

## **International Group - Australia**

### **Policy and procedures on safeguarding children and vulnerable adults**

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

- I.1 The Royal Academy of Dance (RAD) has a ‘duty of care’ to provide a safe environment conducive to promoting the health and well-being of both children and young people under the age of 18 years, and vulnerable adults. The RAD will take all reasonable steps to ensure that safeguarding and promoting the welfare of children and vulnerable adults is embedded in our contact through the training and activities we provide for them.
- I.2 The protection of children and vulnerable adults is important to the RAD. The aim of the RAD’s Policy and Procedures on Safeguarding Children and Vulnerable Adults (the “Policy”) is to ensure that children and vulnerable adults with whom RAD comes into contact are well protected and that there is a system in place to protect their welfare.
- I.3 The RAD believes that the welfare of the child is paramount, and that all children regardless of age, disability, gender, race, sexual orientation or identity, or religious belief have the right to equal protection from all types of harm or abuse. Vulnerable adults are covered within the provision of the safeguarding vulnerable adults guidance which can be found in Appendix I.
- I.4 The purpose of these policies and procedures is:
- to facilitate protection for children under the age of 18 years and vulnerable adults during any activity provided by the RAD
  - to provide employees with procedures to follow in the event that they suspect a child or vulnerable adult may be experiencing abuse; or be at risk of abuse or harm
  - to protect children and vulnerable adults where there is a concern about the behaviour of an adult, including a RAD employee.
- I.5 Due to the nature of the RAD’s work globally this document embraces all the principles contained in the United Nations Convention on the Rights of the Child 1991 (UNCRC). This is the only international human rights treaty to include civil, political, economic and social and cultural rights. It sets out in detail what every child needs to have: a safe, happy and fulfilled childhood regardless of their sex, religion, social origin and where and to whom they were born.
- I.6 Where RAD members are running their own dance classes, the RAD expects as good practice that they will have a safeguarding policy in place. This current Safeguarding Policy & Procedures can be referred to for best practice.
- I.7 Safeguarding is everyone’s responsibility. Everyone, including those who work for the Academy and particularly those who come into contact with children and families, has a role to play.
- I.8 The RAD will safeguard children and vulnerable adults by:
- valuing, listening to and respecting them
  - adopting child protection procedures including risk assessment
  - sharing information about child protection and good practice with children, vulnerable adults, parents, employees and the companies and organisations with which we work
  - sharing information about concerns with the appropriate agencies
  - implementing and adhering to a code of conduct and policy

- ensuring safer recruitment, selection and vetting of employees
  - providing effective management through supervision, appraisal, support, training and development, and
  - providing a safeguarding committee with strategic responsibility and oversight of all safeguarding arrangements across the RAD.
- I.9 This Policy works in conjunction with other RAD regulations, policies and procedures, in particular: the RAD's Criminal Record Checks and Recruitment of Ex-Offenders Policy UK, Working with Children Check Policy (Australia), Recruitment and Selection Policy & Procedures, Policy on use, storage and dissemination of information revealed in a Disclosure, Whistleblowing Policy & Procedure which are available on the RAD global website. The RAD's Visual & Social Media Policy (currently being drafted) is significant and will be available on request from the HR/MCM Departments. The Code of Conduct for all RAD Members is also relevant and available on the RAD global and Australian website. The HR Department (UK), Faculty of Education (FoE) and National offices also give applicants and relevant employees written instructions and advice related to making an application for working with children checks.
- I.13 The Policy is designed to assist all individuals at the RAD to meet their duty of care to safeguard all children and vulnerable adults who take part in RAD activities, and to ensure that where RAD employees, students, FoE students or visitors have concerns about the welfare of children or vulnerable adults, they are in a position to take appropriate steps to address them.
- I.14 This Policy is available on the RAD global website and on SelectHR and all RAD employees are made aware of this through the Employee Handbook or Terms and Conditions of Engagement, induction programmes, training and personal development. It will also be referred to in relevant correspondence, briefings and presentations, and for site visits. The Policy is reviewed annually and associated policies are reviewed bi-annually or sooner if there are changes in legislation, guidance or in the event of an incident. All employees are notified of any changes to the Policy.
- I.15 The RAD is committed to providing clear safeguarding policy and procedures for children and vulnerable adults and will ensure that they are communicated to all RAD employees, FoE students or visitors. All RAD employees will undergo mandatory child protection policy training in accordance with best practice and as described in the Safeguarding training strategy in Appendix 7 to support understanding and implementation of the policy. All other parties that have contact with the RAD, including visitors, contractors and external hirers will be made aware of the policy via signing in/out sheets, terms and conditions, contracts, notices and the RAD global website and expected to adhere to it.
- I.16 The Policy is an RAD corporate policy to which all employees are expected to abide, and it is a condition of employment or engagement that employees abide by the rules, regulations and policies made by the RAD and which are referred to in the Employee Handbook (employees) or Terms and Conditions (freelance and casual workers). Acceptance of employment or engagement signifies an agreement to abide by this policy. Any failure to comply with the policy may be considered a disciplinary matter and will be dealt with in accordance with the appropriate disciplinary procedure, which may lead to dismissal.
- I.17 A full glossary of terms used in the Policy is available in Appendix 2.

- I.18 There are four recognised categories of child abuse: physical abuse, sexual abuse, neglect, and emotional abuse; in addition the RAD is aware of other areas such as self-harm and bullying that affect children and young people.
- I.19 The RAD also works with vulnerable adults who are protected by different legislation. The main forms of abuse in relation to a vulnerable adult include: physical abuse, sexual abuse, psychological abuse, financial or material abuse, neglect, acts of omission, and discriminatory abuse.
- I.20 The full definitions relating to child abuse and vulnerable adults (and additional information about bullying, self-harm and eating disorders), can be found in Appendix 1.
- I.21 The RAD has Designated Safeguarding Officers (DSOs) and Nominated Senior Officers (NSOs) whose responsibilities are described in Section Two of this document.

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

- 2.1 These procedures aim to strike a balance between the need to protect children and vulnerable adults from abuse and the need to protect RAD employees, FoE students, students, visitors and RAD members from false allegations.
- 2.2 It is not the responsibility of anyone working at RAD in a paid or voluntary capacity to decide whether a child or vulnerable adult is being abused or might be abused, but there is a responsibility to act on their concerns in order that appropriate agencies can then make enquiries and take any necessary action to protect them (see also the RAD Whistleblowing policy & procedure).
- 2.3 It is the remit of the appropriate authority and not anyone connected with the RAD to investigate the incident.
- 2.4 If an incident, allegation or suspicion of abuse (hereinafter referred to as 'incident') is seen, heard or suspected, the person receiving the information, whether an RAD employee, FoE student, student, member of another organisation with which the RAD is working, or a visitor to the RAD, should follow the procedure below:
- Stop other activity and focus on what you are being told or seeing. Responding to the incident being reported should take immediate priority.
  - React in a calm and considered way but show concern.
  - Tell the child, vulnerable adult or third party that it is right for them to share this information.
  - Take what the child, vulnerable adult or third party has said seriously and allow extra time where there is a speech or language difficulty.
  - Keep questions to an absolute minimum necessary to gain a clear and accurate understanding of what is being said. Do not interrogate the child, vulnerable adult or third party.

