



Royal Academy of Dramatic Art

Child and Adult Safeguarding Policy and Procedures

Policy

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1. Quick Guide to Handling Safeguarding concerns within RADA

What to do if you have a concern about a student or young person at risk of harm:

If the child or adult at risk is in immediate danger, **call 999**

If you are unsure, speak to one of the Safeguarding Officers:

Designated Safeguarding Lead: Sarah Agnew sarahagnew@rada.ac.uk
Deputy Safeguarding Leads: Mike Bryant mikebryant@rada.ac.uk
Rio Hayles riohayles@rada.ac.uk

If you are worried about a child (under 18), the NSPCC helpline is 0808 800 5000

You are approached by a child (under 18) or an adult at risk, with a disclosure that they are being harmed or abused



Stay calm and keep an open mind. Don't promise to keep information secret. Make it clear that you have a duty to pass it on.

Record the information you are provided with and pass on to one of the Safeguarding Leads within 24 hours. They will decide what further action might be needed.

Ensure that you include a record of the time, date and persons present.

Don't question the individual except to clarify what they are saying.

You have concerns that a child or adult at risk is subject to abuse or harm, including concerns covered by Prevent.



Make a written and dated note of any observations

Inform one of the Safeguarding Leads as soon as possible (and within 24 hours), who will make any necessary referrals

You have a concern about the behaviour of a member of staff or other volunteer within RADA



If the behaviour of a member of staff or other person (including other students) is potentially threatening the well-being of a child or adult at risk, you must report your concerns to one of the Safeguarding Leads.

Any allegations concerning a member of staff will be passed to the Head of HR who will decide on further action.

Always notify one of the Safeguarding Leads within 24 hours of any incident or concern via the [SAFEGUARDING FORM](#)

2. Introduction

The Royal Academy of Dramatic Art (RADA) offers world-leading conservatoire training for actors, stage managers, directors, designers and technical stagecraft specialists. This document sets out the policy and procedures of RADA to ensure a safe creative learning environment for children, young people and adults at risk.

RADA believes all individuals have a right to learn and develop within a safe environment, and we are committed to protecting our students and participants from harm. RADA is not however 'in loco parentis' (in the place of the parent) and cannot accept the responsibilities of guardian to any member of its community. RADA also recognises its responsibilities to protect staff, students and volunteers against unfounded allegations of abuse. This policy aims to ensure that young people and adults at risk and RADA students, and all those who work with them, are safe and supported within RADA and its organised activities.

3. Policy Statement

We believe everyone has the right to live free from abuse or neglect regardless of age, ability or disability, sexual orientation, racial heritage, religious belief, sexual orientation, marital status or gender identity.

We are committed to creating and maintaining a safe and positive environment and an open, listening culture where people feel able to share concerns without fear of retribution.

We acknowledge that safeguarding is everybody's responsibility and is committed to prevent abuse and neglect through safeguarding the welfare of all adults and children involved.

For the purpose of this policy, RADA has safeguarding responsibilities in relation to:

- all current students,
- prospective students engaged in RADA activities,
- adults at risk registered as or prospective students (as above),
- children and adults at risk engaged in RADA activities,
- staff in the course of their duties.

For full definitions, please see [Section 9](#)

4. Purpose

This policy is intended to ensure that:

- RADA operates in an environment that is safe for members of its community.
- we are taking account of the legislative context and relevant guidance and good practice in the education sector.
- staff, students and other members of the RADA community understand their roles and responsibilities in respect of safeguarding.
- we ensure appropriate action is taken in the event of incidents/concerns of abuse or risk of harm and support provided to the individual/s that raise or disclose the concern.
- we ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.
- we prevent the employment/deployment of unsuitable individuals; and
- we ensure robust safeguarding arrangements and procedures are in operation.

The policy and procedures will be widely promoted and are mandatory for everyone involved in RADA. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

For the purposes of this document when we refer to staff it covers all permanent, temporary, freelance and volunteer staff as well as Council Members.

5. Scope

This safeguarding policy and associated procedures apply to all individuals involved in RADA including all students, staff (including trustees, guest artists and volunteers), freelancers and anyone else associated with our activities both on and off campus, including public performances, outreach and online engagement.

We expect our partner organisations, including for example, affiliated schools and industry partners, to adopt and demonstrate their commitment to the principles and practice as set out in this Safeguarding Policy and associated procedures.

6. Commitments

In order to implement this policy, we will ensure that:

- Everyone involved with RADA is aware of the safeguarding procedures and knows what to do and who to contact if they have a concern relating to the welfare or wellbeing of an adult at risk or child.
- Any safeguarding concerns will be taken seriously, responded to promptly, and followed up in line with our Safeguarding Policy and Procedures.
- The well-being of those at risk of harm will be put first and actively supported to communicate their views and the outcomes they want to achieve.
- Any actions taken will respect the rights and dignity of all those involved and be proportionate to the risk of harm.
- Confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored in line with our [Data Protection Policy](#) and [Privacy Notice](#).
- We will cooperate with the Police and the relevant Local Authorities in taking action to safeguard.
- All trustees, staff, freelancers and volunteers understand their role and responsibility for safeguarding adults and have completed and are up to date with safeguarding adult training and learning opportunities appropriate for their role.
- We use safer recruitment practices and continually assess the suitability of volunteers and staff to prevent the employment/deployment of unsuitable individuals in this organisation and the wider RADA community.
- We share information about anyone found to be a risk to adults with the appropriate bodies. For example: Disclosure and Barring Service, Services, Police, Local Authority/Social Services.
- When planning activities and events, we include an assessment of, and risk to, the safety of all adults from abuse and neglect and designate a person who will be in attendance as a safeguarding lead for that event.
- Actions taken under this policy are reviewed by the RADA Council and Senior Leadership Team on an annual basis.
- This Policy, related policies (see below) and the Safeguarding Procedures are reviewed no less than on a two-yearly basis and whenever there are changes in relevant legislation and/or government guidance as required by the Local Safeguarding Board, Office for Students, Charity Commission or as a result of any other significant change or event.

7. Implementation

We are committed to developing and maintaining our capability to implement this policy and procedures.

