

# RADA

## Royal Academy of Dramatic Art

### Support for Study Policy

In this document, “you” and “your” means the student; “we”, “us” and “our” mean RADA.

#### Introduction

1. The aim of this policy is to enable you to succeed and progress with your studies in a supportive environment as well as ensuring that your safety and wellbeing, and that of other members of the RADA community, is maintained.
2. We recognise the importance your wellbeing and health in relation to your academic performance, progression and student experience whilst studying with us.
3. On occasions we understand that your mental and physical health might affect your ability to fully engage with your studies and/or have an impact on your behaviour in relation to the wider RADA community.
4. This policy may also be invoked when you are unaware that you are not fit to train but a concern has been raised about your ability to engage with and/or progress through your course.
5. We have legal obligations to our students and staff under the following legislation
  - Equality Act 2010
  - General Data Protection Regulations (GDPR) and the Data Protection Act 2018
  - Mental Health Act 2007
  - Safeguarding Vulnerable Groups Act 2007
  - Human Rights Act 1998
6. If during the course of this process it becomes clear that you have breached RADA's Code of Conduct and that your actions are unrelated to your physical or mental fitness, the matter may be considered under the Student Non-academic Misconduct procedure.
7. RADA has the following expectations of all students:
  - a. You are able to attend and engage effectively in a range of classes, workshops, rehearsals, lectures and tutorials including with staff, students and professionals, with adjustments if required.
  - b. You can undertake private study or activity without supervision.
  - c. You can participate in assessments throughout the academic year, with adjustments if required.

- d. You arrive consistently at RADA at the time required and meet other attendance requirements.
  - e. You take responsibility for your own health and safety and that of others, including changing behaviour if a member of staff informs you that you are potentially or actually breaching health and safety requirements.
  - f. You abide by the expectations set out in the Student Code of Conduct.
8. This Policy does not apply to:
- a. Any dangerous or acute situation where a member of staff believes your behaviour presents an immediate risk to yourself or others. In such cases emergency services may be called. The support for study procedure may be initiated after such an incident, in advance of your return to training.
  - b. Where your behaviour does not meet the expected standards as stated in the Student Code of Conduct and is unrelated to a diagnosed physical or mental health condition or disability.
  - c. Academic failure where your attendance, engagement or competence is not related to a welfare concern. Any withdrawal due to failure will be the decision of an Assessment Board.
9. This policy is our response to situations where there are concerns about your ability to engage with the training, progress academically and/or fulfil the requirements of your course, including when you may not be aware that you are not well enough to study.
10. It sets out the process in order to provide a positive approach and to ensure fairness to all students.

### **Responsibilities**

11. This procedure forms part of a framework of policies, procedures and services to support your academic progress and engagement with your training.
12. We encourage you to disclose any physical/mental health condition or disability as soon as possible, so that suitable learning agreements can be put in place to help support your training, and so that we can direct you to relevant support through Student Wellbeing, or an external service.
13. We have a legal and moral obligation to identify barriers that a disabled student might face in training and to take steps ('reasonable adjustments') to identify and remove these barriers wherever possible. There is every reason to expect that a student with a long-term disability or health condition will successfully complete their training. Please see the Reasonable Adjustments Policy for further details of how RADA supports disabled students.
14. This policy is distinct from but related to the following RADA policies:
- a. Interruption Policy: when you request temporary interruption to your studies on the course owing to ill health or personal circumstances

- b. Mitigating Circumstances: when you are unable to participate in a specific assessment owing to ill health or personal circumstances
- c. Student Academic Misconduct Policy: when you may have formal sanctions applied to you owing to a contravention of the academic regulations
- d. Student Non-academic Misconduct Policy: when you have breached the Student Code of Conduct and the reasons for your behaviour are not related to your physical or mental health
- e. Reasonable adjustments policy: this outlines the steps that we will take to accommodate disabled students' needs and to make any short-term adjustments to the training for other students requiring specific adaptations