- Listen and do not interrupt if they are recounting significant events.
- Offer reassurance.
- Do not give assurances of confidentiality, but explain you will need to pass on this information to those that need to know.
- Consider whether immediate action is needed to protect any child or vulnerable adult who may be at risk. Think about the child or vulnerable adult who is the immediate concern and any others who may be at risk, in light of what you have been told or seen. If a DSO or NSO is not immediately available you should alert the appropriate authority and stay with those you think are at immediate risk until they can be transferred to safe care, where practical.
- Make a comprehensive record of what is said or seen and actions taken at the earliest possible opportunity. Where possible this should always be reported using the Incident Report Form in Appendix 3 and within the timescales stated. Keep all original notes as they may be needed as evidence. The comprehensive and confidential record should include the following:
  - a) A detailed record of the incident in the child or vulnerable adult's own words or the words of the third party reporting it. You should note this record may be used later in a criminal trial and therefore needs to be as full and accurate as possible.
  - b) Details of the nature of the incident.
  - c) A description of any injury. Please note that you must not remove the clothing of a child or vulnerable adult to inspect any injuries.
  - d) Dates, times or places and any other information that may be useful.
  - e) Written records including emails and letters.
- The incident should be reported in writing immediately to a DSO. If the concerns relate to a specific DSO, then it should be reported to an NSO.
- The DSO will pass on any allegations to the NSO and to the appropriate employee (see definition in Appendix 2).
- If the concerns relate to a specific NSO then it should be reported to the Chief Executive or if the concern relates to the appropriate employee then it should be reported to their line manager / Director.
- Remember, safeguarding is everyone's business and if **anyone** tells you, or if you see mistreatment or abuse or have concerns about a child, young person or vulnerable adult being harmed or at risk, it is your role to respond sensitively and alert others who have a designated role within the RAD.

- 2.5 Anyone with concerns and unsure what to do, should contact Police, or the relevant authority. Please refer to Appendix 10 for State Government department child protection helplines within Australia.
- 2.6 The RAD is a global organisation and all RAD employees, FoE students, students and visitors to the RAD must adhere to this Policy. We recognise that there are international variants in safeguarding children and vulnerable adults and therefore 'A Guide to International Reporting Procedures' can be found in Appendix 4.
- 2.7 If you believe an incident has not been dealt with in accordance with these procedures, it should be reported to the Chair of the Safeguarding Working Group in writing immediately.

### **3. Code of Behaviour and Good Practice**

- 3.1 The RAD believes that the Code of Behaviour and Good Practice will assist everyone with advice on protecting children and vulnerable adults and also help with identifying any practices which could be misinterpreted or lead to false allegations. Anyone organising any activities on behalf of the RAD, involving children and/or vulnerable adults, must adhere to this code as set out below:
- 3.1.2 All children and vulnerable adults should be treated with respect.
- 3.1.3 All activities involving children and vulnerable adults should include a ratio of one adult to every 10 children / vulnerable adults and one adult to every eight children / vulnerable adults for trips. For younger children under the age of nine, there should always be at least one additional employee (e.g. a teacher, pianist or assistant). Where this is not possible, the RAD will ensure that activities take place within the sight or hearing of other adults.
- 3.1.4 Respect should be given to a child's or vulnerable adult's rights to personal privacy.
- 3.1.5 Physical contact with a child or young person may be misinterpreted and should be avoided. Where any physical touching is required, it should be provided openly in front of other students. Parents, guardians and students will be warned in advance that physical touching may be required for correctional purposes only.
- 3.1.6 Feedback should always be constructive rather than negative, and the language used should never be threatening or upsetting.
- 3.1.7 Private or unobserved contact with a young person or vulnerable adult should be avoided wherever possible unless authorised on the appropriate consent form by a parent or guardian and recorded (e.g. for a 1:1 private dance lesson).
- 3.1.8 If first aid is required, where possible, it should be administered by a trained first aider in the presence of another adult, and the DSO should be informed.
- 3.1.9 Written parental or guardian consent should always be obtained for the use of any photographs, film or videos involving children and vulnerable adults.

- 3.1.10 RAD employees, FoE students, students, and visitors to the RAD where appropriate, should challenge unacceptable behaviour in accordance with the provisions of this code of conduct and good practice.
- 3.1.11 Any incidents, allegations or suspicions of abuse should be reported immediately to a DSO, as per the reporting guidelines in Appendix 4.
- 3.1.12 In all dealings with children and vulnerable adults, RAD employees, FoE students, students, and visitors to the RAD where appropriate, should never:
- leave children who are in their care unsupervised on RAD premises,
  - play rough physical or sexually provocative games, involving or observed by children or vulnerable adults whether based on talking or touching,
  - share a room overnight with a child or vulnerable adult,
  - enter the private room of a child or vulnerable adult unless it is absolutely necessary and, wherever possible, accompanied by another adult,
  - allow or engage in any form of inappropriate physical activity involving children or vulnerable adults, or any bullying of a child by an adult or another child,
  - form or seek to form relationships of a sexual nature or which may lead to sexual activity (i.e. 'grooming'),
  - allow children or vulnerable adults to use inappropriate language (e.g. of a derogatory or sexually explicit nature) without challenging it,
  - make sexually suggestive or discriminatory comments even in jest,
  - intentionally reduce a child or vulnerable adult to tears as a form of control,
  - use any physical punishment as part of disciplining a child or vulnerable adult,
  - shout or use harsh criticism,
  - consume alcohol or take drugs during the working day (including any breaks) or when involved in activities with children or vulnerable adults,
  - give their personal contact details to a child or vulnerable adult whom they have met through work including via social networking sites (see RAD's Visual & Social Media policy),
  - allow themselves to get into a situation where an abuse of trust may occur. This means not forming a close personal relationship (sexual or otherwise) with a child or vulnerable adult, even if they are seeking and are consenting to such a relationship,

- transport a child or vulnerable adult in a personal vehicle unless consent has been given by a parent or guardian. Where this is necessary in an emergency, a DSO must be informed,
- allow allegations made by a child or vulnerable adult to go unrecorded or not acted upon in accordance with these or other RAD procedures,
- undertake personal activities (such as washing or dressing) for a child or vulnerable adult which they can do for themselves. If a child has a disability, such tasks should only be performed with the full understanding and consent of and, where appropriate, assistance from the parents or carers. A vulnerable adult may be able to give their own consent.

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

- a child has been left unsupervised on RAD property / premises,
- a child or vulnerable adult is hurt accidentally,
- there is a concern that a relationship is developing which may be an abuse of trust,
- you are worried that a child or vulnerable adult is becoming attracted to you,
- you are worried that a child or vulnerable adult is becoming attracted to a colleague who cares for them,
- you think a child or vulnerable adult has misunderstood or misinterpreted something you have done,
- you have been required to take action to prevent a child or vulnerable adult from harming themselves or another, or from causing significant damage to property. Unless you have received specific training on how to restrain a child or vulnerable adult, this should only be done as a last resort. Do not do it alone, call for assistance, write up what happened and pass the information to a DSO,
- you see any suspicious marks on a child or vulnerable adult,
- you hear of any allegations made by a child or vulnerable adult relating to events either inside or outside of the RAD.