In order to do so the following will be in place:

- A clear line of accountability within the organisation for the safety and welfare of all adults and children.
- Access to relevant legal and professional advice.
- Regular management reports to the RADA Council detailing how risks to safeguarding are being addressed and how any reports have been addressed.
- Safeguarding procedures that deal effectively with any concerns of abuse or neglect, including those caused through poor practice.
- A Safeguarding Lead
- A delegated Safeguarding Lead for events/trips/camps/ competitions.
- A process for forming a [Case Management Group](#) on a case-by-case basis within clear terms of reference.
- Arrangements to work effectively with other relevant organisations to safeguard and promote the welfare of adults, including arrangements for sharing information.
- [Codes of conduct](#) for all Staff (including Trustees), Freelancers, Volunteers and Students and other relevant individuals that specify zero tolerance of abuse in any form.
- Risk assessments that specifically include safeguarding.
- Policies and procedures that address the following areas and which are consistent with this Safeguarding policy, including:

Code of Conduct
Data Protection and Sharing Data Policy
Equality and Diversity Policy
Sexual Misconduct, Bullying and Harassment Policy
Health and Safety Policy
Intimacy in Performance Protocol
Report a Concern Portal
Safer Recruitment Policy
Staff Handbook
Student Handbook
Staff-Student Relationship Policy
Staying Safe Online Policy
Suicide Prevention
Whistleblowing Policy

- All policies can be found here <https://www.rada.ac.uk/about-us/regulations-and-policies/>

8. Legal Framework

This policy has been developed based on legislation, policy and guidance that seeks to protect children and adults in England. A summary of the key legislation and guidance:

- The Care Act 2014
- Children Act 1989 and 2004
- Safeguarding Vulnerable Groups Act 2006
- The Human Rights Act 1998
- Data Protection Act 2018 and the General Data Protection Regulations
- Equality Act 2010
- Charity Commission Guidance
- NSPCC
- Safeguarding Adults Policy and Procedures (saferlondon.org)

- Safeguarding & Child Protection Policy and Procedures (saferlondon.org)
- www.SAFEcic.co.uk – Safeguarding Specialists

Many other pieces of UK and home nation legislation also affect safeguarding. These include legislation about different forms of abuse and the circumstances in which decisions can be made on behalf of an adult who is unable to make decisions for themselves. For example:

- Mental Capacity Act 2005
- Sexual Offences Act 2003
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Domestic Abuse Act 2021

9. Definitions

9.1. A Child

In accordance with the Children's Act 1989 and 2004, a child is defined as anyone who has not yet reached their 18th birthday. This includes young people who have reached aged 16, even if they are living independently.

9.2. Adult at Risk

The Care Act 2014 defines an adult at risk (can also be referred to as vulnerable adult) as someone aged 18 or over who: (1) has needs for care and support, (2) is experiencing, or at risk of, abuse and neglect, and (3) is unable to protect themselves from the abuse or neglect due to their care and support needs. This definition encompasses individuals with various physical and mental health conditions as well as those who misuse substances.

An Adult at Risk may therefore be a person who has:

- a physical disability and/or a sensory impairment
- learning difficulties
- mental health needs (including dementia or personality disorders)
- long-term illnesses/conditions

9.3. Abuse and Neglect

Abuse and neglect are defined as forms of maltreatment that cause harm to a child or adult at risk. Abuse involves inflicting harm, while neglect involves failing to meet basic physical or emotional needs. These can occur in various settings, including families, institutions or online and can be intentional or unintentional but resulting in significant harm to, or exploitation of, the person subjected to it.

9.4. Safeguarding and Promoting the Welfare of children is defined as:

- Protecting children from abuse and maltreatment
- Preventing harm to children's health and development
- Providing support to meet children's needs when problems emerge
- Ensuring children grow up with safe and effective care
- Taking action to ensure that all children and young people have the best opportunities and outcomes

9.5. Types of Abuse

There are several different types of abuse, and more than one type of abuse may be occurring simultaneously or sequentially.

While the Care Act 2014 primarily focuses on adults with care and support needs, it also includes provisions and considerations for children and young people. It defines categories of abuse and harm as follows:

- Physical
- Sexual
- Emotional/Psychological/Mental
- Neglect and acts of Omission
- Financial or material abuse
- Discriminatory
- Organisational / Institutional
- Self-neglect
- Domestic Abuse (including coercive control)
- Modern slavery

9.6. Prevent Duty

This policy includes RADA's statutory obligation (section 26 of the Counter-Terrorism and Security Act 2015) to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the [Prevent Duty](#).

10. Signs and Indicators of Abuse and Neglect

A student, or staff member, may confide to a member of teaching/professional services staff, student, freelancer or another participant that they are experiencing abuse inside or outside of the organisation's setting. Similarly, others may suspect that this is the case.

There are many signs and indicators that may suggest someone is being abused or neglected. There may be other explanations, but they should not be ignored. The signs and symptoms include but are not limited to:

- unexplained bruises or injuries – or lack of medical attention when an injury is present.
- Person has belongings or money going missing.
- Person is not attending/no longer enjoying their sessions. You may notice that a student has been missing from sessions and is not responding to contact, follow the [Emergency Contact Procedure](#).
- Someone losing or gaining weight/an unkempt appearance. This could be a student whose appearance becomes unkempt, does not wear suitable clothing and there is a deterioration in hygiene.
- A change in the behaviour or confidence of a person.
- Self-harm.
- A fear of a particular group of people or individual.
- A parent/carer always speaks for the person and doesn't allow them to make their own choices
- They may tell you/another person they are being abused – i.e. a disclosure

11. Wellbeing Principle

The wellbeing principle is a core component of the Care Act 2014. It mandates that the local authorities prioritise an individual's wellbeing when carrying out care and support functions. This means that decisions, actions, and functions should consider the impact on the person's overall wellbeing, encompassing various aspects of their life

Our well-being includes our mental and physical health, our relationships, our connection with our communities and our contribution to society. Being able to live free from abuse and neglect is a key element of well-being.

The legislation recognises that statutory agencies have sometimes acted disproportionately in the past. For example, removing an adult at risk from their own home when there were other ways of preventing harm. In the words of Lord Justice Munby '*What good is it making someone safer if it merely makes them miserable?*'.

For that reason any actions taken to safeguard an adult or child must take their whole well-being into account and be proportionate to the risk of harm.

12. Person Centred Safeguarding/ Making Safeguarding Personal

The concept of Person-Centred Safeguarding/Making Safeguarding Personal (MSP) is an approach that centres the individuals wishes and desired outcomes in the safeguarding processes. It emphasises that safeguarding should be a collaborative effort, empowering individuals to be active participants in decisions that affect their wellbeing and safety.

Working with the person will mean that actions taken help them to find the solution that is right for them. Treating people with respect, enhancing their dignity and supporting their ability to make decisions also helps promote people's sense of self-worth and supports recovery from abuse.

Making Safeguarding Personal principles, initially focused on adults, are increasingly being applied to children’s safeguarding, emphasizing the child’s voice, preferences and desired outcomes. This approach ensure that children are actively involved in decisions affecting their safety and well-being, prompting their participation, choice and control.

