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| Safeguarding Policy and Procedure (Child Protection and Protection of Adults at Risk) | |
| Date approved by Trustees | August 2018 |
| Date for next review | July 2019 |
| Compliance lead | Trustee with responsibility for Safeguarding |
| Agreed Policy file name | Safeguarding Policy and Procedure |
| Agreed policy location: | RMT website (www.rmt.org - public access) and RMT Information area\Policies and Procedures |

Ruskin Mill Trust (RMT) provides an innovative and experiential education and residential provision for children and young adults aged 8 to 25 years with complex learning needs and also a provision in Darlington which supports adults from age 18. Within the College and School these young people are known as ‘students’ and will hereafter be referred to collectively as students.

DESIGNATED SAFEGUARDING LEADS

Each of the colleges, schools and other provision operated by RMT has its own Designated Safeguarding Lead (DSL) and at least one Designated Safeguarding Deputy (DSD). Names and contact arrangements for the DSL and DSDs of all RMT provisions can be found in Annex 1, together with links to the Local Children and Adult Safeguarding Boards of the area where the provision is located. This policy is aligned to the safeguarding policies of those Local Children and Adult Safeguarding Boards.

POLICY:

- To create at each Trust Provision a safeguarding culture and environment where the opportunities for abuse, neglect or exploitation, and risks of radicalisation and Female Genital Mutilation (FGM) are minimised.
- To create at each Trust Provision a safeguarding culture and environment where children, adults at risk and staff have the confidence to voice any concerns or fears they may have about abuse, neglect or exploitation and where they feel able to disclose allegations of harm or abuse.
- To describe the actions that must be taken when abuse, neglect, exploitation, radicalisation or FGM is suspected or disclosed.
- Where reference to students this should be considered to be children (everyone under the age of 18), and adults at risk

The Trust has adopted the following principles in relation to the protection of Students/residents:

- Safeguarding is about protecting children and adults at risk from maltreatment; preventing impairment of their health or development; ensuring they grow up in circumstances consistent with the provision of safe and effective care; and taking actions to enable them to have the best outcome.
- The welfare of children and adults at risk is paramount.

The protection of children and adults at risk is everyone's responsibility.

- All children and adults at risk - whether they have a protected characteristic or not - have the right to protection from significant harm.
- All allegations and suspicions of abuse will be taken seriously and responded to swiftly and appropriately.
- Each Trust Provision will follow statutory and specialist guidelines in working with children and adults at risk when responding to all allegations and/or suspicions of abuse.
- The Trust will seek to support all those affected by abuse.
- In respect of safeguarding individuals from radicalisation, the Trust works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for students through referrals to the Channel Programme.
- In relation to FGM the Trust will work as part of a multi-agency group to support those affected, and this will include social care agencies and the police.
- It is recognised that Peer on Peer abuse may take place, and the Trust will do all it can to prevent this through education and the use of appropriate sanctions. The Trust will never tolerate or pass this off as 'banter' or 'part of growing up'.
- There is a separate missing student/resident policy which should be used in the instance of a student/resident going missing.

DEFINITIONS OF ABUSE:

- **Abuse:** This is an action by another person - adult or child - and is a form of maltreatment. Someone can abuse or neglect a child or adult at risk by inflicting harm, or by failing to act to prevent harm. Abuse can take place in a family, institutional or community setting by those known to them, or, more rarely, by others (e.g. via the internet or social media). They may be abused by an adult or adults or by a child or children.
- **Physical abuse:** a form of abuse which involves hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or adult at risk.
- **Fabricated illness:** caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or adult at risk.
- **Emotional abuse:** the persistent emotional maltreatment of a child or adult at risk such as to cause severe and adverse effects on the student's emotional development. It may involve conveying to the student that they are worthless or unloved,

inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the student opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations. These may include interactions beyond their development capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing the student to frequently feel frightened or in danger, or the exploitation or corruption of the student. Some level of emotional abuse is involved in all types of maltreatment of a student, although it may occur alone.

Sexual abuse: this involves forcing or enticing a student to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving students in looking at, or in the production of sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a student in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect:** this is the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. Neglect may occur during pregnancy as a result of a maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a student from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a student's basic emotional needs.
- **Female Genital Mutilation (FGM):** is any procedure which involves partial or total removal of the external female genitalia or other injury to the female genital organs.
- **Child sexual exploitation:** Child sexual exploitation is a type of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- **Online abuse:** This is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones.
- **Peer on Peer abuse:** this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.
- **Bullying and cyberbullying:** Bullying can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child or adult at risk both physically and emotionally.

