding policies and practices comply with legal requirements and statutory guidance.

Key responsibilities

- Appoint a lead trustee for safeguarding to provide strategic oversight
- Promote a positive culture where concerns can be reported and addressed
- Ensure appropriate policies, risk assessments, and resources are in place
- Periodically review safeguarding policies and practices

The Charity Commission emphasises that trustees must prioritise the safety of all individuals within the RAD, ensuring:

- Concerns are addressed transparently and effectively
- Safeguarding is central to the RAD's culture
- Proper investigations and follow-ups occur for all reports

Supporting roles

Licensed chaperones

Licensed chaperones are appointed to safeguard children participating in performances. Acting in loco parentis (in place of a parent), they are trained to provide the same level of care as a responsible parent, and to be aware of the relevant legislation and guidelines protecting child performers.

Details of responsibilities and governance are outlined in **Appendix 4** the 'RAD Safeguarding Governance and Reporting Structure.'

4. Safer recruitment

The RAD is committed to integrating safe practices into all stages of recruitment, selection, vetting, and onboarding processes to ensure the safety and well-being of children and adults at risk.

Vetting policies and procedures

The RAD has comprehensive policies for vetting staff, which include conducting criminal record checks, obtaining references, and ensuring appropriate safeguards are applied to the recruitment of ex-offenders.

Policies for securely storing, using, retaining, and disposing of disclosure information are also in place.

Criminal record checks

In the England and Wales, the RAD uses the Disclosure and Barring Service (DBS) for criminal record checks, facilitated through due diligence checking.

The RAD adheres to the advice provided by this organisation and follows the guidelines outlined in its safer recruitment and selection policy and procedures.

Disclosure Scotland is a service that provides criminal record checks for individuals and organisations in Scotland. It helps employers make safer recruitment decisions by providing information on a person's criminal history. The checks are used to ensure that people working with vulnerable groups, such as children or protected adults, are suitable for their roles.

Disclosure Scotland services include:

- Processing applications for disclosure checks
- Running the Protecting Vulnerable Groups (PVG) scheme for people who work with children or protected adults
- Keeping a list of people barred from working with children and protected adults

In all other countries the RAD engages with the appropriate authority to conduct criminal records checks of its staff.

Restrictions on roles for under-16s

In situations where individuals under 16 years old are assisting a teacher, it's essential they are always supervised by an adult aged 18 years or older to ensure a safe and supportive environment. Here are some examples of such situations:

1. **Classroom assistance:** if under-16-year-olds help a teacher in a classroom setting, such as distributing materials or assisting with younger students, they should be supervised to ensure safety and appropriate conduct
2. **Performance and rehearsal settings:** in dance schools including rehearsals, if under-16-year-olds are assisting with setup, managing props, or helping other students, they should always be under adult supervision.
3. **Technology or IT support in schools:** if under-16-year-olds assist with technical support, they should be supervised by an adult to ensure they follow appropriate procedures and manage any sensitive information correctly

The primary reason for this supervision is to ensure the safety, guidance and welfare of the individual, as well as those they are assisting. This also ensures compliance with safeguarding policies and legal responsibilities.

Requirements for external hirers

Organisations and individuals hiring RAD premises to run their own activities must sign a declaration confirming that their staff and volunteers have undergone the necessary DBS checks if they are involved in 'Regulated Activity.' Regulated activity includes working with participants under 18 or adults at risk, whether as teachers, instructors, accompanists, chaperones, or in similar roles.

This requirement applies regardless of whether parents, guardians, or carers are present during the activity.

5. RAD code of conduct

Overview

This code of conduct applies to all members of the Royal Academy of Dance (RAD), including Benesh International. All members, upon admission and readmission, are bound by the RAD Charter and Byelaws. This ensures the safety and well-being of all and helps prevent misconduct or misinterpretation of actions. Code-of-Conduct-2024.pdf

Key Guidelines

All staff must adhere to the following principles:

- Respect and dignity: Treat all children and adults at risk with respect, ensuring they feel confident to voice concerns. Provide additional communication support if needed

- Risk assessments: Regularly assess risks for activities and manage them effectively. Refer to the RAD Health and Safety Policy
- Personal privacy: Respect individuals' rights to privacy and avoid unnecessary physical contact unless essential for instruction, which must occur openly and with prior consent
- Constructive feedback: Use positive, supportive language that avoids being threatening or upsetting
- Supervision: Avoid unobserved or private contact unless pre-approved by parents/guardians and appropriately documented (including social media, see section 7 below)

Safe practices

Staff must:

- Avoid assumptions that behaviours or injuries are solely linked to disabilities or learning difficulties
- Administer first aid in the presence of another adult (if possible), completing a safeguarding report if concerns arise, or if another adult is not available to be present during the incident
- Follow the RAD's changing room guidelines, which prohibit the use of recording devices in changing or toilet facilities
- Obtain written consent for photography or videography involving children and adults at risk

Prohibited behaviours

Staff, volunteers, and visitors must never:

- Leave children unsupervised or engage in rough or inappropriate physical games
- Form inappropriate relationships or abuse positions of trust
- Use derogatory or sexually explicit language
- Administer physical punishment, shout, or use harsh criticism
- Share personal contact details or transport children/adults without consent and notification to the Safeguarding Manager/DSL/a member of the Safeguarding Committee
- Ignore or fail to report safeguarding concerns

Reporting Incidents

Report any incidents or concerns immediately to the Safeguarding Manager/DSL/a member of the safeguarding committee and make a note of the concern in writing, as guided by the DSL. This includes:

- Leaving children unsupervised or witnessing concerning behaviour
- Signs of harm, unexplained injuries, or allegations of abuse
- Disclosures of violence, extremism, terrorism, or exploitation, including female genital mutilation (FGM) or "county lines" activity

- Any behaviour which leaves you feeling uncomfortable or concerned about another person, even if it appears to be a small thing

External contractors and hirers

External personnel must adhere to the RAD Code of Behaviour as part of their contractual agreement. Departments arranging hires are responsible for obtaining a signed declaration confirming adherence to safeguarding policies, before the start of the first period of hire, and informing the Safeguarding Manager/DSL/a member of the Safeguarding Committee.