The six main principles are as follows:

Empowerment – supporting individuals to make their own decisions and giving informed consent	‘I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens.’
Prevention – Taking action before harm occurs	I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.’
Proportionality - ensuring response to risks are appropriate and proportionate	‘I am sure that the professionals will work in my interest, as I see them and they will only get involved as much as needed.’
Protection – Supporting and representing those in greatest need	‘I get help and support to report abuse and neglect. I get help so that I can take part in the safeguarding process to the extent to which I want.’
Partnership - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse	‘I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.’
Accountability – Ensuring transparency in safeguarding practices and processes	‘I understand the role of everyone involved in my life and so do they.

13. Mental Capacity and Decision Making

UK Law assumes that all people over the age of 16 have the ability to make their own decisions, unless it has been proved that they can’t. It also gives us the right to make any decision that we need to make and gives us the right to make our own decisions even if others consider them to be unwise.

We make so many decisions that it is easy to take this ability for granted. The Law says that to make a decision we need to:

- Understand information
- Remember it for long enough

- Think about the information
- Communicate our decision

A person's ability to do this may be affected by things such as learning disability, dementia, mental health needs, acquired brain injury and physical ill health.

Most adults have the ability to make their own decisions given the right support however, some adults with care and support needs have the experience of other people making decisions about them and for them.

Some people can only make simple decisions like which colour T-shirt to wear or can only make decisions if a lot of time is spent supporting them to understand the options. If someone has a disability that means they need support to understand or make a decision this must be provided. A small number of people cannot make any decisions. Being unable to make a decision is called "lacking mental capacity".

Mental capacity refers to the ability to make a decision at the time that decision is needed. A person's mental capacity can change. If it is safe/possible to wait until they are able to be involved in decision making or to make the decision themselves.

For example:

- A person with epilepsy may not be able to make a decision following a seizure.
- Someone who is anxious may not be able to make a decision at that point.
- A person may not be able to respond as quickly if they have just taken some medication that causes fatigue.

Mental Capacity is important for safeguarding for several reasons.

Not being allowed to make decisions one is capable of making is abuse. For example, a disabled adult may want to take part in an activity but their parent who is their carer won't allow them to and will not provide the support they would need. Conversely the adult may not seem to be benefiting from an activity other people are insisting they do.

Another situation is where an adult is being abused, and they are scared of the consequences of going against the views of the person abusing them. It is recognised in the law as coercion and a person can be seen not to have mental capacity because they cannot make 'free and informed decisions'.

Mental Capacity must also be considered when we believe abuse or neglect might be taking place. It is important to make sure an 'adult at risk' has choices in the actions taken to safeguard them, including whether or not they want other people informed about what has happened, however, in some situations the adult may not have the mental capacity to understand the choice or to tell you their views.

Each home nation has legislation that describes when and how we can make decisions for people who are unable to make decisions for themselves. The principles are the same.

- We can only make decisions for other people if they cannot do that for themselves at the time the decision is needed.
- If the decision can wait, wait – e.g. to get help to help the person make their decision or until they can make it themselves.
- If we have to make a decision for someone else then we must make the decision in their best interests (for their benefit) and take into account what we know about their preferences and wishes.
- If the action we are taking to keep people safe will restrict them then we must think of the way to do that which restricts to their freedom and rights as little as possible.

Many potential difficulties with making decisions can be overcome with preparation. A person needing support to help them make decisions will ordinarily be accompanied by someone e.g. a family member or formal carer whose role includes supporting them to make decisions.

If a person who has a lot of difficulty making their own decisions is thought to be being abused or neglected we will need to [refer the situation to the Local Authority](#), and this should result in health or social care

professionals making an assessment of mental capacity and/or getting the person the support they need to make decisions.

There may be times when we need to make decisions on behalf of an individual in an emergency. Decisions taken in order to safeguard an adult who cannot make the decision for themselves could include:

- Sharing information about safeguarding concerns with people that can help protect them.
- Stopping them being in contact with the person causing harm.

14. Recording and Information Sharing

We must comply with the Data Protection Act (DPA) 2018 and the General Data Protection Regulations (GDPR).

Information about concerns of abuse includes personal data. It is therefore important to be clear as to the grounds for processing and sharing information about concerns of abuse.

Processing information includes record keeping. Records relating to safeguarding concerns must be accurate and relevant. They must be stored confidentially with access only to those with a need to know.

Sharing information, with the right people, is central to good practice in safeguarding. However, information sharing must only ever be with those with a ‘need to know’. This does **NOT** automatically include the persons spouse, partner, parent, child, unpaid or paid carer.

Adult Protection:

It is normally necessary to gain consent from the adult to share information. There are certain exceptions to this in certain circumstances. For example:

- Where you have concerns that the adult lacks the mental capacity to make a decision and a risk assessment indicates that referral would be in their best interests
- Where seeking consent could potentially put the individual concerned, other individuals (including employees) at risk
- Where a crime has been committed

Their wishes should be respected unless there are over-riding reasons for sharing information.

When information is shared without the consent of the adult this must be explained to them, when it is safe to do so, and any further actions should still fully include them.

Child Protection:

In the case of a child, Data Protection Law allows for the sharing of information to safeguard children, even without explicit consent in certain situations, provided it’s necessary, proportionate and justified. The welfare of the child is paramount, and Data Protection principles are not a barrier to sharing information to protect a child from harm.

It is best practice to get consent to share information if possible and as long as it will not increase the risk of harm to the child. In most instances parents/carers and the child depending on his/her age should be informed that you are making a safeguarding referral to Children’s Social Care unless to do so:

- might put a child or in further danger, or
- where you suspect the parents/carers may be directly harming the child, or
- where it might put yourself in danger.

If you are unsure, you should speak with a Safeguarding Officer

The purpose of Data Protection legislation is not to prevent information sharing but to ensure personal information is only shared appropriately. Data protection legislation allows information sharing within an organisation. For example:

- Anyone who has a concern about harm can make a report to an appropriate person within the same organisation
- Case management meetings can take place to agree to co-ordinate actions by the organisation

If you are in doubt as to whether to share information seek advice e.g. seek legal advice and/or contact the Local Authority and explain the situation without giving personal details about the person at risk or the person causing harm.

Any decision to share or not to share information with an external person or organisation must be recorded together with the reasons to share or not share information.

15. Information Sharing and Confidentiality – Key Considerations

- **Data Protection laws are not a barrier** – they ensure data is shared lawfully and responsibly
- **Be open and transparent** about what is being shared
- **Explain your intentions** to share data where safe and appropriate.
- **Share with consent where possible** and respect choices.
- **Consent is not required** if sharing is necessary to protect a child or adult at risk.
- **Seek advice** from appropriate professionals, if unsure about sharing.
- **Consider safety and wellbeing** if there is a risk of harm
- **Share only necessary, relevant, and accurate information.**
- **Keep a record** – document what, with whom, why and the legal basis for sharing (or the reasons not to share)

For more information, visit <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

16. Multi-Agency Working

Safeguarding can involve a wide range of organisations.