### **When the Policy Applies**

15. This policy applies to any concern raised by a member of staff or student, including from you yourself, about your ability to fully engage with your training, or the impact of your fitness on other students' learning.
16. This policy may be applied to students registered on RADA's higher education courses and to applicants who have accepted an offer to study on one of these courses.
17. Each case will be considered on an individual basis and will take account of your individual situation and circumstances. The following list provides examples of situations when this policy may be applied but it is not exhaustive.
  - a. You have disclosed a disability and reasonable adjustments and appropriate support are in place but you have ongoing and insurmountable difficulties meeting the core requirements of the training
  - b. You are unable to actively engage in classes or other course activities or are absent from RADA on numerous occasions to the extent that this is having a negative impact on your or other students' ability to study effectively
  - c. You disclose difficulties relating to alcohol or drug problems or other personal circumstances that leads you to behave in a manner which gives us cause for concern
  - d. A third party such as another student, staff member, or healthcare professional reports concerns about your health or personal circumstances which are having a negative impact on your ability to engage with your studies
  - e. Your health, wellbeing and/or behaviour is causing concerns to others, which may have a negative impact on your ability to study if not addressed
  - f. You behave in a way that would usually be considered a disciplinary matter but there is reason to believe this may be due to underlying cause(s), which could provide mitigating factors.
  - g. Your continued study is likely to have a detrimental impact on fellow students and staff members

18. At the start of the process, your Course Leader will, in consultation with specialist support staff, determine which stage of this procedure will be applied in the first instance. Where they believe that the circumstances are serious enough to move directly to stage three they will (working with you wherever possible) to complete a risk assessment that outlines the impact of the concerns raised and identifies any mitigating action.
19. At any point before this policy is implemented or during the procedure, you may wish to consider:
  - Interruption, an approved break from your course
  - Withdrawal, permanent end of your training on the course and termination of your registration at RADA

### **Supporting you during the Process**

20. We recognise that if you are going through this process, you are likely to be having a challenging time. This process aims to be supportive but you may also want to seek further support from Student Wellbeing or external health-related services, such as your GP or a specialist medical practitioner. You may be referred to one of these services through the process, as part of an action plan or as a condition of continuing your studies.

### **Temporary Precautionary Measures**

21. Where there are highly significant or serious circumstances at play, stage three of this process will be initiated and a risk assessment ([Appendix 2](#)) will be completed. The risk assessment may lead us to put in place Temporary Precautionary Measures to protect you and/or other students and members of staff, while we arrange a case conference.
22. Temporary Precautionary Measures are actions that we may take if a risk assessment indicates that there is a substantial and immediate risk to you or to other individuals in the RADA community. Temporary Precautionary Measures may also be taken where your behaviour indicates there is a substantial risk to the Academy premises or facilities or to its overall reputation. As their name suggests, the actions are temporary and precautionary. They do not pre-determine the outcomes of the Support for Study process. Temporary Precautionary Measures can include but are not limited to:
  - a. Temporarily suspending you from your course
  - b. Temporarily excluding you from all or part of the Academy premises or limiting your use of certain facilities
  - c. Enforcing a non-contact agreement with another student/s
23. The Principal normally approves temporary Precautionary Measures but they may delegate their powers under this policy to the Registrar and Secretary, the Director of Actor Training or the Director of Technical Training, either generally or in respect of a particular case. When the Principal has delegated such powers under this Policy, a

full report shall be made to the Principal concerning any suspension or exclusion decision.

24. We will confirm in writing any Temporary Precautionary Measures taken. Information will include what they are, why they have been put in place, for how long they have been put in place, when they will be reviewed and any implications for the Support for Study process.

### **Procedure**

25. There are three stages to the Support for Study process:

- a. Stage One: Initial Conversation
- b. Stage Two: Continuing and/or significant concerns
- c. Stage Three: Fitness to Train Case Conference for highly significant, serious or persistent concerns

26. Stages one and two may be implemented when any staff member has a concern about your ability to study, your wellbeing, or the impact of your behaviour on others' wellbeing or ability to study.

27. Stage three will only be implemented if the action taken at earlier stages was not successful, or where there are very serious concerns about your fitness to train.

28. At any stage you can be accompanied at meetings by a friend, family member or staff member. The person will not be there to speak on your behalf unless you are unable to fully represent yourself due to illness or injury.

29. There may be a single meeting or a number of meetings required at each level as deemed appropriate by all parties involved.

30. If during the fitness to train process an acute, urgent or serious concern arises regarding your general welfare and you are considered to be an adult at risk, safeguarding procedures may be implemented (see the Safeguarding Policy for further information). In such circumstances, we may need to initiate communication with your emergency contact (see Emergency Contact Procedure).