Further guidance of recognising signs of abuse is available in **Appendix 5.**

6. Training and awareness

The RAD is committed to ensuring all staff and relevant parties are equipped with the knowledge and skills necessary to uphold safeguarding standards.

Training for RAD staff

All RAD staff participate in safeguarding induction and ongoing training aligned with best practices, appropriate to their role. Details of this training are outlined in the 'Safeguarding and Prevent Training Matrix' in **Appendix 6.**

The training supports staff in understanding and effectively implementing safeguarding and Prevent policies.

Training for national offices

While training for staff at the RAD's London headquarters is centrally arranged, national offices worldwide are responsible for organising induction, awareness, and safeguarding/child protection training at levels appropriate to their context and local requirements but may seek support and resources from the Safeguarding Manager in fulfilling this responsibility.

Awareness for visitors and external parties

All visitors, contractors, and external hirers who interact with the RAD are expected to adhere to the organisation's safeguarding policy as it applies to their period and purpose of engagement. They are informed of this policy upon engagement to ensure they understand and comply with the safeguarding standards set by the RAD. As is it understood that visitors (for example) will not be expected to read the full Policy prior to a single visit, relevant RAD staff (the Events team, in this example) will support all visitors in advising them of the Policy requirements as appropriate to the circumstances of their visit or engagement.

Prevent duty training

As an education provider delivering undergraduate degrees, RAD

complies with the Prevent Duty under the Counterterrorism and Security Act 2015. Prevent is part of our wider safeguarding responsibilities, ensuring that staff can identify and respond to risks of radicalisation and extremism.

All relevant staff receive prevent duty training to:

- Recognise signs of radicalisation.
- Understand reporting procedures.
- Work with external safeguarding agencies where necessary.

Further prevent awareness is signposted within RAD's safeguarding training and is aligned with existing safeguarding procedures.

Support for staff

The RAD recognises that addressing safeguarding concerns can be challenging. Staff are encouraged to seek support from their line managers when needed and should be thoughtful about their own self-care when dealing with challenging incidents.

Additional support is available through the 'Employee Assistance Programme', which is facilitated by the HR department.

7. Visual media and online safety

This section of the policy exists to ensure the safety and dignity of children and adults at risk when using visual media, protecting them from inappropriate use of their images and safeguarding their privacy. By establishing clear guidelines, the RAD aims to prevent misuse of media and promote responsible practices among staff, students, and visitors.

Consent and clarity

As part of the protective culture promoted by the RAD, no filming or photography of any person should occur without the specific advance consent of the individual whose image is being captured. Different circumstances and reasons will apply to whether this consent is captured in writing or verbally and staff are required to be thoughtful in their judgement about this, being aware that consent may be withdrawn at any time.

No filming or photography of children or adults at risk should occur without written permission from a parent, guardian, or carer. The specific purposes for using any photographic images or film must be clearly explained on the consent form managed by relevant departments. This ensures that:

- Parents and guardians are fully aware of how their child's image will be used

- The RAD maintains transparency and accountability in its use of visual media
- Young people and adults at risk are protected from exploitation or the unauthorised use of their images

Policy alignment

The RAD's **social media and Digital Communications Policy** and **Visual Media Policy** provide detailed guidance on how visual media should be handled, presented, and secured. Adherence to these policies helps to ensure that:

- All media content is managed professionally and ethically
- Privacy and consent guidelines are consistently followed
- The risk of image misuse is minimised

Addressing risks

The RAD recognises that some individuals may exploit events or activities to capture images of children or adults at risk, including those with disabilities, for inappropriate purposes. To combat this risk:

- Staff, volunteers, and visitors are encouraged to always remain vigilant
- Any observed inappropriate behaviour involving photography or filming must be reported immediately
- Should inappropriate content be identified, the RAD will act swiftly to request its removal, notify relevant authorities, and take further action as needed

8. Managing allegations

Safeguarding is everyone's responsibility, and all concerns about the welfare of children or adults at risk must be taken seriously. This section outlines how to manage concerns or allegations involving safeguarding issues.

Acting on concerns immediately

If you are concerned about the welfare of a child or adult at risk:

- Act immediately, always prioritising their safety and well-being, and considering your own safety as appropriate
- Make a detailed record of what you saw, heard, or did as soon as possible (ideally immediately, and within 24 hours)
- Report any concern to one of the Designated Safeguarding Lead (DSL) or their deputies without delay
- Complete a Safeguarding Incident Report Form

If the DSL or DDSL is unavailable

If the DSL or Deputy DSL is not available:

- Seek advice from key safeguarding contacts listed in **Appendix 7** of this policy.
- Seek advice from the lead trustee for safeguarding

Delaying action could place the individual at further risk, so do not wait.

If Someone Is in immediate danger

If a child or adult is in immediate danger or at risk of harm:

1. Move them and yourself to a safe place if you can
2. Alert the relevant authorities (e.g., police or social services)
3. Stay with the individual until they are transferred to safe care, where practical
4. Inform the DSL (or Deputy) as soon as possible about the actions taken
5. Complete a Safeguarding Incident Report Form

Reporting and documentation

- Use the Safeguarding incident report form to document concerns or incidents
- Submit completed forms **to** safeguarding@rad.org.uk promptly
- Forms are available on the RAD website, in **Appendix 8,** or at HR or the London HQ reception desk

Incidents outside the UK

- Report the concern to the national director, manager, or representative in the relevant country
- Follow reporting procedures defined in the relevant country
- Complete and send the completed **safeguarding incident report form** to the Safeguarding Manager safeguarding@rad.org.uk, who will coordinate with the national office for appropriate action

International cases

If the concern involves a child or adult participating in RAD activities in the UK but residing in another country:

- Safeguarding protocols applicable in the UK will be followed
- A referral may be made to the local UK authority
- The case may also be referred to **Children and Families Across Borders (CFAB),** a charity specialising in international child welfare cases

Notifying parents or guardians

- In line with current guidance parents or guardians may be informed about concerns or actions, unless considered inappropriate, to

support the child or adult at risk in addressing the concern successfully
- If notifying parents or guardians could place the child or adult at greater risk or interfere with an investigation, the matter will be referred to relevant authorities (e.g., social services or the Local Authority Designated Officer (LADO) without prior discussion with parents

Note: Managing disclosures can be stressful. Consider seeking support from the DSL, your line manager or other appropriate resources. Further guidance on how to deal and respond to a disclosure can be found in **Appendix 9** and **Appendix 10.**

Collaborative working with parents, carers, and professionals

- **Informing parents:** Concerns are usually discussed with parents, but if this may place the child at risk, we will consult social services or the police instead
- **Considering the child's wishes:** When appropriate, involve the child in planning actions, using their preferred language and accommodating their needs
- **Sharing information:** Follow data protection laws and share information only on a need-to-know basis
- **Mediation and conflict resolution:** Working with parents and carers includes offering mediation and conflict resolution support when required, ensuring open communication and collaborative problem-solving to promote the best outcomes for the child or young person involved

Allegations against RAD members, visitors, or staff

Concerns raised about a colleague is also referred to as 'whistleblowing' (see key notes below). If you are concerned about the behaviour of a member of staff, trustee, student, volunteer, or visitor:

- Report it immediately to your line manager, Safeguarding Manager, or Head of People
- If the concern involves your line manager, report it to the executive board or Head of People
- Concerns about the Chief Executive or a DSL should be reported to the Safeguarding Trustee who will also alert the Chair of Trustees.

Key notes:

- Staff working in partner schools or organisations must familiarise themselves with local safeguarding policies further support and contacts are available in **Appendix 11.**

- When concerns arise within a partner organisation, follow the safeguarding protocols for that organisation and report you have done so to the RAD Safeguarding Manager
- If appropriate action is not being taken, staff can raise concerns under the Whistleblowing Policy, available via the People department.
- If the whistleblower does not wish to speak to someone within the RAD or the Safeguarding Team, the NSPCC Whistleblowing advice line can be contacted on 0800 028 0285, or by emailing help@nspcc.org.uk or completing their online form Report abuse to the NSPCC | NSPCC

Flowcharts and resources

- For detailed steps, follow the **Managing Allegations Flowchart** in **Appendix 12.** Do not conduct independent investigations—always seek advice from the LADO
- By following these processes, the RAD ensures a safe environment and adheres to legal safeguarding responsibilities

9. Managing low-level concerns

A **low-level concern** refers to minor but potentially problematic behaviour by an adult working in or for the RAD, but which does not reach the threshold of abuse, such as:

- Overfamiliarity with children.
- Using inappropriate language or favouritism.
- Taking photographs of children on their mobile phone

Low-level concerns should be reported to the Safeguarding Manager to:

- Identify and address issues early
- Prevent risk and ensure clear professional boundaries
- Identify where supportive training is needed to update or improve skills and behaviour

All concerns are recorded and monitored for patterns, and further action is discussed with the CEO or safeguarding trustee when necessary.

Creating a culture in which all concerns are shared responsibly and with the right persons, recorded and dealt with appropriately enables the RAD to:

- encourage a supportive, open and transparent culture
- enable our organisation to identify concerning, problematic or inappropriate behaviour early
- minimise the risk of abuse

- ensure that adults working in or on behalf of the RAD are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values

10. Operation Encompass

Operation Encompass is a nationwide scheme, where there is an agreement between the police and schools to share information. The RAD has signed up to this agreement for the purposes of the RAD Dance School in Battersea.

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 to ensure the safety and wellbeing of the child.

11. Research

Research activities 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 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 member from the Safeguarding Committee, who is also the Prevent Lead.

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

12. Data handling, monitoring and evaluation

Details of any incidents relating to safeguarding children and adults at risk or Prevent are collated and only accessible by DSLs and kept in a secured electronic database, this includes electronic safeguarding forms.
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.

Where an allegation was made against a visitor to the RAD, records will be kept securely by the Head of People. 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).

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.

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.

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.

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.

13. Review of policy and procedures

The policy is reviewed by the Safeguarding Manager, safeguarding committee members, 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.

14. Signature

Chair of the board of trustees, Royal Academy of Dance

Version Control

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Lead contact/author:	Leiana Foster, Safeguarding Manager

APPENDIX 1
Statutory and legislative frameworks

This appendix provides a comprehensive list of statutory guidance and legislation that inform and underpin the RAD Child Protection Policy. This ensures alignment with legal and regulatory requirements across the UK.

England

- Working Together to Safeguard Children DfE (Dec 2023)
- Keeping Children Safe in Education: Statutory Guidance and Information for all school and college staff (September 2024)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (February 2023)
- The Care Act 2014, which applies to England
- The Children Act 2004, and the Children, Schools and Families Act 2010
- The Prevent duty: Departmental advice for schools and childcare providers DfE (June 2015)

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 and UK General Data Protection Regulation (UK GDPR)
- 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, Counterterrorism 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.

Charities advice:

- Strategy for dealing with safeguarding issues in charities (Charity
- Commission, December 2017)
- Regulatory alert to charities - safeguarding (Charity Commission, December 2017)
- How to report a serious incident in your charity (Charity Commission, June 2019)
- Reporting a serious incident in your charity when it involves a partner (Charity Commission, December 2019)
- Report serious wrongdoing at a charity as a worker or volunteer (Charity Commission, June 2019)
- Guidance on handling safeguarding allegations in a charity (Office for Civil Society, January 2019)

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 consider the needs of any potential donor who may be in a vulnerable circumstance or require additional care and support to make an informed decision.