We may need to cooperate with the Local Authority and the Police including to:

- Provide more information about the concern you have raised.
- Provide a safe venue for the adult to meet with other professionals e.g. Police/Social Workers/Advocates.
- Attend safeguarding meetings.
- Coordinate internal investigations (e.g. complaints, disciplinary) with investigations by the police or other agencies.
- Share information about the outcomes of internal investigations.
- Provide a safe environment for the individual to continue their role in the organisation.

17. Roles and responsibilities

Whilst all RADA employees have a responsibility for identifying, responding and reporting all safeguarding concerns to one of the Safeguarding Representatives listed in [Section 18](#) and:

- To be familiar with RADA's safeguarding policy and procedures
- To take appropriate action (within the same working day) when a concern arises
- Report the concern to the SO who will determine the next steps
- To record concerns and actions taken (or pass to SO to record)

It is not the responsibility of the employee to determine if abuse has taken place; rather they are responsible for reporting their concerns to the appropriate individual within RADA, such as a Safeguarding Officer.

Some employees also hold additional responsibilities for safeguarding at strategic and organisational levels.

17.1. Key Roles and Responsibilities – RADA Council

The **RADA Council** has ultimate responsibility for ensuring that there are sufficient measures in place to meet RADA's safeguarding objectives.

It does so by:

- Monitoring compliance with a Safeguarding Action Plan, including training.
- Ensuring ongoing monitoring and review to ensure that safeguards are being implemented and that controls in place are effective.
- Promote a culture and environment whereby all employees and visitors are enabled to raise concerns and understand their safeguarding responsibilities.
- Receiving an annual report into safeguarding arrangements at RADA and evaluate the effectiveness of these measures.
- Nominate a Safeguarding Champion on the Board whose role is one of scrutiny and to support the Principal and Senior Leadership Team (SLT) with safeguarding responsibilities in assessing and managing safeguarding risks, where identified.

17.2. Key Roles and Responsibilities – Senior Leadership Team (SLT)

The Senior Leadership Team are accountable for strategic and operational responsibilities across RADA. The Principal acts as Accountable Officer for the Office for Students. The team are responsible for:

- Make decisions about appointing someone who has a criminal record.
- Nominating a Safeguarding Lead to oversee all Safeguarding roles and arrangements.
- Ensure that safeguarding is integrated into all contractual arrangements with service providers/contractors/partners/Third Party Hirers.
- Manage complaints about poor practice of employees in any capacity.
- Keeping the Trustees informed about any incidents, risk or deficits, action taken and any further action required in organisational safeguarding arrangements or practices.
- Ensure safeguarding policies and procedures are in place, regularly reviewed, up to date and signed off by the Learning, Teaching and Student Experience Committee.
- Approving a safeguarding action plan and report against it on an annual basis.
- The provision of appropriate supervision and support for staff and volunteers, including safeguarding training, a mandatory induction, and regular reviews of their practice with line managers.

17.3. Key Roles and Responsibilities – Safeguarding Officers (DSL and Deputies)

The Safeguarding Officers are responsible for developing and implementing safeguarding policies and procedures, advising on staff training and acting as the main contact for referring concerns:

- Advise the Trustees on training needs and ensure key representatives are supported, relevant to their role and responsibility for safeguarding.
- Dealing with the aftermath of an incident.
- Updating the organisations policy and procedures on safeguarding.
- Individually consider the safeguarding implications of all existing and proposed new activities, services or developments in conjunction with SLT.
- Together with the Principal and Head of HR ensure that safer recruitment practices, including DBS vetting checks, are in place and in operation for appointment of employees engaged in regulated activity (regulated activity as defined by the DBS relating to close and unsupervised contact).
- SL or HR to alert the DBS in cases where a person is dismissed or left RADA due to the harm or risk of harm they present to children.
- Assist in the management of safeguarding allegations against employees and all others listed in this document.
- Liaise with HR, as appropriate, about any action taken and any further response required where there have been allegations about employees.
- Manage referrals to the local authority and/or other relevant agencies/statutory bodies.
- Maintaining links with the Local Safeguarding Children's Board (LSCB) and the Local Safeguarding Adults Board (LSAB) to ensure local procedures are adopted, keep up to date and to become more effective in safeguarding children at strategic level.
- Ensure all staff, students and volunteers understand and have access to safeguarding policies and processes.
- Ensure that partners have their own policies and procedures in place or adhere to RADA's policies and procedures.
- Collating monitoring data on safeguarding activities.
- Lead/Clerk to the Safeguarding and Student Welfare Steering Group

17.4. Key Roles and Responsibilities – Safeguarding Representatives

Our Safeguarding Representatives may be the first point of contact in a safeguarding incident. Their responsibilities are to:

- Act as first point of contact for safeguarding concerns and to ensure that these are communicated to the Safeguarding Officers.
- Conduct and oversee safeguarding risk assessments for projects, trips, events and/or external hires.
- Maintain accurate, confidential safeguarding records.
- Participate in the Safeguarding and Student Welfare Steering Group.

17.5. Key Roles and Responsibilities – Safeguarding and Student Welfare Steering Group

The Safeguarding and Student Welfare Steering Group is responsible for maintaining oversight of institutional policies, practices and services related to safeguarding, mental health, pastoral care and student support. The Group are tasked with regular review of the Safeguarding Policy and making recommendations to the Learning, Teaching and Student Experience Committee relating to compliance and good practice. The Safeguarding Steering Group maintains a safeguarding risk register, which is shared with the Audit and Risk Committee.

18. RADA Key Contacts

Safeguarding Officers

Name and role	Responsibility	Contact
Sarah Agnew Interim Registrar	Safeguarding Lead	sarahagnew@rada.ac.uk
Mike Bryant Head of Student Wellbeing	Deputy Safeguarding Lead	mikebryant@rada.ac.uk
Rio Hayles Access & Participation Lead	Deputy Safeguarding Lead	riohayles@rada.ac.uk

Safeguarding Representatives

Matt Leventhall Director of Technical Training	Safeguarding Representative	mattleventhall@rada.ac.uk
Ben McMath Venues Manager	Safeguarding Representative	benmcmath@rada.ac.uk
Ciara Fanning Head of Stage Management	Safeguarding Representative	ciarafanning@rada.ac.uk
Daniel Collins Head of Scenic Art & First Year Mentor	Safeguarding Representative	danielcollins@rada.ac.uk
Ian Morgan MA Theatre Lab Course Leader	Safeguarding Representative	ianmorgan@rada.ac.uk
Richard Keith (or nominee) Acting Course Leader	Safeguarding representative	richardkeith@rada.ac.uk
Head of Short Courses Administration (or nominee)	Safeguarding Representative	shortcourses@rada.ac.uk
Deirdre Ward Head of Human Resources	Safeguarding Representative	deirdreward@rada.ac.uk
Helen Selwood	Council Member for Safeguarding	helenselwood@rada.ac.uk

19. Procedures for handling safeguarding concerns or disclosures

19.1. Purpose of the procedures

The purpose of these procedures is to guide staff in safeguarding children and adults at risk from harm when participating in RADA projects and to make clear to staff their responsibilities, actions they should take and lines of responsibility.