31. A written record (See [Appendix 1](#) and [2](#)) will be produced to confirm the agreed outcomes and actions at each stage of the process.

32. The written record (and at stage 3, the risk assessment) will be agreed with you wherever possible.

33. In very serious or crisis situations, it may be necessary for us to continue with this procedure without your input, including convening a case conference in your absence. In such situations, any action will be based on a risk assessment based on all of the available information.

34. We will make every effort to arrange meetings at a convenient time for you, however if you refuse to engage with this process, we may proceed in your absence.

### Stage One: Initial Conversation

35. The initial conversation will normally be initiated and managed by your Course Leader.
36. The aim is:
  - a. To identify and explain the nature of the concern about your ability to study and/or fitness and the impact on your obligations as a RADA student
  - b. To provide an opportunity for you to explain the reasons for any behaviour associated with the concerns raised
  - c. For you to receive information about the Support for Study Policy and the possible outcomes and next steps
  - d. To make you aware of any additional support that is available to you and how to access it
  - e. To agree supportive actions (e.g. updating learning agreements, making reasonable adjustments, accessing support services)
  - f. To agree a date to meet again to review the situation
  - g. To explain that if there is no noticeable improvement in the situation, the matter will be escalated to stage two of the procedure or in serious cases, directly to stage three.
37. Your Course Leader will complete a **stage one record form** including a summary of discussion points and agreed action points. You will be asked to sign this form to confirm your agreement and understanding.
38. Your Course Leader will forward the record form to Student and Academic Services, where it will be held confidentially.
39. The **possible outcomes** at stage one of the process are:
  - a. The matter is considered resolved and no further action is needed
  - b. An action plan is established which may include referral to support services or minimum levels of attendance. Regular review meetings will be scheduled to monitor your progress at which any of the other Stage One outcomes may be applied.
  - c. You agree to interrupt your studies for a period of time. You may be required to attend review meetings and to provide medical evidence of your fitness to return to study before resuming your course.
  - d. The matter is referred directly to the next stage, stage two or, in serious cases, to stage three.

## **Stage Two: Continuing and/or significant concerns**

40. A stage two meeting will be convened between **you, your Course Leader** and the **Head of Student Wellbeing** (or their representative). On occasions we may also ask a Lead Tutor (BA Acting)/Head of Department (Theatre Production) or another relevant member of staff to be present.
41. Stage two may be invoked for one or more of the following reasons:
- a. You did not attend a stage one meeting that had been scheduled and the concerns about your fitness are ongoing
  - b. You have not engaged with or have not been able to abide by the agreed actions from stage one and the concerns about your fitness are ongoing
  - c. The action plan put in place at Stage One did not effectively address the impact of your fitness on your own learning or that of other students
42. The aim is:
- a. To outline the continuing or new, significant concerns about your fitness to train and, where relevant, to explore the reasons why any Stage One action plan was ineffective
  - b. To provide an opportunity for you to explain the reasons for any behaviour associated with the concerns raised, including any new or additional information not provided at Stage One
  - c. To agree strategies for managing the situation and agree on supportive actions (e.g. updating learning agreements, making reasonable adjustments, accessing support services)
  - d. To set a reasonable timeframe for seeing improvement, including dates for review meetings
  - e. To explain the consequences of failing to complete the agreed actions, including possible escalation to stage three of the procedure
43. Your Course Leader will complete a **stage two record form** including a summary of discussion points and agreed action points. You will be asked to sign this form to confirm your agreement and understanding.
44. Your Course Leader will forward the record form to Student & Academic Services where it will be retained confidentially.
45. The **possible outcomes** at stage two of the process are:
- a. The matter is considered resolved and no further action is needed
  - b. An action plan is established which may include referral to support services or minimum levels of attendance. The action plan may include conditions associated with your ongoing study (e.g. no contact with a particular individual or exclusion from certain activities). Regular review meetings will be scheduled to monitor your progress at which any of the other stage two outcomes may be applied.