APPENDIX 2

Types and definitions of abuse: Child protection and adults at risk

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 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 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 because 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 caregivers); 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 several 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 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 bulling
- 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. It is not uncommon that someone may have a period of disordered eating which is not categorised or diagnosed clinically as an eating disorder.

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, and 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

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 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 using 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) because 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 Counterterrorism 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 are 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 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 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 need 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 Prevent procedure. A 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 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 3
Responding to concerns about a child or adult at risk

1. Where an instance of child-on-child or 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 and 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 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 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
RAD safeguarding governance and reporting structure

RAD Safeguarding: Responsibilities and Governance

Visibility of safeguarding at all levels of the organisation is critical to the RAD operating with a protective ethos

Raising awareness helps the organisation put into practice the required standards to ensure that children and adults at risk are protected from harm

Legal and Charity Commission requirements

Trustees are ultimately responsible and accountable for ensuring that there are measures in place to protect from harm the people who come into contact with the charity: risk assessment, policies and procedures, DBS/suitability clearance, training and incident reporting procedures

Scope of legal and Charity Commission responsibility is the RAD's managed activities

Defined as what happens in the RAD building and at events organised by the RAD: involving children under 18 years and adults at risk (e.g. including Dance School teachers and students). Inherent risk high managed by RAD culture, governance & operational systems and controls

Trustees are not directly accountable for RAD Members and Registered Teachers – professional standards & awarding body reputation risk

Ensuring awareness is critical to supporting the management and mitigation of the potentially very serious reputation risks that could arise for the RAD, if a serious incident were to occur, involving the RAD Membership and Registered Teacher community. High reputational risk managed by setting professional standards for Teachers, the provision and on-going maintenance & promotions of safeguarding resources and standards to Teachers, Students and Parents

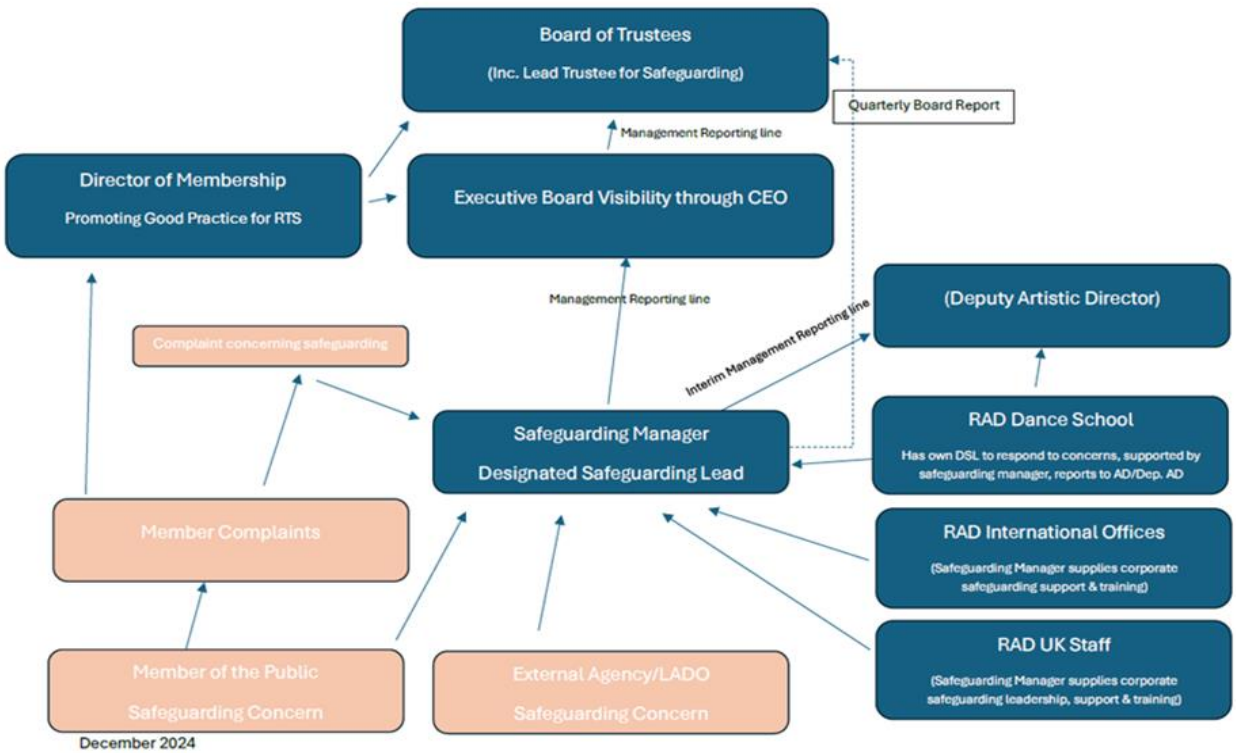
The Board and Trustees are supported in the discharge of their duties and management of risks by the following:

Lead Trustee for Safeguarding: (Charity Commission requirement to appoint) 3 key roles defined by Charity Commission: 1. strategic 2. effective policies and procedures 3. championing safeguarding throughout the organisation Lead Trustee for Safeguarding is a member of the Artistic Sub-Committee (to be kept under review if Artistic ToRs change)	**Executive Staff:** 1. Full time Safeguarding Manager, reporting to Dep Artistic Director on an interim basis. Reporting line may revert to CEO upon appointment 2. Safeguarding Policy 3. Incident reporting procedures 4. Whistleblowing procedures and oversight of any external reports and investigations 5. Safeguarding committee, comprising representatives from all departments to ensure appropriate implementation of safeguarding across organisation 6. Dissemination of safeguarding awareness and policy to all subsidiary offices worldwide	**Sub-Committees:** 1. Artistic remit to oversee safeguarding risk management arrangements within the Dance School and at RAD managed events 2. Membership & Marketing remit to oversee the key strategies, policies and procedures and resources made available to support Registered Teachers and Members (including parents and students) 3. Governance and key policy changes reviewed by Governance & People before submitting to Board for approval 4. Each Sub-Committee (except Finance) includes safeguarding as a standing agenda item and considers safeguarding aspects relevant to the remit of their committee	**Trustee awareness:** 1. Safeguarding Manager submits safeguarding report to Board meetings and attends 2. NSPCC online safeguarding training and periodic awareness updates for Charity Trustees 3. Enhanced DBS checks for all Trustees and Committee Members