3.2 All personnel referred to in 3.1 will be briefed by their line manager or equivalent as to the expectations in the Code of Behaviour and Good Practice as part of their induction or before any such activities take place. These people will also assist in the event that anyone suspects or is made aware of an incident suggesting that the RAD Code of Behaviour and Good Practice is not being adhered to. Such incidents should be reported to a DSO.

- 3.3 Any external hirers or contractors must adhere to the RAD Code of Behaviour and Good Practice as part of their contractual arrangement. A DSO must be informed if such personnel are going to be present during activities or training provided by the RAD. They will also be required to sign a declaration stating that their employees and volunteers (as appropriate) have had the necessary working with children checks, and that the organisation has its own safeguarding policy and procedure.
- 3.4 The DSO for the relevant RAD department should be informed of any activity involving children or vulnerable adults well in advance and provided with full details of the activity. This will include any potential 'visitors' to the site or filming or recording of such activities.

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

- 4.1 The RAD has a structure in place to deal with incidents. There are three NSOs who are members of the Senior Management Team and the Director of Examinations is the designated NSO for international safeguarding incidents. These have overriding responsibility for all safeguarding issues in consultation with appropriate employees or external agencies. Reporting to NSOs are DSOs who are RAD employees working in different departments, with the Director of Fundraising and Development designated for international safeguarding incidents and matters. In Australia there is a NDSO and SDSOs. In most cases, DSOs deal with all initial incidents of abuse as the first point of contact. In some cases, incidents may immediately be referred to an NSO. Overall, there is a dedicated Safeguarding Working Group which audits the Policy to ensure it is working effectively, that all incidents are recorded, action is taken and best practice is in place.
- 4.2 The details of the named NSOs and DSOs for international incidents can be found in Appendix 5 where a full description of their roles and responsibilities is also provided. This list is updated annually or sooner in the event of a person leaving or changing their job role.
- 4.3 Terms of reference and members of the Safeguarding Working Group can be found in Appendix 6.
- 4.4 The Safeguarding Working Group has agreed a number of key objectives:
- to understand the RAD's obligations under UK Government Legislation,
  - to gather input from all departments to which this legislation is applicable,
  - to understand the RAD's obligations under government legislation in other countries, where required including Australia
  - to review the Safeguarding Policy and Procedures on an annual basis for approval by the Board of Trustees
  - to seek advice and independent consultancy on Safeguarding, from external specialist individuals or organisations,
  - to develop and implement a safeguarding training strategy, and
  - to monitor the effectiveness of safeguarding arrangements.

## **5. Recruitment, Selection and Vetting**

- 5.1 As part of the RAD's commitment to safeguarding, we will ensure that safe recruitment practices are integrated into all recruitment, selection, vetting and induction processes.
- 5.2 The RAD has policies on the vetting of all relevant employees, including working with children checks (where necessary) and referencing, the recruitment of ex-offenders and the secure storage, use, retention and disposal of disclosures and disclosure information. These policies inform this Safeguarding Policy and Procedures and can be found on the RAD SelectHR system and the RAD global website.
- 5.3 The RAD uses relevant authorities for working with children checks and follows the current advice with to regard the vetting and checking of employees in any country in which the RAD operates.. Details of these are in the Recruitment and Selection Policy and procedures (available on SelectHR and the RAD global website) and accompanying internal guidance on recruitment and selection is available on SelectHR.

## **6. Training**

- 6.1 The RAD is committed to providing appropriate training to employees and a detailed Safeguarding training strategy can be found in Appendix 7.

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

- 7.1 The RAD is committed to providing a safe and enjoyable learning experience for young people and vulnerable adults.
- 7.2 No unauthorised filming or photography of children or vulnerable adults should take place during RAD activities without the person running the activity gaining appropriate written permission from the parent or guardian and student. The purposes for which any photographic images will be used should be clearly explained and outlined on the disclaimer document.
- 7.3 Use of photography and film including children and vulnerable adults is set out in the RAD Visual & Social Media Policy which provides more detailed information on this area. However some good practice guidelines that should be adhered to in relation to photography and recording images of children are listed below. There is evidence that some people do use activities and events as an opportunity to take photographs or footage of children and/or vulnerable adults, including those with disabilities, with the intention to use them inappropriately or manipulate them:
  - All young people and vulnerable adults featured in photographs or recordings must be appropriately dressed for the activity they are undertaking
  - Wherever possible, the young people and vulnerable adults should be photographed or recorded in small groups
  - Images / footage should focus on the activity
  - FoE students/trainees, teachers and other relevant employees can still be allowed to use equipment to record an activity as a teaching aid, providing that written consent of the parents or guardians and young person or adult is sought and that this is placed on file
  - Care needs to be taken with regard to the storage, dissemination and disposal of the photographs or video material.

## **8. Research**

- 8.1 Research activity undertaken by FoE students that involves contact with children or vulnerable adults is considered as part of the FoE research ethics procedures. Where appropriate, referral may be made to the FoE Ethics Committee in order to establish if there are any specific practices to be followed in relation to safeguarding the welfare of children or vulnerable adults. The Chair of the Ethics Committee may consult a DSO.

## **9. Allegations of abuse against RAD employees, students, volunteers and visitors**

- 9.1 Abuse of children and vulnerable adults can and does take place outside the family setting, including within organisations. This can include anyone involved in working with children or vulnerable adults in a paid or voluntary capacity. Evidence indicates that abuse which takes place in an organisation is rarely a one-off event, so it is important that all employees within the RAD are aware of this and take the appropriate action to respond to an allegation.
- 9.2 If anyone involved in an activity within the RAD has a concern about the behaviour of a colleague or visitor, they should discuss this with their line manager as soon as possible who will be expected to report this to the DSO as soon as possible and where possible within the same working day. A decision will be made as to the best course of action. This could include a referral to an appropriate authority, including the police,
- 9.3 If an employee is concerned about their own line manager, they should report the matter to a member of the Senior Management Team or Head of HR who will liaise with the DSO/NSO to make a decision on the course of action as set out in 9.2 above.
- 9.4 It is important that all allegations against employees are taken seriously and are acted upon whether the allegation constitutes abuse or not.
- 9.5 Any employees, FoE students, or volunteers receiving allegations should complete an "Incident Report Form" (Appendix 3) providing full details and a summary of any additional information including the names and addresses of potential witnesses. The completed form should be immediately given to a DSO. There should be two copies of this document signed and dated which will be stored centrally and in a personnel file, if applicable.
- 9.6 Following decisions made by the NSO, the parents or guardians of the child or vulnerable adult (where known / identified) should be contacted as soon as possible.