- **Domestic abuse:** Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.
- **Child trafficking:** Child trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold.
- **Grooming:** Children and adults at risk can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.
- **Harmful sexual behaviour:** Children and adults at risk who develop harmful sexual behaviour harm themselves and others.
- **Financial Abuse:** Which includes taking another person's money or possessions - for example, having money or property stolen, being pressured into giving people money or changing a will, misuse of benefits, not being allowed access to money.
- **Discriminating abuse:** Discriminating abuse includes any type of abuse aimed at a child or adult at risk because of their colour, religion, appearance or sexuality. For example, ignoring spiritual or religious beliefs, comments or jokes about a person's disability, age, race, sexual orientation, or gender / gender identity, ignoring cultural needs, for example diet or clothing.
- **Organisational abuse:** This is abuse occur in an establishment such as a college, school (including residential provision) that may range from poor practice to ill treatment and gross misconduct. For example, lack of individual care, no flexibility of bedtimes or waking, deprived environment and lack of stimulation.
- **Abuse of Individual Rights/discriminatory abuse/racial abuse:** Abuse of individual rights is a violation of human and civil rights by any other person or persons. Discriminatory abuse consists of abusive or derisive attitudes or behaviour based on a person's sex, sexuality, ethnic origin, race, culture, age, disability or any other discriminatory abuse - this includes hate crime. Forced marriage is also an abuse of human rights and falls within the definition of adult abuse.

ROLES AND RESPONSIBILITIES Board of Trustees

A member of the Board of Trustees takes special responsibility for monitoring safeguarding across the Trust. They will liaise with relevant external authorities should an allegation be made about any of the Trustees, Provision leaders or designated safeguarding leads.

Executive Team member with responsibility for safeguarding

The Executive Team member with responsibility for safeguarding will

- Support the development of a safeguarding culture across the Trust, and ensure that there is effective Cross-Trust working.
- Hold at least one Trust wide safeguarding working group per year.
- Ensure that this policy is updated annually or in response to revised statutory guidance issued by the DfE and that the current policy is available on the Ruskin Mill Trust website www.rmt.org and available for staff to access via the RMT Information area and within each provision.
- Ensure that the Trust wide IT infrastructure has considered online safety in terms of filters and appropriate monitoring systems.
- Ensure that each provision has the teaching of safeguarding, including online safety within their offer to each student.
- Ensure that the Trust has appropriate processes in place in relation to safer recruitment.
- Ensure that there are appropriate procedures in place to handle allegations against staff, volunteers etc.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

Provision Leader

At each Trust Provision the Provision leader will:

- Fulfil the responsibilities of, or appoint, a designated safeguarding lead person (DSL) to take lead responsibility for safeguarding students. Ensure that DSLs have relevant expertise and are trained to local authority standards, including annual refreshers, to respond to allegations and concerns, and to collate safeguarding data. DSLs are also responsible for ensuring that the designated safeguarding deputies have the skills and knowledge to discharge their safeguarding responsibilities and access appropriate training to equip them in their roles.
- Appoint a number of designated safeguarding deputies who are trained to the same local authority standard as the DSL and will support the DSL in ensuring a high standard of safeguarding rigour.
- Ensure that the DSL and designated safeguarding deputies have appropriate external supervision to support them in undertaking their role.
- Plan and resource the appropriate assessment and supervision of students to ensure their safety.
- Recruit all staff who work with students in line with the approved safer recruitment programme by ensuring that everyone working in regulated activity with children or adults at risk:
 - has undergone a Disclosure and Barring Service check at an enhanced level
 - is adequately trained and supervised within their working role
 - understands and follows the Trust's Safeguarding Policy and Procedures and acts in good faith
 - is registered with their relevant professional body (if appropriate).
- Ensure that all staff and volunteers are aware of their responsibility to inform the DSL of any concerns they have about abuse, neglect or other safeguarding concern in relation to a student. Also, that they are aware that they can make a direct referral to children's or adult social care if they believe there is a risk of immediate serious harm.
- Ensure that teaching staff safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Ensure close and effective partnership working with Local Authority Safeguarding and Social Care teams, Care Quality Commission or the Care and Social Services Inspectorate Wales and Police.
- Ensure that appropriate recording and monitoring systems are in place.
- Ensure that effective induction takes place all new students, staff and volunteers with safeguarding information and procedures, including details about the Trust's code of conduct and the role of the designated safeguarding lead.
- Ensure that there are annual updates for all staff, this may be via training or briefings but will ensure that staff have the relevant skills and knowledge to safeguard students effectively.