Safeguarding is everyone's responsibility. *If you have any safeguarding concerns, contact the Safeguarding Manager immediately. Note to also report any potential areas of enhancement for RAD Safeguarding Policy, risk assessments & protocols*

December 2024

RAD Safeguarding Relationships: Reporting



December 2024

APPENDIX 5

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, handprints or a hairbrush
- 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

Many 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 6

Safeguarding and prevent training matrix

As part of its commitment to safeguarding children and adults at risk, 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).

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 subcommittee 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, Safeguarding Manager 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 or if required at application for renewal by the local authority. 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 People 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 individual
- All employees of the Faculty of Education
- Faculty of Education students who undertake placements
- All members of the safeguarding committee
- 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 People department or the Faculty of Education to complete the training and whom the certificate of completion must be emailed each year.

All other staff can 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 the 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

	Induction, information and training

Staff category	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 subcommittees, not trustees			√				
CEO and key individuals 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
Safeguarding committee member	√	√	√	√	√	Annual Level 3	Prevent and Channel on-line annually
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 is available free to RAD members through the websites listed on pages 55 – 57.

APPENDIX 7

Key safeguarding contacts at the RAD

Chief Executive Officer
Elizabeth Honer T: +44 (0)20 7326 8011 / +44 (0)7595742704
ehoner@rad.org.uk

Safeguarding Manager
Leiana Foster: T: +44 (0)20 7326 8041 / +44 (0) 7552 613529
lfoster@rad.org.uk
safeguarding@rad.org.uk

Lead Safeguarding Trustee
Imogen Knight: T +44 (0)7597 999774
safeguardingtrustee@rad.org.uk

Safeguarding committee

Department	Name & job title	Telephone number
Examinations	Mariko Keith Examinations Customer Service Manager	+44 (0)20 7326 8936
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
Faculty of Education	Pending	Pending
Learning and Participation	Louisa Dalton Learning & Participation Manager	+44 (0)20 7326 8026
Dance School	Kerry Witney (Maternity Cover) Dance School Officer	+44 (0)20 7326 8938
Marketing Communications and Membership	Sowenna Davidson Member Experience Manager	+44 (0)20 7326 8022

Step into Dance	Toni Hesketh Step into Dance Programme Manager	+44 (0)20 7326 8975
The People department	Pending	Pending

Prevent duty

Prevent Lead:
Janine Streuli
Acting Director of Education (until July 2025)

Key Individuals under the Prevent Duty:

Chair board of trustees:	Stephen Moss
Trustees:	Peter Flew Imogen Knight
Chief Executive Officer	Elizabeth Honer

APPENDIX 8
RAD Safeguarding incident form

YOUR DETAILS:

Name
Job role
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)
Telephone number(s)
Email

CHILD/ADULT AT RISK DETAILS (AS KNOWN/RELEVANT):

Full name	
Date of birth	Gender
Telephone number(s) *(if known)*	
Details of disability *(if applicable)*	
Parent / Guardian's names and contact details *(if known)*	
Social / Care workers' names and contact details *(if known)*	

INCIDENT DETAIL (COMPLETE BASED ON KNOWN/RELEVANT INFORMATION):

Location	Date and time

DETAILED INFORMATION/DESCRIPTION OF INCIDENT

The information you supply will be reviewed by the DSL. 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 relating to the same incident or involving the same individuals
- Include details of any observations e.g. description of visible bruising, other injuries, child / adult at risk, emotional state
- Use the reverse of this form or additional blank/lined paper as continuation sheets if necessary
- Consider unconscious bias and try to avoid using your own assumptions. State what was said, and if you assume something was meant or inferred use language such as *'I understood this to mean…'*
- Add contextual information (previous allegations/incidents) if known

Were there any witnesses to the incident? If yes, please give names and contact details

Have the parents / carers of the child / adult at risk been informed? If yes, give details and if not, state the reason. *Please note, it may not be appropriate for the person raising the concern to communicate with parents, carers. The DSL may initiate the initial communication.*

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, and the information provided will remain strictly confidential between myself and the appropriate reporting channels.

Signature of person completing this form:
Date:

This section is to be completed only by the Safeguarding Manager and/or the Deputy Safeguarding Lead reviewing the case

Actions taken:
Describe the immediate response to the incident.

Follow-up required:
Detail any ongoing actions to resolve the issue or prevent recurrence.

Does this person work with children/adults at risk in any other capacity? (If yes, please give details)

Is the person aware that an allegation, complaint or concern has been raised? (If yes, please give details)

Please tick if this is considered a low-level concern that you feel is unlikely to require action other than continued monitoring ☐

External agencies contacted:

Agency	Contact name	Contact Number	Date	Time	Advice Received
Police					
Wandsworth MASH					
LADO *(state authority)*					
NSPCC					
Charity Commission					
Ofsted					
Ofqual					
Channel					
CFAB					

Other local authority services *(give details)*					

Print name of person completing this form:
Signature of person completing this form:
Date:

ROYAL ACADEMY OF DANCE

APPENDIX 9

A quick guide to reporting procedures

ROYAL ACADEMY OF DANCE

When and what might I be concerned about?

Concerns can arise at any time that someone is being neglected or experiencing physical, emotional, or sexual harm.

You might see physical signs or notice changes in their behaviour or presentation. You may notice signs of emotional distress such as low self-image or esteem or be told about a harmful experience.