## **10. RAD employees, FoE students, students, visitors or RAD members already under investigation**

- 10.1 Where an RAD employee, student, visitor, FoE student/trainee, or RAD member is under investigation by a third party or an appropriate authority, for actions that might give cause for concern about their suitability to work with children and vulnerable adults, it must be reported to an NSO and the relevant Head of department.
- 10.2 In this instance, the person under investigation will be prevented from working with children and vulnerable adults through RAD activity and have their RAD employment and / or RAD membership suspended.

10.3 A further course of action will be considered under the relevant code of conduct, Fitness to Practice procedure or the RAD's disciplinary procedures.

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

11.1 Where an incident has been reported against an RAD employee, FoE student or student, all documents relevant to the incident will be returned to the Head of Human Resources or the Registrar (FoE students only) to be kept in the personal file of the person concerned when the case has been concluded. If the incident was found to be malicious or without foundation, a record may also be kept in the personal file.

11.2 Where an allegation was made against a visitor to the RAD, records should be kept securely by the Head of Human Resources and should an investigation be carried out, copies of these records should be passed to the appropriate authority.

## **12. Monitoring and Evaluation**

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

## **13. Risk Management for high risk activities and special events**

Forward planning to identify risks and implement strategies can assist to reduce the possibility of children being harmed. It is important to recognize that in order for a child to suffer harm, there must be an opportunity for harm to arise. These opportunities can be reduced by developing specific policies to manage high risk activities and special events.

The steps to consider in the development of an effective risk management are:

- Describe the event/activity
- Identify the risks
- Analyse the risks
- Evaluate the risks
- Manage the risks and re-assess
- Review

All high risk activities and special events should complete the high risk event/activity evaluation form.

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

13.1 The Policy will be reviewed by the Safeguarding Working Group annually or more frequently in response to new legislation or where an incident has occurred that requires an adjustment to processes within. It will be reviewed as per the Terms of Reference in Appendix 6 in consultation with RAD departments, and externally where it is considered necessary, to ensure that the Policy continues to meet the safeguarding legislation and best practice.

## Appendices

### Appendix I

#### Types & definitions of abuse: child protection & vulnerable adults

##### I. CHILD PROTECTION

The definitions used in this policy are as follows:

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

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

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

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

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

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

## 2. VULNERABLE ADULTS

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

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

The core definition of a 'vulnerable adult' taken is a person "who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care or unable to protect him or herself against significant harm or exploitation" This definition covers all people over the age of 18 years.

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

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

Abuse can happen anywhere:

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

Who can abuse?

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

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

The following main different forms of abuse in relation to a vulnerable adult are:

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

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

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

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

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

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

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

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

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

**Criminal Offences:** These offences differ from all other non-criminal forms of abuse in that the responsibility for initiating action rests with the police and the Federal Prosecution Service. Also when complaints about alleged abuse suggest that a criminal offence may have been committed, it is imperative that reference should be made to the police as a matter of urgency.

### **Bullying:**

The Anti-Bullying Alliance defines bullying behaviour as follows:

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

Bullying is not:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoy (though 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 disabilities this can take place in sign language – name calling, sarcasm, spreading rumours or teasing

### **Self-Harm:**

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

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

### **Eating disorders:**

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

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

There are three official categories of eating disorders:

- anorexia nervosa
- bulimia nervosa
- eating disorder not otherwise specified (EDNOS).

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

### Anorexia Nervosa:

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

### Bulimia Nervosa:

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

### Binge Eating Disorder:

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

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

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

## Appendix 2

### Glossary of terms

<b>RAD employees</b>	Permanent, fixed term and temporary employees (including National Directors, National Managers and Representatives), casual workers (including pianists and assistants), freelancers including examiners, tutors, teachers and pianists, mentors, practical teaching supervisors, chaperones, examination attendants and course attendants (doorkeepers), volunteers or any other person working on a paid or voluntary basis on behalf of the RAD anywhere in the world.
<b>The Policy</b>	The RAD Safeguarding Policy and Procedures: Children and Vulnerable Adults.
<b>RAD</b>	Royal Academy of Dance.
<b>Students</b>	Step into Dance students, students enrolled on GCSE and A Level Dance courses, RAD Dance School students, students attending Training Department activities and events, students attending regional events, examination candidates and any other child or young person participating in an activity organised by the RAD.
<b>FoE students</b>	FoE Students - students registered on a Faculty of Education programme of study (university and RAD validated) and Postgraduate Certificate in Education: Dance Teaching programme of study.
<b>Visitors</b>	External hirers, contractors, delivery persons, general visitors, parents/guardians attending an RAD activity on or off RAD premises.
<b>RAD member</b>	Anyone who is a part of the RAD membership scheme.
<b>Child / Children</b>	Persons under the age of 18 years.
<b>Vulnerable adults</b>	Persons aged 18 or over whose physical or mental impairment or condition places them at risk of exploitation or abuse.
<b>NSO</b>	Nominated Senior Officer – The most senior role within the reporting structure of the RAD’s Safeguarding Policy and Procedures: Children and Vulnerable Adults.
<b>DSO</b>	Designated Safeguarding Officer – Reports to the Nominated Senior Officer within the structure of the RAD’s Safeguarding Policy and Procedures: Children and Vulnerable Adults. In Australia the State Designated Safeguarding Officer reports to the National Designated Safeguarding Officer. The NDSO in turn reports to the NSO. <sup>5</sup>

<b>Safeguarding Working Group</b>	Safeguarding representatives (drawn from each department).
<b>RAD premises</b>	Any RAD owned location or other locations where RAD run activities are taking place.
<b>Appropriate employee</b>	The head of department or departmental manager relevant to the incident, allegation or suspicion of abuse that has been made.
<b>Relevant RAD department</b>	The department relevant to the incident, allegation or suspicion of abuse that has been made.
<b>Appropriate authority</b>	This is the correct authority to which to refer the incident, allegation or suspicion. It might include the police or other regulatory authority
<b>Third parties</b>	Other schools or employers, universities and agencies.

### Appendix 3

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

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

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

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

#### Child/Vulnerable adult Details:

Full name of child/vulnerable adult:
Date of birth (if known):
Contact address:
Telephone numbers(s):
Known details of disability (if applicable):

#### Incident Details:

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

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

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

**External agencies contacted (to be completed by NSO):**

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

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

Signed.....

Date.....

**Please submit this form immediately to a SDSO/NDSO. A full list of DSOs can be found in Appendix 5 of the RAD Safeguarding Policy and Procedures: Children and Vulnerable Adults.**

## **Appendix 4**

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

RAD employees (including National Directors, National Managers and Representatives), FoE students organising or involved in activities on behalf of RAD outside of the UK may find themselves in the situation of witnessing a form of abuse, or see suspicious physical marks on a child or vulnerable adult. Or, they may have been informed of an allegation by a colleague, child or vulnerable adult. The RAD has procedures in place to enable an employee to be able to report their concerns, which will then be reported to the appropriate authorities. These procedures are comprehensive and provide clear guidance to support reporting.