- c. You are referred to an expert practitioner (e.g. an occupational health or disability needs assessor) for assessment and a further meeting is called at stage 2 or 3 following this assessment. If you refuse to participate in such an assessment, the matter will be referred to stage 3 of this process.
- d. You agree to interrupt your studies for a period of time. You may be required to attend review meetings and to provide medical evidence of your fitness to return to study before resuming your course.
- e. The matter is referred back to stage one for monitoring or further action at an informal level
- f. The matter is referred directly to the next stage, stage three

### **Stage Three: Fitness to Train Case Conference**

- 46. At stage three a case conference will be called to consider further options for support and to explore the possible courses of action available, including mandatory interruption or, in very serious circumstances, your withdrawal from the course.
- 47. A risk assessment will be completed using the template in appendix 2 prior to the case conference and any necessary precautionary action may be taken immediately (see 21-24).
- 48. Stage Three may be invoked for one or more of the following reasons:
  - a. There are highly significant, serious or persistent concerns about your ability to engage fully with the training academically, physically or mentally
  - b. There has been little or no progress made in relation to the concerns raised at earlier stages of the process
  - c. You have not fully engaged with or have not been able to abide by the actions put in place at an earlier stage
  - d. You are deemed to be a danger either to yourself or others (precautionary measures may be taken in such cases – see below)
  - e. Your actions are putting your academic progress and/or completion of your course at risk
  - f. A risk assessment indicates that the case is sufficiently serious to warrant immediate referral to Stage Three without moving through the prior stages.
- 49. The possible outcomes at Stage Three in the process are:
  - a. You continue your studies with a support plan in place to which you have agreed. The plan may contain specific actions, adjustments or conditions on which your continued studentship is contingent. Dates for review meetings with the Chair and/or the Head of Student Wellbeing will be established, at which any of the other outcomes available at stage three may be applied.
  - b. You are referred to an expert practitioner (e.g. an occupational health or disability needs assessor) for assessment and a further meeting is called at stage 2 or 3 following this assessment. If you refuse to participate in such an assessment, the



panel will decide an outcome based upon the available evidence, which may include interruption or withdrawal as outlined below.

- c. Interruption for a specified period to enable you to focus on the support that you require and regain your fitness. A student who is interrupted from RADA will not normally be allowed to participate in RADA activities or access the premises, however you may be permitted to access some RADA services during this time. The terms of the interruption will be notified to you in writing and will depend on the circumstances of the case. Review meetings will be scheduled throughout the period of interruption and you may be required to provide medical evidence of your fitness to return to study before resuming your course.
- d. Withdrawal from your course. If the Panel concludes, taking into account the individual circumstances of the case and any supporting evidence, that there is no reasonable prospect of you re-engaging with your programme, then you may be required to withdraw. This outcome is reserved for only the most serious cases.
- e. The matter is referred into a different procedure (for example the Student Non-academic Misconduct Procedure).
- f. The matter is referred back to stage two or stage one for monitoring or action at a less formal level.
- g. Any other outcome available at stage one or Stage Two of this procedure.

### **Fitness to Train Case Conference**

- 50. The Registrar will appoint a Case Conference Secretary who will convene a meeting of the Fitness to Train Panel either online, or in person.
- 51. The Registrar will also appoint a Panel Chair from the list of staff in paragraph 54.
- 52. The case conference Secretary will provide you with the date, time and place of the meeting and details of the Panel membership and any other attendees, with at least seven days' notice. If you have any objections to the membership of the panel you should respond to the Secretary within 48 hours and where possible, we will make alternative arrangements.
- 53. You can be accompanied by a friend or family member. The person will not be there to speak on your behalf unless you are unable to fully represent yourself due to illness or injury.
- 54. You shall be sent no later than five calendar days ahead of the meeting, the following:
  - a. Any relevant documents, for example stage one and stage two outcome records, action plans, risk assessments, or notes from the Student Wellbeing service (provided with your consent)
  - b. A copy of this policy and procedure
- 55. You should provide the Secretary with the name of anyone you intend to bring with you to the meeting in a supportive capacity no later than three working days before

the case conference. You should also provide any additional supporting documents that you would like the panel to consider no later than three working days before the meeting.

56. Panel Membership will normally consist of your course leader at least one of the following senior staff (Chair) and one member from Students & Academic Services. The Chair will have had no previous direct involvement in your case.