Harm can be caused by:

- a parent/carer/guardian,
- a family member/friend,
- child on child abuse,
- a stranger, or
- a member of staff or a volunteer
- social media misuse

What should I do if the alleged abuser is an employee, a member of the RAD or a volunteer?

Contact the Safeguarding Manager: Leiana Foster

Email: lfoster@rad.org.uk
Tel: +44 (0)20 7326 8041
Tel: +44 (0)7552 613 529

If you a child or vulnerable adult is at immediate risk of harm, you should get urgent help and advice and contact the Police on 999 for emergencies and 111 for non-emergencies.

If you are unhappy about the way a safeguarding issue has been handled, or feel you can't raise your concerns with the RAD, you can receive advice from the following:

- Childline – www.childline.org.uk or via telephone on 0800 11 11
- NSPCC – online reports can be made 24 hours a day at help@nspcc.org.uk or via telephone on 0808 800 5000
- Your Local Authority Safeguarding Officer

What should I do if someone says that they are being harmed?

1. Make notes while you listen carefully to what is being said and do not interrupt
2. Reassure them that it is not their fault. Stress that they have done the right thing. Be calm and attentive and nonjudgemental, do not promise to keep what is said to be a secret.
   Ask non-leading questions using **TED** to clarify:

   Tell me more...
   Explain that to me...
   Describe what happened...

3. Reflect on what they've said – this will help to clarify your understanding of the situation. Be compassionate, be understanding and reassure them their feelings are important. Phrases such as "You've shown such courage today" can help

4. Follow the steps in the flowchart to the right

Disclosure recorded – what must I do now?

Recognise your concern

↓

Report any immediate risks to the appropriate authority, e.g. Police, NSPCC, children or adult Social Care

↓

Respond – inform the Safeguarding Manager or other contacts listed in this guide without delay

↓

Make a written record using the safeguarding incident report form, and sign and date it. Provide as much detail as possible, and attach any additional notes

↓

Scan and email the completed form to the Safeguarding Manager.
The hard copy will also need to be given to them. Appropriate actions will be taken, e.g. referral to local authorities, Police, NSPCC, etc.

APPENDIX 10

Responding to a disclosure from a child

If a child discloses abuse or harm, follow these steps:

Listen and record

- Take notes while listening carefully
- Avoid interrupting or leading questions. Use TED:
  - **T**ell me more…
  - **E**xplain that to me…
  - **D**escribe what happened…

Reassure and support

- Stay calm and reassure them it's not their fault
- Acknowledge their courage: "You've shown so much strength"
- Do not promise secrecy; explain that you need to share this to keep them safe

Clarify and reflect

- Ensure you understand what they've shared without adding assumptions
- Repeat statements back to them to confirm your understanding: *'May I just confirm that you said….'*

Report

- Complete the **Safeguarding Incident Report Form** and email it to safeguarding@rad.org.uk without delay

Responding to a disclosure from an adult

If an adult discloses abuse or harm, follow these steps:

Stay calm and listen

- Maintain a calm and supportive demeanour
- Give the person your full attention, listen without interrupting, and allow them to speak at their own pace

Reassure the individual

- Thank them for trusting you and acknowledge how difficult it must have been to disclose this information
- Let them know they have done the right thing by speaking out and that you are there to support them

Avoid promises of confidentiality

- Explain that while you will treat their disclosure with respect and care, there are certain steps that may need to be taken, especially if they or others are at risk of harm
- Let them know you may need to share the information with relevant professionals to ensure appropriate support and safety measures

Record the disclosure: Make a clear and factual record of what has been shared, including dates, times, and exact words used