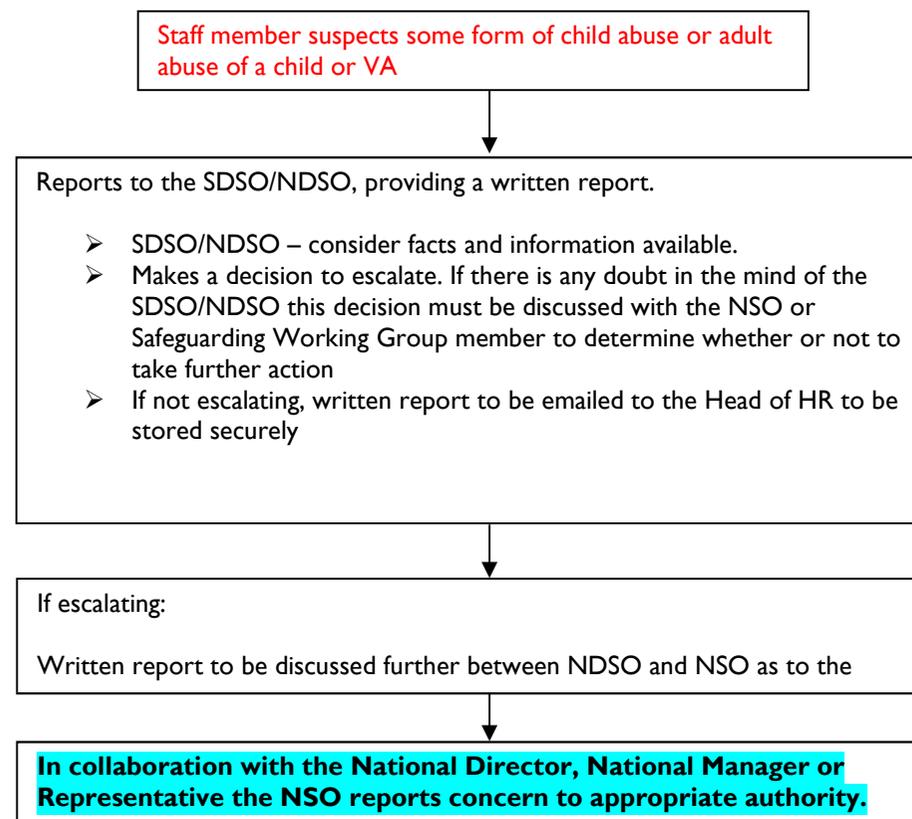
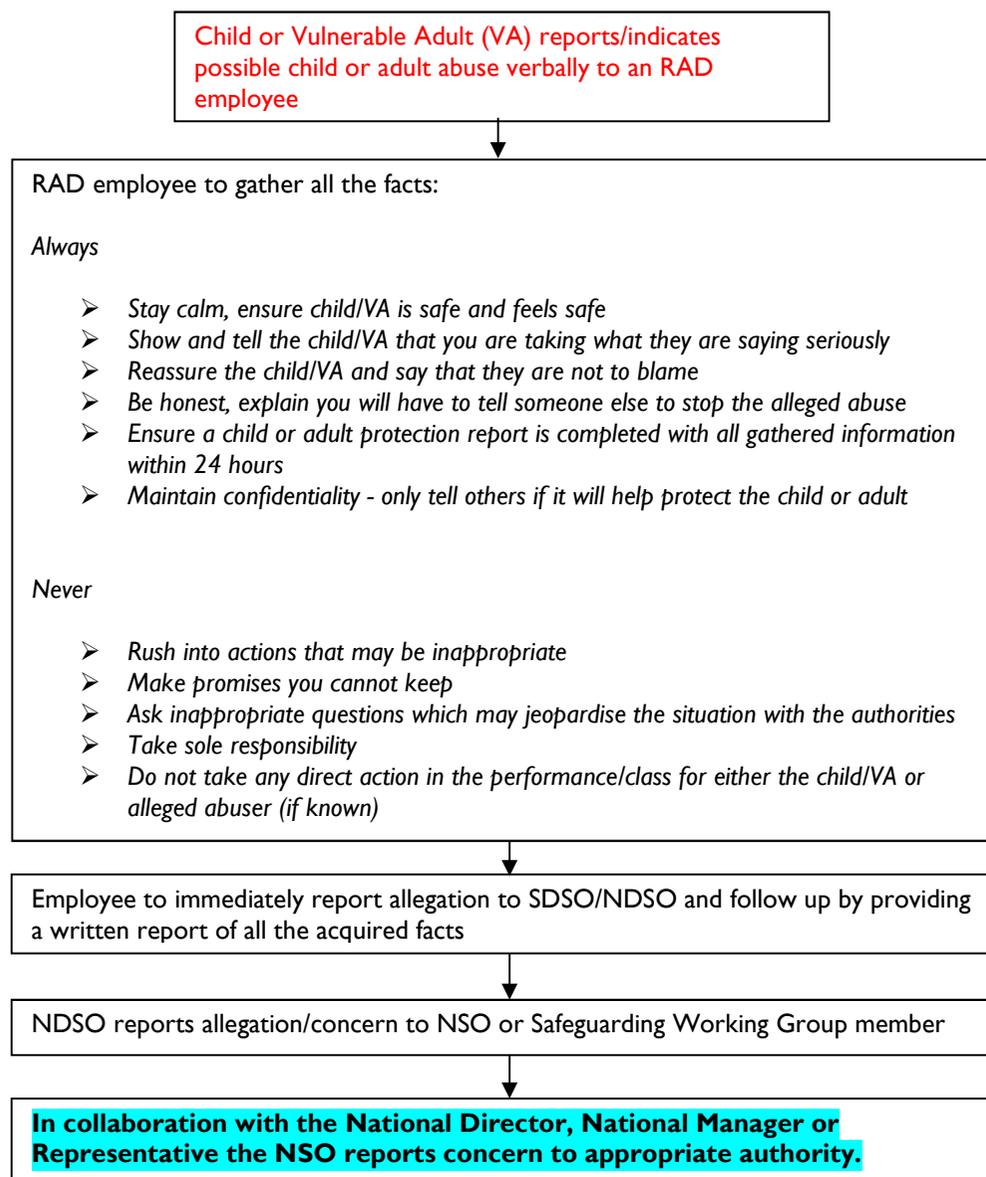
Reporting an allegation of child or adult abuse is a serious matter and needs to be considered carefully. However, taking no action is not an option in child protection or in responding to concerns regarding a vulnerable adult.