- a. Principal
- b. Director of Equity
- c. Director of Actor Training
- d. Course Director for Technical Training and Stage Management
- e. Course Director for MA Theatre Lab
- f. Course Leader for PgD Theatre Costume
- g. Director of Access and Participation
- h. Lead Tutor or Head of Department (HoD)

Member of Student & Academic Services

- a. Registrar & Secretary
- b. Deputy Registrar (Academic Services)
- c. Deputy Registrar (Admissions & Student Services)
- d. Head of Student Wellbeing (only if they have not been involved at an earlier stage)

57. The Panel may call upon other members of staff or external experts to attend in an advisory capacity for example a Lead Tutor or Head of Department, a member of the Student Wellbeing service, a student's medical practitioner or disability advocate.

58. The purpose of the case conference is to:

- a. Discuss the situation with you and give you an opportunity to discuss possible remedial actions or adjustments with the Panel.
- b. For you to answer any questions that the Panel may have in relation to your fitness to train and to discuss the impact of your fitness on your own learning and that of others.
- c. To consider advice from relevant staff or external experts and any supporting documentation, including risk assessments and medical reports.
- d. To identify the need for any further information where this will help the Panel to make an informed decision about the outcome.

- e. Agree the outcome of the procedure, including any associated conditions or actions.

59. Order of proceedings for case conference

- a. The Panel and the Secretary will initially meet in private
- b. They will call all of those attending the meeting into the room
- c. The chair will introduce the panel and set out the order of business
- d. The case conference will normally take the form of an open conversation directed by the Chair, during which time Panel members will have the opportunity to ask questions of you and any other attendees
- e. You will also have the opportunity to direct questions to the Panel.
- f. The Chair may adjourn the case conference and resume at a later date if further information is required for the Panel to make an informed decision.
- g. All of those attending the meeting, save the Panel and the Panel Secretary, will then withdraw, while the Panel discusses the possible outcomes.
- h. You will be invited to meet with either the full panel or the Panel Chair at the earliest opportunity when the Chair will confirm verbally the outcome of the case conference ([Possible Outcomes are above](#))
- i. You will be notified in writing outcome of the case conference by email, within seven days of the conclusion of the Panel's discussions.

**Appeal**

- 60. If you are dissatisfied with the outcomes at either stage one or stage two, you may request a case conference by writing to the Governance and Student Casework Manager.
- 61. You may appeal the decision made at stage three on one or more of the following grounds:
  - a. That there is evidence of a procedural irregularity
  - b. That there is new evidence in support of your ability to re-engage with your course that could not have reasonably been made available at the time of the Case Conference
- 62. You must submit your appeal in writing within ten working days of receiving the outcome letter, to the Governance and Student Casework Manager
- 63. The appeal will be considered by the Principal or, if they were involved in an earlier stage, their representative, who will review your appeal to determine whether there are grounds and provide an outcome within 15 working days.
- 64. If the Principal determines that there are grounds for appeal, a new case conference will be called with a Chair previously unconnected with your case.

65. If the Principal determines that there are no grounds for appeal, a completion of procedures letter will be issued within 28 days.
66. If you still feel you have a case for appeal after RADA's internal procedures have completed, you may submit a complaint to the [Office of the Independent Adjudicator for Higher Education](#) (OiA).

# RADA

## Appendix 1

### Support For Study Record

Student Name	
Course	
Year	

### Stage One (Initial conversation)

The Course Leader or Course Director will have a conversation with you setting out concerns.	
<b>Course Leader/Director name</b>	
<b>Date of meeting</b>	
<b>Concern/s</b>	
<b>Possible Outcomes of Stage One meeting</b> (make comments in relevant box)	
<b>1/</b> Matter is considered resolved and no further action is needed	<input type="checkbox"/>
<b>2/</b> Action plan established (may include referral to additional support services)	<input type="checkbox"/>
<b>3/</b> Matter is referred directly to the next stage or, in cases where there is potential for imminent risk, to Stage Three (please give details as to why needs to move directly to the next stage)	<input type="checkbox"/>
<b>Date of follow up meeting</b> (this will be the date to confirm if Fitness to Train has been resolved or needs to move to next stage)	
<b>Students Signature</b>	
<b>Date</b>	
<b>Staff Signature</b>	
<b>Date</b>	

<b>Stage One Follow up meeting</b>	
<b>Date of Meeting</b>	

Outcome of meeting		
Matter is considered resolved and no further action is needed	<input type="checkbox"/>	
Continue at Stage one for an extended and agreed timeframe which will include further review meetings*	<input type="checkbox"/>	
Need to move to Stage two or, in cases where there is potential for imminent risk, to Stage Three (please give details as to why needs to move directly to stage three)	<input type="checkbox"/>	