APPENDIX 11

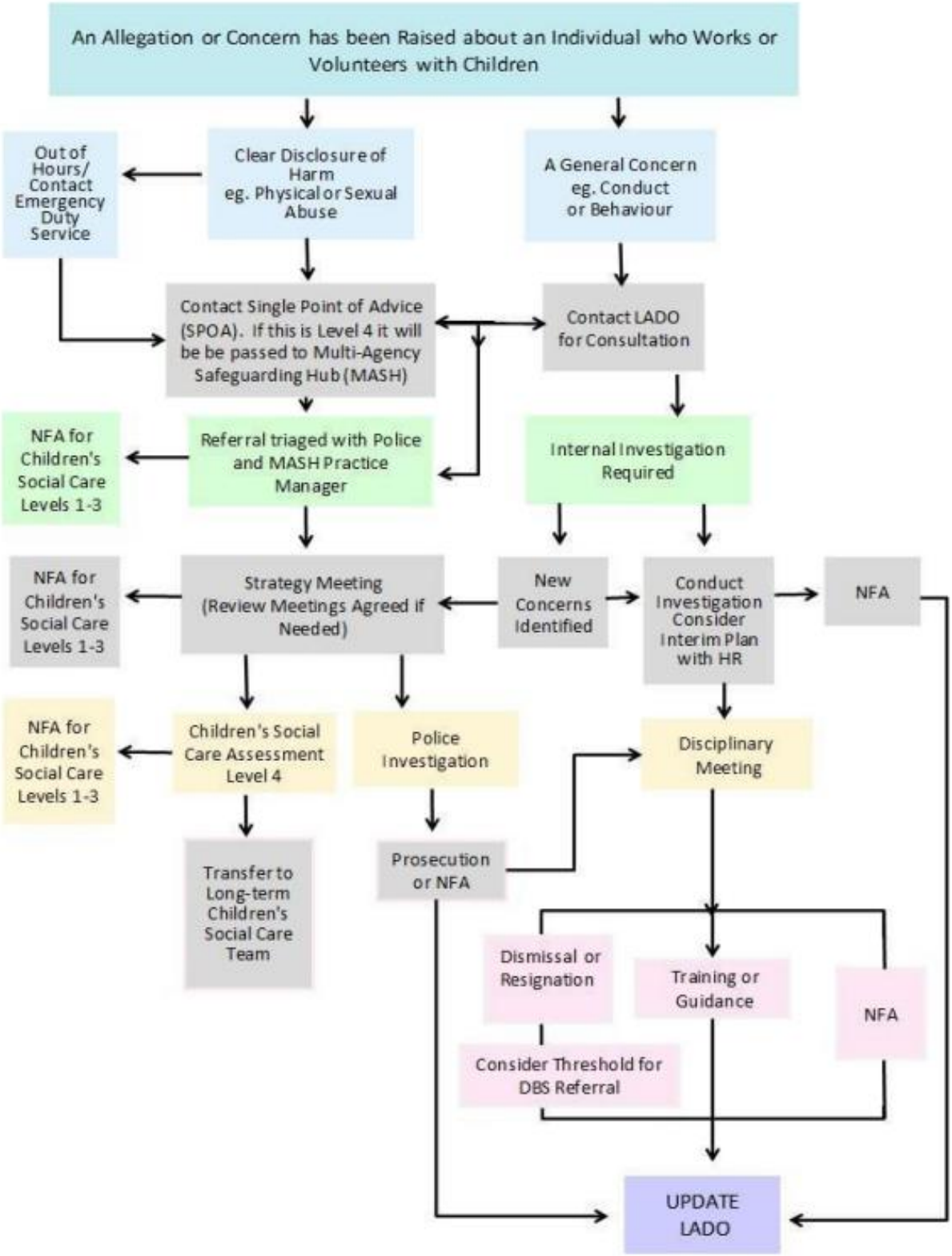
Further support and contacts

Role	Contact
Head of Advice, Support and Help (ASH) incl MASH, Brief Intervention, Social Workers in Schools and OOH.	Iain.Low@richmondandwandsworth.gov.uk
Multi Agency Safeguarding Hub (MASH) Weekdays 9am – 5pm	mash@wandsworth.gov.uk 020 8871 662
Out of Hours (OOH) Service, evenings, weekends, and bank holidays	020 8871 6000
Multi Agency Referral Form (MARF)	https://wandsworth-self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH
Wandsworth Safeguarding Children Partnership	www.wscp.org.uk 020 8871 7401
LADO: Local Authority Designated Officer	Anita.Gibbons@richmondandwandsworth.gov.uk lado@wandsworth.gov.uk 07974 58 6461
Education Safeguarding Officer	Vacant
Social Workers in Schools - Team Manager	Joanne.Loveless@richmondandwandsworth.gov.uk

Wandsworth Family Information Service (FIS)	https://www.wandsworth.gov.uk/fis
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@richmondandwandsworth.gov.uk
VAWG Manager	Albina.Hiorns@richmondandwandsworth.gov.uk
Hate Crime and Prevent Coordinator	Naheem.Bashir@richmondandwandsworth.gov.uk
Training and Development Officer - Safeguarding (Schools)	Mary.Scarlett@richmondandwandsworth.gov.uk
Children Missing in Education	Elizabeth.Eyoma@richmondandwandsworth.gov.uk
Private Fostering	Nateicha.McGann@richmondandwandsworth.gov.uk
TPD	https://www.tpd.org.uk/ https://www.tpd.org.uk/cpd/portal.asp
DFE Helpline	For non-emergency advice: contact DfE dedicated helpline counter.extremism@education.gov.uk 020 7340 7264
Report suspected extremism online	https://www.gov.uk/report-suspicious-activity-to-mi5
Report terrorist activity online	https://www.gov.uk/report-terrorism

NSPCC	Reporting child abuse and neglect | NSPCC : online reporting 24 hours day 0808 800 5000 (Telephone: Monday to Friday 8am – 10pm or 9am – 6pm at the weekends.)
Female Genital Mutilation FGM	www.gov.uk/contact-police Metropolitan Police Service Project Azure Partnership Team: 020 7161 2888 NSPCC FGM free phone helpline: 0800 028 3550 [information may be passed anonymously]
Whistleblowing	NSPCC helpline: 0800 028 0285 (8am-8pm Mon-Fri) help@nspcc.org.uk

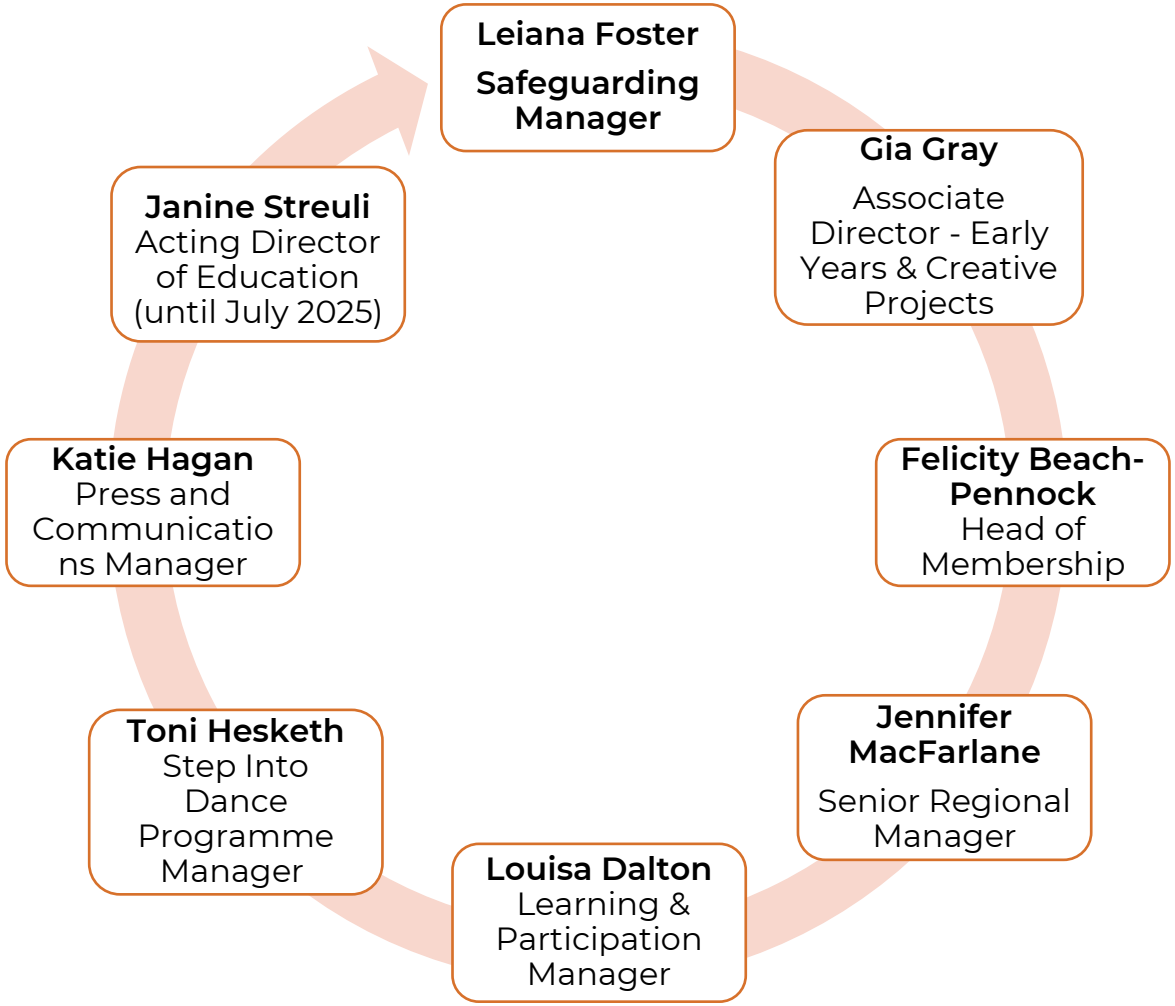
APPENDIX 12
Managing allegations flowchart