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

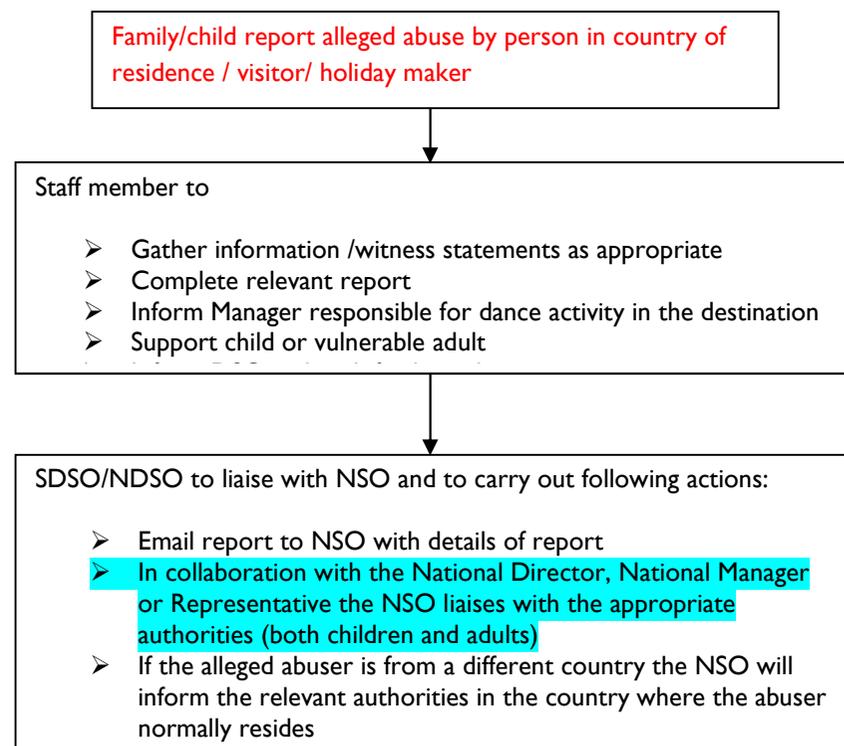
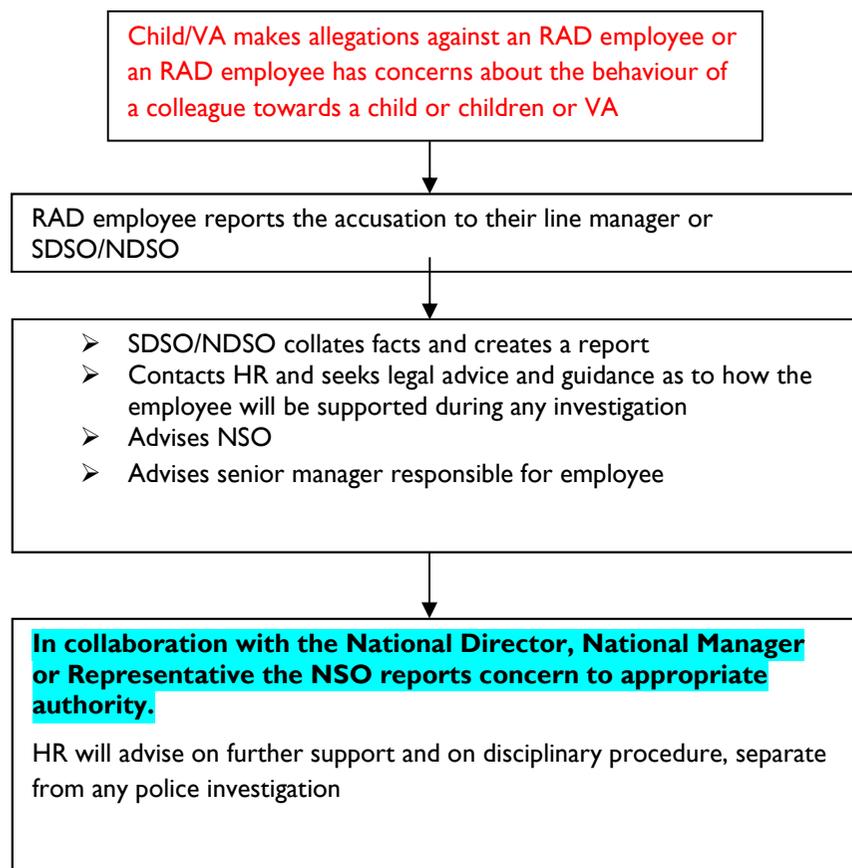
The flow charts on pages 25 & 26 are to support reporting and to provide guidance when working internationally.

RAD members will find some general guidance in Section 2 of the Policy on pages 6 to 7, which includes information on responding to incidents, suspicions and allegations of abuse involving children or vulnerable adults.

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



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



## Appendix 5

### **Nominated Senior Officers and Designated Safeguarding Officers for international offices**

#### **Nominated Senior Officers**

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

**T: +44 (0)20 7326 8088 / +44 (0)7743 531948**

Primary responsibility for Safeguarding within International offices and the following departments: Examinations, Fundraising and Development (including Regional), Human Resources and Membership, Marketing & Communications

#### **Designated Safeguarding Officers**

##### **International and UK Regional**

**T: +44 (0)20 7326 8908**

Director of Fundraising and Development

##### **National Safeguarding Officer**

T: +61 2 9380 1908

Manager – Examinations & Training

##### **State Safeguarding Officers**

T: +61 7 3366 9990

Regional Manager Queensland

T: +61 2 9380 1910

Regional Manager New South Wales & Australian Capital Territory

T: +61 3 9589 0925

Regional Manager Victoria & Tasmania

T: +61 (0) 426 973 266

Regional Manager South Australia

T: +61 (0) 416 366 633

Regional Manager Western Australia

#### **Duties of the Nominated Senior Officers**

- to be accountable for the RAD safeguarding practice
- to ensure safeguarding is afforded priority at the most senior level within the RAD
- to ensure that the RAD has a committee structure in place to fulfil its safeguarding responsibilities
- to ensure funding and resources are available to fulfil safeguarding responsibilities
- to create a network of Designated Safeguarding Officers in consultation with the Safeguarding Working Group
- to ensure monitoring and review systems are in place to respond to new guidance and legislation and to test existing systems
- to ensure that the RAD has procedures for dealing with incidents, allegations or suspicions of abuse against RAD employees, FoE students, students and visitors
- to ensure all RAD employees are trained appropriately according to their roles
- to refer incidents, allegations or suspicions of abuse to relevant investigating agencies
- to securely keep detailed and accurate records of any incidents, allegations or suspicions of abuse

- to report annually any incidents, allegations or suspicions of abuse in an anonymous form to the Safeguarding Working Group
- to report quarterly any incidents, allegations or suspicions of abuse in an anonymous form to the Board of Trustees
- to liaise with the DSOs to inform him/her of any issues and ongoing investigations
- to ensure the DSOs are appropriately supported to fulfill their safeguarding duties
- to inform Registrar, Head of Human Resources or relevant Head of Department about relevant incidents, allegations or suspicions of abuse
- where applicable to report incidents to the Charity Commission (see: <https://www.gov.uk/government/news/alert-on-reporting-serious-incidents-rsi>)
- to report incidents to Ofsted and Ofqual, as appropriate
- to refer to any incidents in the RAD Annual Report which are felt serious enough to be reported to the Charity Commission; and
- to undertake bi-annual training to keep up to date to the most relevant safeguarding procedures for dealing with children and vulnerable adults.

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

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

### **Procedure for contacting DSOs and NSOs**

Anyone who has a concern about a child or vulnerable adult because they hear, see or suspect abuse, or have concerns about poor practice by an RAD employee, or are concerned that the RAD's Safeguarding code of behaviour is being breached, should report it to a Designated Safeguarding Officer (SDSO/NDSO) or Nominated Senior Officer (NSO) **within 24 hours**. Work telephone numbers of all SDSO/NDSO and NSOs are published in the Safeguarding Policy & Procedures (Appendices 6 and 9). In many cases, it will be acceptable to wait until the next working day before reporting a concern to a SDSO/NDSO or NSO and therefore in many cases, it will not be necessary for reports to be made outside of normal business hours.