- Allocate students to staff who will work with them as advocates to promote self-esteem and to enable and empower them to speak up if they have safeguarding concerns or if they feel something is wrong.
- Ensure that all staff understand and embed their responsibilities to prevent radicalisation within their sessions and teaching.
- Ensure that all staff are aware of their duty to report to the Police where they discover that an act of FGM appears to have been carried out.
- Ensure that staff are aware of the ability to identify students who may benefit from early help and how this can be accessed.
- Ensure that effective risk assessments are carried out for all key activities. This includes mental capacity assessment for students who are identified as at risk of abuse and where there is a question about the student's ability to consent.

Designated Safeguarding Lead (DSL)

The following sections are copied from Keeping Children Safe in Education and describe the role of the DSL in all RMT provision.

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the roleholder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁷
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

All staff

- All staff have a responsibility to provide a safe environment in which our students can learn
- All staff should be prepared to identify students who may benefit from early help
- Any staff member who has a concern about a student's welfare in relation to safeguarding should follow the safeguarding procedure below.
- If any member of staff in the course of their work discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, this must be reported.

REPORTING ABUSE

- Abuse can happen in any relationship and may result in significant harm to, or exploitation of, the person subject to it.
- Abuse could be from any person including family, carers, neighbours, peers, staff other students or strangers.
- Students themselves may abuse others, including their carers.
- Abuse has many different forms, including hate or hate crime which involves targeting a person's difference and/or where victims consider their perpetrators to be their friends.
- Abuse can be perpetrated via electronic methods and e-safety is key to protecting students from harm arising from use of computers, mobile devices and social media.
- Radicalisation of children or adults at risk is abuse.
- Female genital mutilation is abuse.

It is the responsibility of all staff to report any concerns about abuse, risk of harm or any other safeguarding or radicalization concerns to the DSL/DSD's at their Provision. Any concerns in relation to FGM are to be reported directly to the Police by the member of staff member who discovers or suspects FGM.

All staff are expected to observe the Trust's Confidentiality Policy. However, the safeguarding needs and wellbeing of children, young people and adults at risk take precedence over issues of confidentiality; therefore, all concerns, even if they appear to breach the Trust's Confidentiality Policy, should be reported to their DSL/DSD's.

Staff should therefore never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

Similarly, the Trust reserves the right where appropriate to inform outside agencies when permission to do so has not been given by a member of staff, volunteer, student, parent or carer. Once a safeguarding, FGM or Prevent procedure has been initiated, information will be shared on a need to know basis only.

PROCEDURE

Even if a member of staff thinks or believes that an allegation or disclosure may be untrue, it is still their duty to report it. It is not the role of staff to investigate any safeguarding concerns they may have. The following procedure must be followed by all staff or volunteers when:

- a student discloses to them that abuse has, or may have occurred
- they witness an incident that could be considered to be abusive
- they have a concern that a student may have been or is being abused or at risk of harm or radicalisation.

1 - Ensure Safety

The first priority is to ensure the safety and protection of students. In making the person, and others potentially at risk, safe it may be necessary to inform emergency services. If medical treatment is not immediately required, medical examinations should not be arranged until a Safeguarding strategy is agreed.

2 - Report and Record

Report concerns as soon as possible to the DSL. It may be necessary to inform other staff on duty that there has been an incident but information passed to them should be kept to a minimum.

If it is suspected a member of staff may be the perpetrator or involved in some way, this information must be passed on to the Provision lead.

If it is suspected that the DSL or the Provision leader may be a perpetrator or involved in some way, contact the Executive Team member with responsibility for safeguarding or the Trustee with responsibility for safeguarding or the Police immediately.

Records of incidents and concerns should be written as soon as possible. Forms and electronic systems are available to support recording, but records can be made by any available method. If records are hand-written, the date, signature, name and role of the person making the report must be made clear. If subsequently typed up, the original should be kept on file.