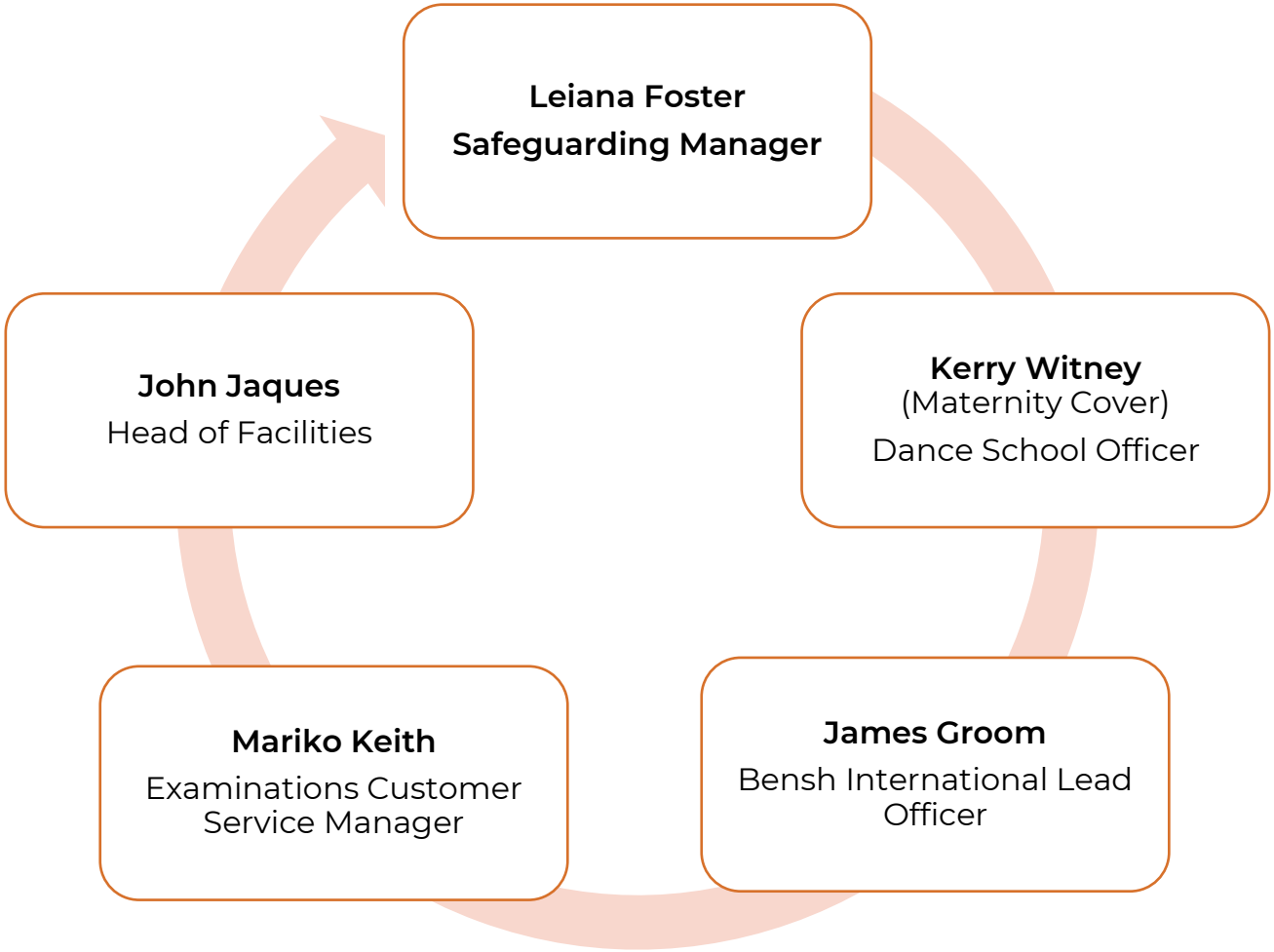
ROYAL ACADEMY OF DANCE

APPENDIX 13

RAD safeguarding committee structure



APPENDIX 14
RAD safeguarding ambassador's structure



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