All staff are expected as part of their role at RADA to:

- follow safeguarding policies, procedures and systems;
- maintain awareness of safeguarding and its importance;
- be alert to potential signs and indicators;
- take appropriate action when necessary;
- undertake safeguarding training.

Please do not assume that it is somebody else’s responsibility to report anything suspicious or untoward; this is how things get missed.

19.2. How to raise a concern or report a disclosure made to you

If something is reported to you, or you have a strong concern about an individual, you can make a report to the Safeguarding Leads via the [Safeguarding Concern Form](#)

Disclosing abuse is difficult for variety of reasons. Some children and adults do not disclose because they feel they will not be believed or be taken seriously. It is very important that staff actively listen and respond sensitively. Creating a safe space to talk is crucial in breaking down barriers to disclosure. The chart below shows some things to do and those not to do when speaking to someone.

DO	DON'T
• Stay calm • Recognise your feelings, but keep them to yourself • Use language that the person can understand • Reassure the person that: telling you is doing the right thing; they are not to blame; you believe that they are telling the truth • Listen carefully, record what the person says and keep these notes • Explain what you will do next (i.e. tell a Safeguarding Lead) in a simple and clear way • Follow the standard procedure in telling a Safeguarding Lead and seeking advice and support for yourself.	• Panic or delay • Express strong feelings of upset or anger • Use jargon or express opinions • Probe deeply for information • Use leading questions • Make them repeat the story • Promise unconditional confidentiality • Approach the person against whom the allegation has been made, or discuss the disclosure with anyone other than your line manager or the safeguarding officers

You can use the [Safeguarding Concern Form](#) to report a Safeguarding concern. This is also available as a separate document at [Appendix 2](#). When completing a form, please try to follow the guidelines below:

- Records should be made as soon as possible after the event/concern is raised
- They should contain the date, time, people present, anything said (verbatim if possible) and any action taken, including whom the concern was reported to and when.
- Physical appearance or behaviour of the person disclosing to you should be recorded as factually accurately as possible.
- Professional opinion should be set apart from factual observations and labelled as such. Judgmental language should be avoided.

The Designated Safeguarding Lead will maintain records on all concerns relating to a child or adult at risk and these records will be contained in a confidential file, separate from the staff or student members' other files to preserve confidentiality, in accordance with Data Protection requirements. Records will be held for six years after the last contact (i.e. attendance at a RADA programme) with the child or adult at risk.

Where concerns are raised about a student, this will be investigated by one of the Safeguarding Leads and action agreed with the relevant member of the safeguarding group (see [RADA Key Contacts](#)), Course Leaders or Principal (as appropriate), including referral to external agencies. A summary record of any Students of Concern is maintained, and reviewed regularly, and access to that information is limited to the Safeguarding Leads and relevant senior staff within Student and Academic Services.

19.3. What happens after a report is made?

RADA will investigate any report that is made, including if we receive an anonymous report. Our ability to investigate anonymous reports will be limited by the level of information provided, which is why we encourage anyone raising a safeguarding concern about another person to provide sufficient detail to enable us to take appropriate action. See the [process charts](#) on pages 20 and 21.

This procedure below will be followed whenever a disclosure has been made, or there is a suspicion that a child or adult is at risk of harm or has been abused, or if a child/adult is at risk of radicalisation. If in doubt, about whether to make a written record (for example, you have a slight concern), you can contact one of the Safeguarding Representatives before submitting a written record. The default position is that staff should write a note of their concerns.

- a. The member of staff will make a detailed written record of the matter using, if possible, the [Safeguarding Concern Form](#), and report it within twenty-four hours to a Safeguarding Lead. ***In the case of an urgent concern, the member of staff will communicate the matter as soon as possible, and complete the written report afterwards.***
- b. One of the Safeguarding Leads will investigate the issue and assess the level of risk of harm.
- c. The Designated Safeguarding Lead will seek advice from external agencies where required to inform decision making about the appropriate course of action to be taken, sharing necessary information as appropriate to best protect the child or adult at risk, with their consent wherever possible.
- d. Where risk of harm or abuse is identified, we will take action to best protect the person in question. We will involve the person in the decision making and act with their consent where possible. The Safeguarding Leads will take action without consent where this is considered to be in the best interests of the child or adult at risk.
- e. RADA will support the child, or adult at risk, in understanding the risk of harm and encourage and empower them to take any appropriate action to mitigate that risk themselves, with support.
- f. Where it is agreed that no immediate action needs to be taken, a programme of follow-up and support will be agreed.
- g. In the case of an allegation of abuse being made against a member of staff or a student, the individual concerned may be informed of the allegation, on the advice of the Local Authority and/or Police and may be removed from contact with children/ adults at risk in line with the appropriate disciplinary process (staff or student).
- h. Any internal disciplinary action arising from an investigation will be handled in accordance with the relevant disciplinary process (staff or student).
- i. RADA assures all staff that it will fully support and protect anyone who, in good faith, reports his or her concerns that anyone is, or may be, abusing a child or adult at risk.

19.4. Allegations against a student

Where an allegation is brought against a RADA student, this will be handled in the same way as an allegation towards a member of staff and will also invoke the appropriate student disciplinary or misconduct policies, as necessary.

19.5. Managing allegations against RADA staff

We will ensure that safeguarding concerns or complaints regarding staff reported by students, staff or the public are taken seriously. Procedures for managing such allegations are followed according to national statutory guidance (Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023). If you have a safeguarding concern regarding a staff member, please report this immediately to the Registrar or Head of HR. All safeguarding reports regarding staff need to be collated and it is therefore imperative that staff who have received such a concern alert the Registrar on the day they receive the concern. Note that all procedures apply equally to current instances and historical ones, ie safeguarding concerns relating to previous actions that have just become known.

Staff members who are the subject of a safeguarding allegation are assured that our internal procedures for managing such allegations are fair and transparent, and operated in line with the ACAS Code of Practice for disciplinary and grievance procedures.

19.6. If the matter is the subject of a criminal investigation

We are entitled to pursue our own or complementary confidential enquiries and disciplinary action. The relevant Safeguarding Lead will consult with the relevant agencies in such cases, including the police as appropriate and following our disciplinary/misconduct policies.