In cases where there is **an immediate risk of harm to a child or vulnerable adult** and it is unsafe to wait until the next working day, either the person raising the concern or a SDSO/NDSO should immediately call an NSO (mobile telephone numbers are listed in the Safeguarding Policy and Procedures Appendices 6 and 9). NSOs will also have access to contact telephone numbers of other members of the senior management team, and the Head of HR and can support the SDSO/NDSO in contacting the relevant local authorities and Police.

## Appendix 6

### Safeguarding Working Group: Terms of reference

<b>Title:</b>	Safeguarding Working Group
<b>Role:</b>	As determined by the terms of reference
<b>Status:</b>	The Safeguarding Working Group is a working committee reporting to the Senior Management Team.

Membership of the working group is:

- safeguarding representatives (drawn from each department)
- in attendance: Nominated Safeguarding Officers and Designated Safeguarding Officers, as required
- co-chairs: Head of Training & Head of HR (should not be NSOs or DSOs)
- servicing officer: Summer School Officer
- the working group reports to the Senior Management Team.

Working group terms of reference are:

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

Working group standing orders:

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

### Working Group Membership

Head of Training: Chair

Head of Human Resources Chair

Head of Quality Assurance

Head of Facilities

Examinations Operations and Communications Manager

Press & Communications Manager

Team Support Lead Officer

Step into Dance Lead Programme Officer

Lead Membership Marketing Officer

## **Appendix 7**

### **Safeguarding Training Strategy**

The Royal Academy of Dance (RAD) is committed to safeguarding children and vulnerable adults. As part of this commitment the RAD has a dedicated safeguarding training strategy as set out below:

#### **INDUCTION**

##### **All new permanent, fixed term and temporary employees (irrespective of duties)**

All new permanent, fixed term and temporary employees are given an induction by the HR Department, National Directors office within which a copy of the Safeguarding policy and procedures is issued and special attention is drawn to the RAD Safeguarding reporting procedures and types and definitions of abuse. Employees will have previously been alerted to the policy through the Employee Handbook and they are kept informed of any policy amendments.

##### **All new casual workers, freelance workers and volunteers (irrespective of duties)**

All new casual workers, freelance workers and volunteers are given an induction briefing document and a copy of the Safeguarding policy and procedures with special attention drawn to the RAD Safeguarding reporting procedures and types and definitions of abuse. These workers will have previously been alerted to the policy through their Terms and Conditions of engagement and they are kept informed of any policy amendments. Where possible, casual workers, freelance workers and volunteers will have the induction briefing document given to them at a face to face session as part of a wider training or induction programme by their line manager (or equivalent).

##### **FoE students**

All FoE students and trainees have a course induction and they are given a copy of the Safeguarding policy and procedures with special attention drawn to the RAD Safeguarding reporting procedures and types and definitions of abuse.

#### **TRAINING**

In addition to induction, employees, casual workers, freelance workers and volunteers receive additional training (which in some cases is mandatory) as outlined below:

##### **Employees with additional safeguarding responsibilities (NSO, DSO including NDSO/SDSO and others)**

Comprehensive initial training on child protection and safeguarding is provided to those with additional responsibilities in relation to the Safeguarding policy and procedures structure, including: NSOs, DSOs, members of the Safeguarding Working Group, Chief Executive, Head of HR and Faculty of Education Registrar. This training is mandatory and will be undertaken within three to six months of commencing these roles and will be repeated every two years. The training will be provided by an external organisation with expertise in Safeguarding and Child Protection. These people will also be given access to online training and resources.

## **Employees, casual workers, freelance workers and volunteers with roles involving direct contact with children and vulnerable adults**

Permanent and fixed term employees who hold roles which include responsibility for the regular training, teaching, instructing, caring and/or supervision for children under 18 and / or vulnerable adults are required to attend mandatory additional training. This training will be delivered in a classroom environment within three months of commencing these roles and will be repeated annually. The training will be provided by an external organisation with expertise in Safeguarding and Child Protection. They are also given access to an online training course to complete as a follow up to the classroom training.

Casual workers, freelance workers and volunteers who hold roles which include responsibility for the regular training, teaching, instructing, caring and/or supervision for children under 18 and / or vulnerable adults **and** where the contract duration is of an academic year (or equivalent length or more) are also required to attend mandatory additional training. This training will be delivered in a classroom environment ideally within the first few weeks and definitely within the first three months of commencing these roles and will be repeated annually. The training will be provided by an external organisation with expertise in Safeguarding and Child Protection. They are also be given access to an online training course to complete as a follow up to the classroom training.

Casual workers, freelance workers and volunteers who hold roles which include responsibility for the training, teaching, instructing, caring and/or supervision for children under 18 and /or vulnerable adults **on a short contract** (less than one day and up to and including approximately two to three weeks per year on ad hoc occasions) will, where possible, be invited to attend additional class room based training, but their attendance will not be mandatory. They will also be given access to an online training course which they may complete on a voluntary basis.

## **Employees of any type and volunteers with no specific responsibilities for safeguarding or with direct contact with children and vulnerable adults**

These employees and volunteers are made aware of the policy with special attention drawn to the RAD Safeguarding Reporting procedures and types and definitions of abuse. They are kept informed of amendments to the policy. They will also be given access to an online training course which they may complete on a voluntary basis for their general knowledge.

### **Trustees**

The Trustees have ultimate responsibility for the approving of the Safeguarding policy and procedures. Upon appointment Trustees will be given a copy of Safeguarding policy and procedures with special attention drawn to the report procedures and types and definitions of abuse. They are informed of amendments to the policy as part of the policy approval process.

### **RAD members**

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

### **FoE students**

FoE students who undertake placements will receive external formalised certificated training, provided by an external organisation with expertise in Child Protection. The training is repeated annually.