\*Use separate document for any further meeting records

### Stage Two (Continuing and/or significant concerns)

The Course Leader/Director and the Head of Student Wellbeing will have a formal meeting with you, which outlines the continuing challenges and the agreed strategy for managing the situation, and a reasonable timeframe for meeting what is required for the course.	
<b>Course Leader/Director name</b>	
<b>Head of Student Wellbeing (or representative) name</b>	
<b>Date of meeting</b>	
<b>Concern</b>	
<b>Possible Outcomes of Stage Two meeting (make comments in relevant box)</b>	
1/ New Action Plan put in place Student agrees to a new action plan, which may include further referral to our support services;	<input type="checkbox"/>
2/ Student has decided to interrupt studies for a specified period (there will be a review meeting with the student towards the end of the interruption to ensure they are fit to return. More information is in the Support for Study Policy.) <b><u>Interruption of Studies Paper Work to be completed by Staff member along with the student</u></b>	<input type="checkbox"/>
3/ There are immediate concerns about the student's fitness to train and a Stage 3 case conference will be convened.	<input type="checkbox"/>
<b>Date of follow up meeting</b>	

(this will be the date to confirm if concerns have been resolved or needs to move to next stage)	
<b>Students Signature</b>	
<b>Date</b>	
<b>Staff Signature</b>	
<b>Date</b>	

<b>Stage Two Follow up meeting</b>	
<b>Date of Meeting</b>	
<b>Course Leader/Director name</b>	
<b>Outcome of meeting</b>	
<b>Matter is considered resolved and no further action is needed</b>	<input type="checkbox"/>
<b>Need to move to Stage Three</b>	<input type="checkbox"/>
<b>Further monitoring at Stage Two*</b>	<input type="checkbox"/>
<b>Return to Stage One for informal monitoring</b>	<input type="checkbox"/>

\*Use separate document for any further meeting records

**Additional Follow up meeting notes for stage one & two**

The following record will be used for any additional follow up meetings that may be required during stages either one or two

<b>Additional Meeting Notes</b>		
<b>Support for Study Stage</b>	Stage one <input type="checkbox"/>	Stage two <input type="checkbox"/>
<b>Date of Meeting</b>		
<b>Course Leader/Director name</b>		
<b>Name any other staff present</b>		
<b>Notes</b>		
<b>Outcome of meeting</b>		
<b>Matter is considered resolved and no further action is needed</b>	<input type="checkbox"/>	
<b>Further monitoring at this stage to continue</b>	<input type="checkbox"/>	
<b>Need to move to either stage two or three</b>	<input type="checkbox"/>	

<b>Students Signature</b>	
<b>Date</b>	
<b>Staff Signature</b>	
<b>Date</b>	



## Appendix 2

### Risk Assessment – Support for Study

This risk assessment covers key risks that may be relevant to a Support for Study / Fitness to Train case. Further risks can be added as needs be depending on the nature of the case. Some risks may not be applicable and in those cases N/A should be used.

The code for likelihood and risk level is H=high, M=medium and L=low.

Risk	Likelihood	Current mitigation	Risk level with mitigation	Action to follow
<b>The student</b>				
Displays challenging behaviour on RADA premises				
Displays challenging behaviour on non-RADA premises				
Is not engaging in already agreed support				
Does not have medical support				
Does not have formal diagnosis				
Has self-harmed				
Has potential to self-harm				
Is not engaging with their course				
Is a threat to health and safety requirements while on RADA premises, including in relation to the course				
<b>Other students</b>				
Displays harmful behaviour towards other students which is having a mental health impact on them				
Displays harmful behaviour towards other students which is having a physical health impact on them				
Poses an actual threat towards other student/s				
Is contravening an agreed non-contact agreement with other student/s				
<b>RADA reputation</b>				
Steps have been taken by RADA in line with relevant RADA policies				

<b>Risk</b>	<b>Likelihood</b>	<b>Current mitigation</b>	<b>Risk level with mitigation</b>	<b>Action to follow</b>
Meetings with students are documented				
Decisions and rationale are documented				
Risk assessment is managed and updated				
Contact has been made by RADA with emergency contact provided by student should there be concerns about a student's wellbeing				
Contact has been made with student's GP or relevant health professional				

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