To maintain the integrity of the investigation, individuals who face an allegation may be advised to only discuss the substance of the allegation with his or her union or legal representative, immediate family or as directed by the investigating officer.

Following an investigation, disciplinary action may be taken as appropriate.

Information is shared and discussed between staff and relevant agencies on a need-to-act basis only.

RADA's local authority is Camden Borough Council. If it is necessary to involve the local authority, we will refer to Camden Safeguarding Children Board (www.cscb-new.co.uk) or Camden Safeguarding Adults Partnership Board (<https://www.camden.gov.uk/safeguarding-adults>).

We will involve the local Camden Prevent liaison officer and also seek advice from the Department for Education's HE Prevent Co-ordinator on further referrals.

20. Recruitment, vetting, induction and training of staff

RADA recognises that anyone may have the potential to abuse children and adults at risk in some way and will take all reasonable steps to ensure unsuitable people are prevented from working with them.

RADA complies with its on-going duty to notify the Disclosure & Barring Service (the "DBS") with any relevant information regarding the conduct of any individual that RADA considers to have caused harm or pose a risk of harm to vulnerable groups.

RADA will implement appropriate recruitment procedures for personnel working on activities with children and/or adults at risk, having substantial access to children and/or adults at risk, access to children's personal information or images, or who through the course of their work are liable to find themselves in a position of trust. These procedures will include:

- Identity and DBS checks carried out by HR on the offer of a post that is likely to have significant contact with children and/or adults at risk.
- Two reference checks that confirm their suitability to work with children.
- Ensuring all existing staff regularly in contact with children, or working on a one-to-one basis, will have completed enhanced DBS checks.
- All staff contracts will refer to this policy about protecting children and adults at risk, and by signing contracts, staff will be confirming that they have received a copy of this policy.
- Council members may not need to have a DBS clearance because they are unlikely to be in regular unsupervised activity with children and/or adults at risk. However, if this situation changes, they will be asked the subject of a DBS check as well.

It is essential that all staff who have access to children and adults at risk understand their safeguarding responsibilities and what to do in the event a disclosure is made to them, or they suspect risk of harm or abuse. To aid this, all staff working with students, with children or likely to be in regular contact with adults at risk will receive training on safeguarding during their induction period. This training will be updated every four years. All RADA staff may attend safeguarding training, but priority will be given to those working most closely with adults at risk and children/young people.

For Access & Participation and short courses work, RADA will take the following steps:

- Only employ staff with proven experience of working with children, young people or adults at risk (as appropriate).
- Ensure that a teacher, youth worker, care worker or other group leader from the host organisation is present during workshops delivered by RADA outside of our own venue.
- Only contract photographers and film makers working on education and wider work that hold a DBS enhanced certificate.
- Provide visiting professionals with a copy of this policy.
- Ensure that staff members are aware of RADA's zero tolerance of bullying and abuse.
- Any staff member found to be under the influence of alcohol or drugs whilst working on a RADA project will be dismissed with immediate effect. All allegations and incidents of any form of this defined abuse will be taken extremely seriously.

21. Annual reporting to Council

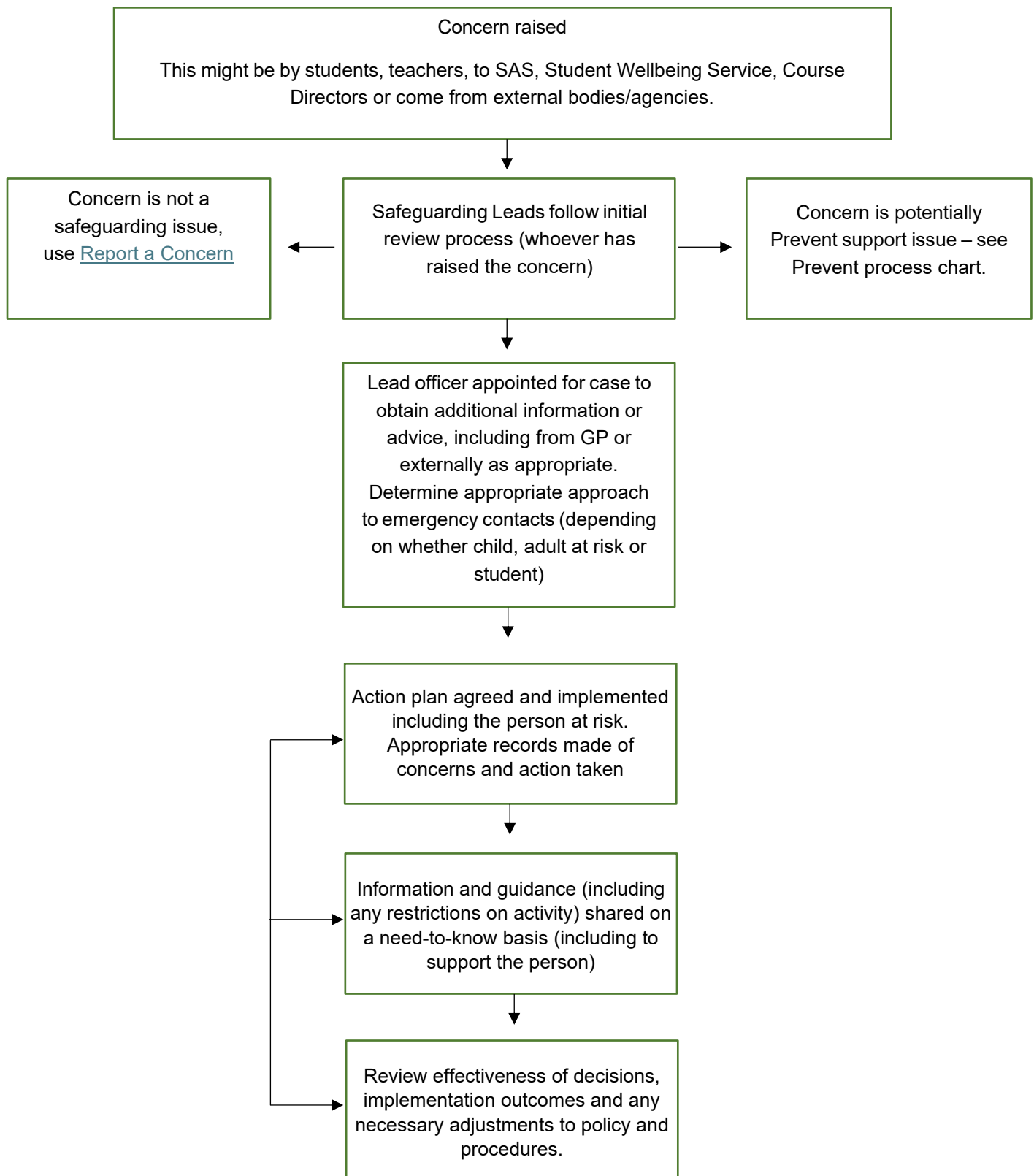
An annual report is submitted to the Council on safeguarding. This report provides the Council with monitoring information to enable the Council to consider whether RADA's child and adult at risk protection duties are effectively discharged. This will include information in respect of staff training and anonymous case details. Council will receive an update on any safeguarding/Prevent matters arising during the year as a standing item as part of the Registrar's report.