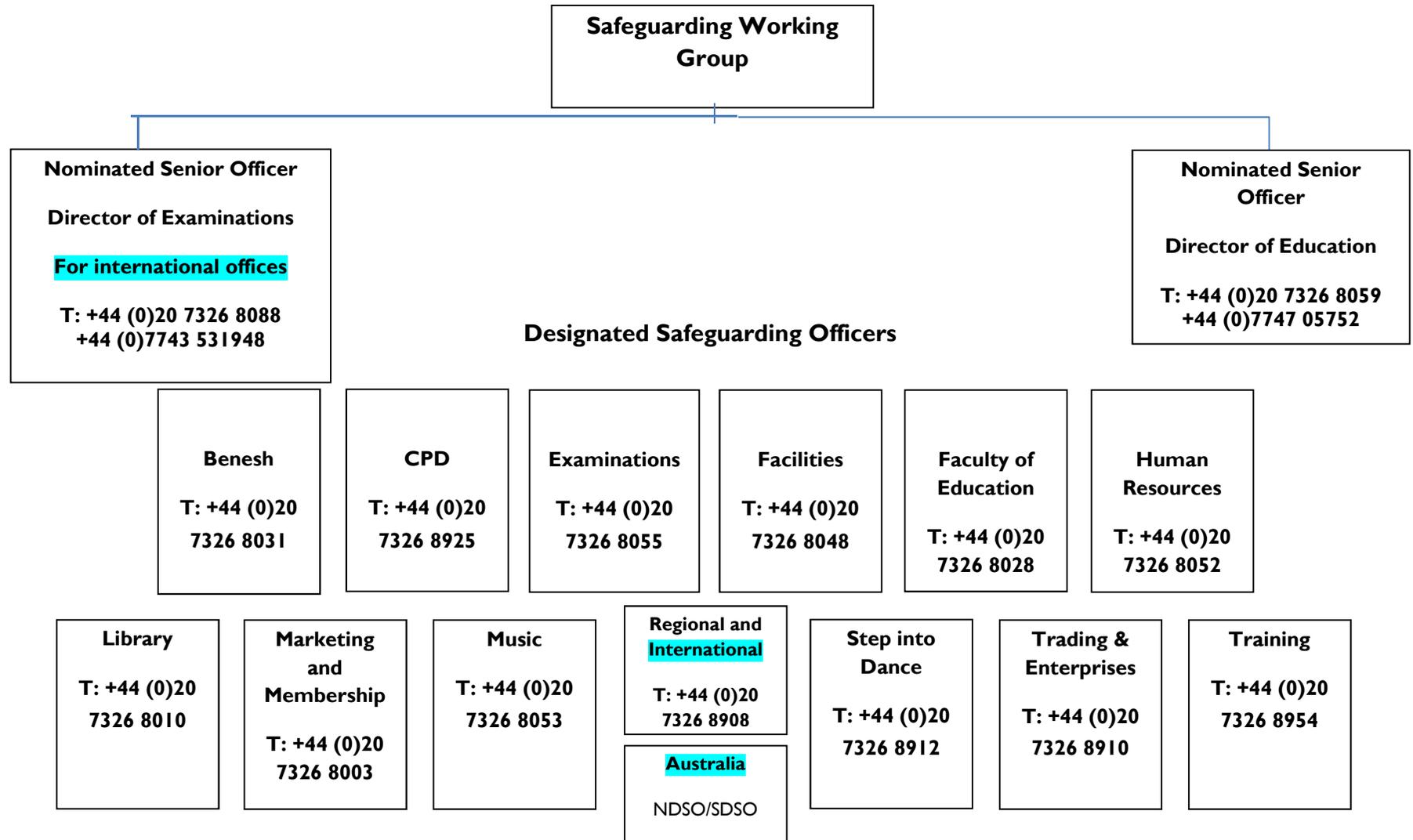
## Safeguarding employee training strategy

	Employment Type	Induction course (face to face)	Induction Briefing document	NSO/DSO specialist training course	Safeguarding & Child Protection training course	Online training modules	Policy updates
Those with specific safeguarding responsibilities							
Nominated Senior Officers	Permanent	✓ HR	✓	✓ mandatory	✓ voluntary	✓ mandatory	✓
Designated Safeguarding Officers	Permanent	✓ HR	✓	✓ mandatory	✓ voluntary	✓ mandatory	✓
Safeguarding Working Group members	Permanent	✓ HR	✓	✓ mandatory	✓ voluntary	✓ mandatory	✓
Chief Executive	Permanent	✓ HR	✓	✓ mandatory	✓ voluntary	✓ mandatory	✓
Head of HR	Permanent	✓ HR	✓	✓ mandatory	✓ voluntary	✓ mandatory	✓
Registrar	Permanent	✓ HR	✓	✓ mandatory	✓ voluntary	✓ mandatory	✓
Work involving direct contact with children and vulnerable adults							
Employees	Permanent	✓ HR	✓		✓ mandatory	✓ mandatory	✓
Employees	Fixed term	✓ HR	✓		✓ mandatory	✓ mandatory	✓
Pianists	Casual 1 year		✓		✓ mandatory	✓ mandatory	✓
Pianists	Casual short term		✓		✓ voluntary	✓ voluntary	✓
Teachers	Freelance 1 year		✓		✓ mandatory	✓ mandatory	✓
Teachers	Freelance short term		✓		✓ voluntary	✓ voluntary	✓
Course Attendants	Casual short term & volunteer		✓		✓ voluntary	✓ voluntary	✓
Exam Attendants	Casual short term		✓		✓ voluntary	✓ voluntary	✓
Dance School Assistants	Casual 1 year		✓		✓ mandatory	✓ mandatory	✓

Dance School Info Assistants	Casual 1 year		✓		✓ mandatory	✓ mandatory	✓
Dance School / Info Assistants	Casual short term cover		✓		✓ voluntary	✓ voluntary	✓
Chaperones	Casual	✓ Training Dept	✓		✓ mandatory	✓ mandatory	✓
House mothers	Casual	✓ Training Dept	✓		✓ mandatory	✓ mandatory	✓
Examiners	Freelance	✓ Examiner Training Prog	✓		✓ voluntary	✓ voluntary	✓
Mentors	Freelance		✓				✓
Practical teaching Supervisors	Freelance		✓				✓
FoE Students	Not applicable	✓ FoE			✓ FoE		✓
Those with no specific responsibilities for safeguarding or not working with children or vulnerable adults							
Various posts	Permanent	✓	✓				✓
	Fixed term	✓	✓				✓
	Casual		✓				✓
	Freelance		✓				✓
Trustees	Voluntary		✓				✓

**Appendix 8**

**Nominated Senior Officers, Designated Safeguarding Officers & Safeguarding Working Group Structure**



## **Appendix 9**

### **Principles for information sharing**

The following should be considered when making decisions about when it is appropriate to share information with others:

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

## **Appendix 10**

### **State and territory departments responsible for protecting children**

#### **Australian Capital Territory**

Office for Children, Youth and Family Support

**T: 132 281**

#### **New South Wales**

Department of Family and Community Services

(02) 9716 2222

Child Protection Helpline

T: 132 111; 1800 212 936 (Free)

#### **Northern Territory**

Department of Children and Families

T: (08) 8999 2737; 1800 700 250 (Free)

#### **Queensland Government**

Department of Communities, Child Safety and Disability Services

T: (07) 3224 8045; 1800 811 810 (Free) 1800 177 135 (After hours free)

#### **South Australia**

Department for Education and Child Development

T: (08) 8124 4185

Child Abuse Report Line

T: 13 14 78; 131611 (After hours)

#### **Tasmania**

Department of Health and Human Services

T: 1300 135 513; T: 1300 737 639 (24 hours)

#### **Government of Victoria**

Department of Human Services

Child Protection Crisis Line

T: 131 278

#### **Western Australia**

Department for Child Protection and Family Support

T: (08) 9222 2555; 1800 622 258 (Free)

**Kids Helpline**

**1800 55 1800 (Free)**

**Lifeline**

**131 114**