22. Prevent Duty

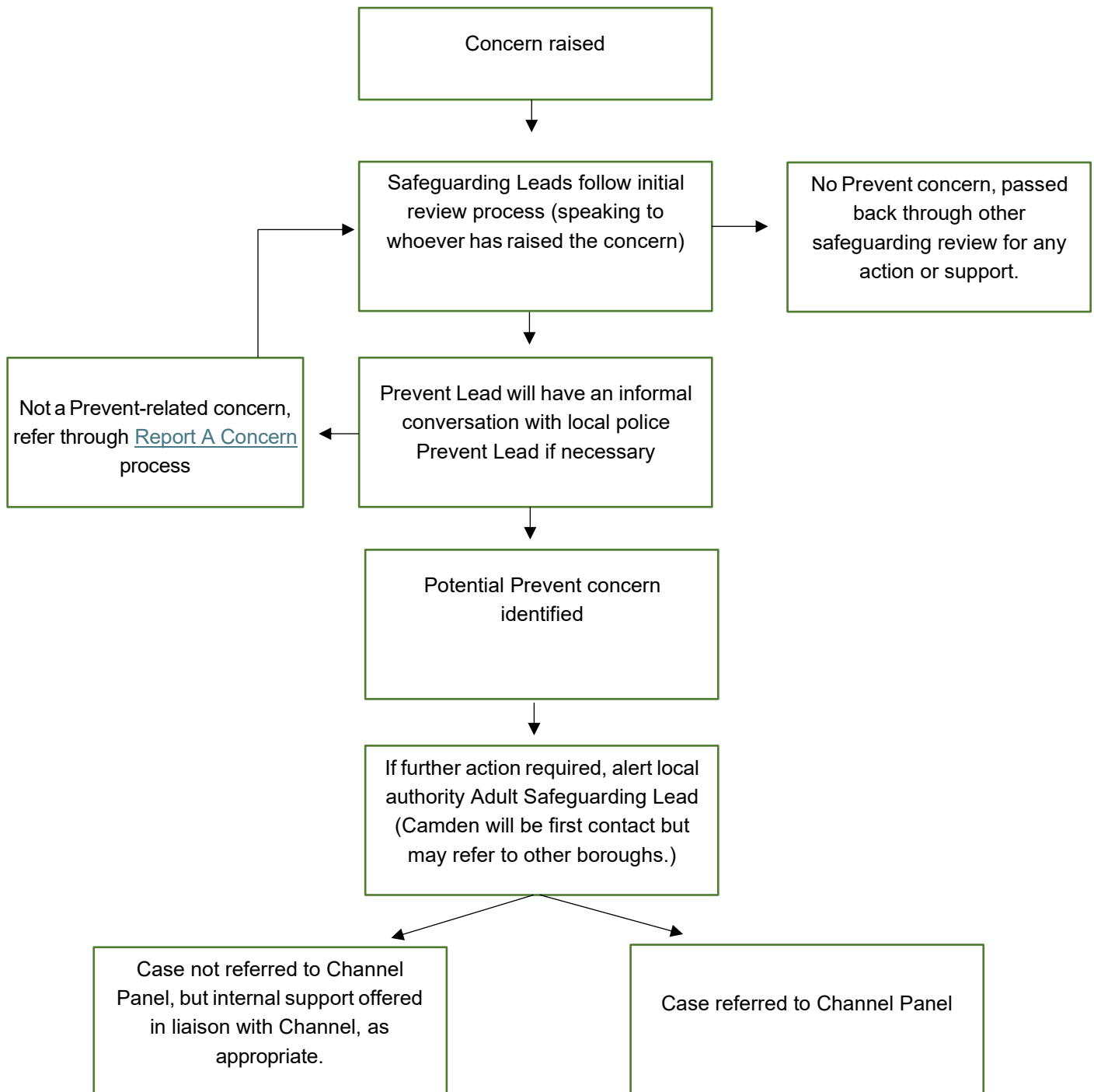
The Prevent Duty is part of the Government's Counter Terrorism Strategy, CONTEST. Under the Prevent Duty, Higher Education institutions have a statutory duty to have due regard to prevent people being drawn into terrorism. If you suspect or have reason to believe that a student may be drawn into terrorism, please follow safeguarding protocols and pass on the concern within 24 hours via the [Safeguarding Concern Form](#)

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Review Date	Two years – April 2028

23. Safeguarding process



24. Prevent-related process



25. Appendix 1 – Case Management Group – Process

Case Management Group - Process

Introduction

The Safeguarding Student Case Management Group (CMG) plays a critical role in ensuring the safety, welfare, and protection of children, young people, and adults at risk. This group provides a structured forum for the review, coordination, and oversight of safeguarding cases, ensuring that appropriate actions are taken in a timely and effective manner.

The CMG operates within the framework of statutory guidance, institutional safeguarding policies, and best practice standards. We are committed to promoting a culture of vigilance, accountability, and continuous improvement in safeguarding practice. Through collaborative decision-making and case management, the group aims to support early intervention, reduce risk, and ensure that safeguarding concerns are addressed with the highest level of care and professionalism.

Membership

Membership will comprise a minimum of three staff members, selected from the following roles as appropriate to the nature of the case under consideration:

Registrar (Chair) – Designated Safeguarding Lead
Head of Student Wellbeing (secretary) – Deputy Safeguarding Lead
Access and Participation Lead - Deputy Safeguarding Lead
Director of Technical Training (or their nominated representative)
Course Leader for Acting (or their nominated representative)
Head of MA Courses (or their nominated representative)
Head of HR
Head of Short Courses Administration
The Council member with responsibility for safeguarding

Process

1. Referral and Identification

Safeguarding concerns may be raised by staff, students, external agencies, or through self-disclosure.

All concerns must be reported via the designated safeguarding reporting channels.

The Designated Safeguarding Lead (DSL) or Deputy DSL will conduct an initial assessment to determine if the case requires escalation to the Case Management Group.

2. Case Review and Group Convening

The Case Management Group (CMG) will be convened, as required, to review new and ongoing safeguarding cases.

Membership will be drawn from relevant safeguarding leads and professionals, with a minimum of three members present (as above), selected based on the nature of the case.

3. Case Discussion and Decision-Making

Each case will be discussed in a confidential setting.

The group will assess risk, determine appropriate interventions, and assign responsibilities for follow-up actions.

Decisions will be documented, including rationale and agreed actions.

4. Coordination of Support

The CMG will ensure that appropriate support is in place for the individual(s) involved, which may include internal services, external referrals, or multi-agency collaboration.
The group will monitor the effectiveness of interventions and adjust plans as needed.

5. Record Keeping and Confidentiality

All case discussions and decisions will be recorded securely in accordance with data protection and safeguarding policies.
Access to records will be restricted to authorised personnel only.

6. Monitoring and Review

Ongoing cases will be reviewed at each meeting until resolved or closed.
In the absence of new cases, the group will meet annually to review safeguarding practice, trends, and the minutes of the Safeguarding Steering Group.

7. Escalation and Reporting

Serious or complex cases may be escalated to senior leadership or external safeguarding bodies as appropriate.
The CMG will report key themes and outcomes to the Safeguarding and Student Welfare Steering Group for strategic oversight.

Frequency

The Group will convene no less than five working days after an incident.

We will then convene, as appropriate, to review new and ongoing student safeguarding cases and to coordinate appropriate support.

In the absence of new cases, the group will meet annually (in the Autumn term) as part of the Safeguarding and Student Welfare Steering Group to evaluate overall safeguarding practices.

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26. Appendix 2 – Template Record of Meeting

Confidential file note: Record of meeting or complete online [Safeguarding Concern form](#)

Information required	To be completed
Student name	
DOB	
Course/Year	
Location of meeting	
Date	
Time	
Reason for meeting	
Staff present (include name and job title)	
Family members & other adults present: (include name and relationship to the child where applicable)	
Key points discussed	
Agreed actions (include person responsible and timescales)	
Date & time of next meeting	
Safeguarding staff name	
Signature	

Information required	To be completed
Evidence of Follow-up action taken by DSL: (include progress against agreed actions, follow-up with other staff/external bodies, parents and child including the date)	
Further Action Agreed:	
Full name	
DSL Signature	
Date	

This should be emailed to one of the [Safeguarding Leads](#) as soon as possible (and within 24 hours)

27. Appendix 3 – Local Authority Contacts

Safeguarding concerns from a university should be reported to the **local authority for adult social services or children's social care** in the area where the adult or child at risk is located or ordinarily resident. For concerns that have taken place at RADA, these should be reported to Camden Borough Council.

For concerns about a child

- **During office hours:** Call the Children and Families Contact service at 020 7974 3317
- **Out of hours (after 5pm, weekends, bank holidays):** Call the main council number at 020 7974 4444
- **Email:** You can also email concerns to LBCMASHadmin@camden.gov.uk.

For general contact or adult safeguarding

- **To speak to someone:** Call the main contact number at 020 7974 4444 during business hours (Monday to Friday, 8am to 6pm).
- **For emergencies outside of these hours:** The same number, 020 7974 4444, handles emergency calls outside of standard office hours.
- **Adult safeguarding:** If you are concerned about an adult, you can contact your local authority by calling the main number and stating your concern, or visit [Camden Council's website](#) for more information.

28. Appendix 4 – Sources of Support and Information

Action on Elder Abuse

A national organisation based in London. It aims to prevent the abuse of older people by raising awareness, encouraging education, promoting research and collecting and disseminating information.

Tel: 020 8765 7000

Email: enquiries@elderabuse.org.uk

www.elderabuse.org.uk

Ann Craft Trust (ACT)

A national organisation providing information and advice about adult safeguarding.

Tel: 0115 951 5400

Email: Ann-Craft-Trust@nottingham.ac.uk

www.anncrafttrust.org

The Havens

Specialist centres in London for people who have been raped or sexually assaulted

Tel: 020 32996900

www.thehavens.org.uk

Men's Advice Line

For male domestic abuse survivors

Tel: 0808 801 0327

National LGBT+ Domestic Abuse Helpline

Tel: 0800 999 5428

National 24Hour Freephone Domestic Abuse Helplines

England	Northern Ireland
Tel: 0808 2000 247 www.nationaldahelpline.org.uk/Contact-us	Tel: 0808 802 1414 www.dsahelpline.org Twitter: www.twitter.com/dsahelpline Facebook: www.facebook.com/dsahelpline
Scotland	Wales
Tel: 0800 027 1234 Email: helpline@sdaafmh.org.uk Web chat: sdaafmh.org.uk	Llinell Gymorth Byw HebOfn/ Live free from fear helpline Tel: 0808 8010 800 Type Talk: 18001 0808 801 0800 Text: 078600 77 333

National Society for the Prevention of Cruelty to Children (NSPCC)

They host a range of safeguarding guidance, resources and training to help everyone working or volunteering with children keep them safe.

Tel: 0808 8005000

Email: help@nspcc.org.uk

<https://learning.nspcc.org.uk/>

Rape Crisis Federation of England and Wales

Rape Crisis was launched in 1996 and exists to provide a range of facilities and resources to enable the continuance and development of Rape Crisis Groups throughout Wales and England.

Email: info@rapecrisis.co.uk
www.rapecrisis.co.uk

Respond

Respond provides a range of services to victims and perpetrators of sexual abuse who have learning disabilities, and training and support to those working with them.

Tel: 020 7383 0700 or
0808 808 0700 (Helpline)
Email: services@respond.org.uk
www.respond.org.uk

Samaritans

The Samaritans provide a 24-hour listening service.

Tel: 116 123

www.samaritans.org

Stop Hate Crime

Works to challenge all forms of Hate Crime and discrimination, based on any aspect of an individual's identity. Stop Hate UK provides independent, confidential and accessible reporting and support for victims, witnesses and third parties.

24 hours service:

Telephone: 0800 138 1625

Web Chat: www.stophateuk.org/talk-to-us/

E mail: talk@stophateuk.org

Text: 07717 989 025

Text relay: 18001 0800 138 1625

By post: PO Box 851, Leeds LS1 9QS

Susy Lamplugh Trust

The Trust is a leading authority on personal safety. Its role is to minimise the damage caused to individuals and to society by aggression in all its forms – physical, verbal and psychological.

Tel: 020 83921839

Fax: 020 8392 1830 Email: info@suzylamplugh.org

www.suzylamplugh.org

Victim Support

Provides practical advice and help, emotional support and reassurance to those who have suffered the effects of a crime.

Tel: 0808 168 9111

www.victimsupport.com

Women's Aid Federation of England and Wales

Women's Aid is a national domestic violence charity. It also runs a domestic violence online help service.

www.womensaid.org.uk/information-support