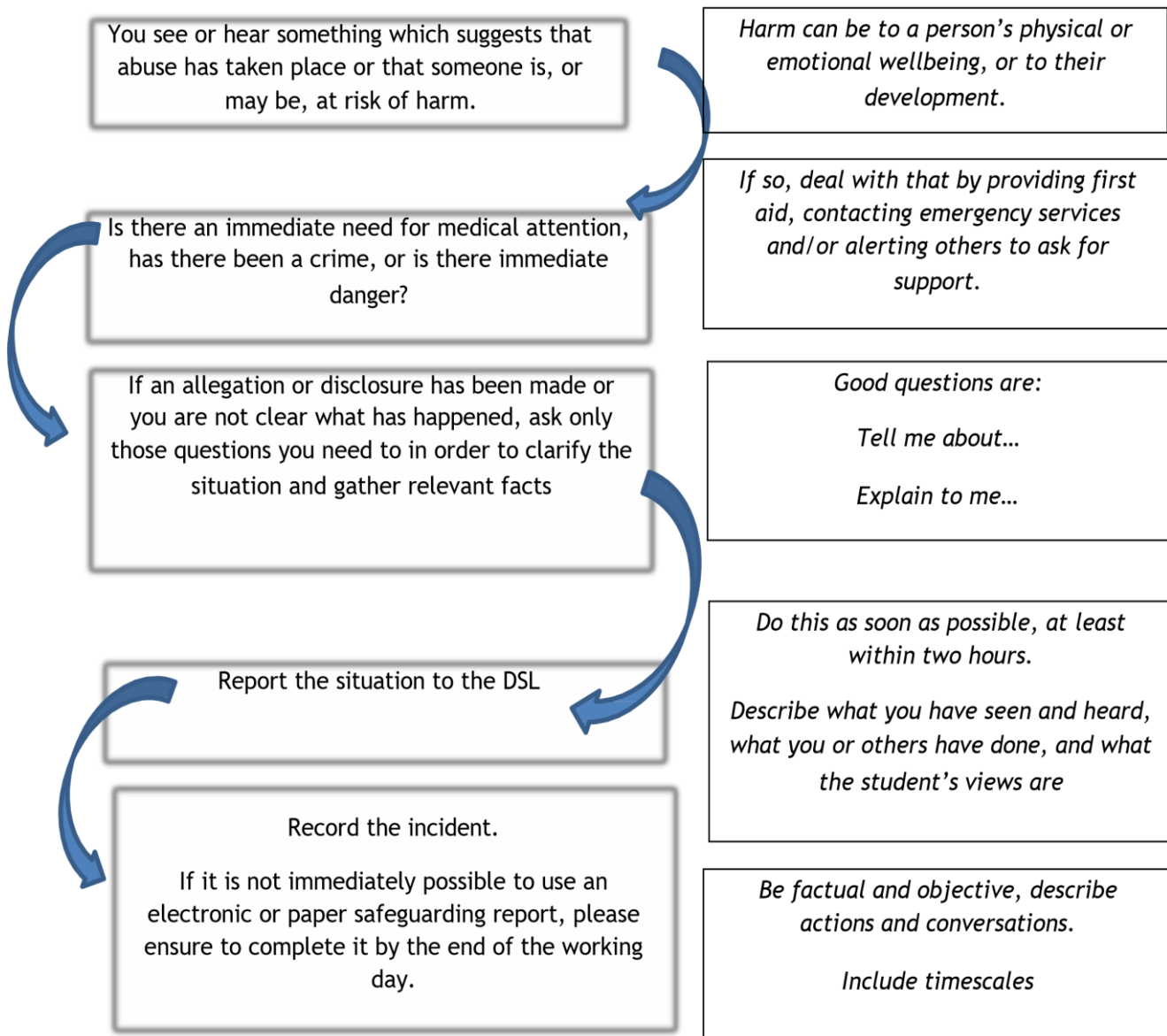
Staff should be aware that the outcome of any alert, referral or investigation and any records relating to it could be used as evidence in a range of procedures; disciplinary, criminal or within safeguarding procedures.

3 - Concerns with safeguarding practice

Where a member of staff or volunteer feels that there are poor or unsafe practice and potential failures in the provision then they should raise them with the provision lead.

If however, they feel that their concerns have not been addressed then they should raise them with the Executive Team member with responsibility for safeguarding and utilise the Trust's Whistleblowing policy.

The Safeguarding Process:



TRAINING

All staff will receive initial and on-going training related to safeguarding and Prevent at least in line with the requirements of the local Safeguarding Board. Staff with designated safeguarding lead responsibilities will also undertake the required higher level training as set out by their local safeguarding boards, and this will be refreshed in line with the local Safeguarding Boards.

RELEVANT LEGISLATION AND GUIDANCE

- Keeping Children Safe in Education (Statutory Guidance from Department for Education, September 2018)
- Working Together to Safeguard Children (Department for Education, March 2015)
- What to do if you are worried a child is being abused - Advice for practitioners (Department for Education, March 2015)
- Teacher Standards 2012
- Counter-Terrorism and Security Act 2015
- Mental Capacity Act 2005 and Deprivation of Liberty Safeguards (2009)
- Sexual Offences Act 2003
- The Care Act 2014
- The Care Standards Act 2000
- The Children Act 1989 and 2004
- Education Act 2002 and 2011
- Education and Inspection Act 2006
- The Human Rights Act 1998
- The Protection of Children Act 1999
- Female Genital Mutilation Act 2003

ADDITIONAL LEGISLATION AND GUIDANCE RELEVANT TO WALES

- Safeguarding Children: Working Together Under the Children Act 2004 published by the Welsh Government in 2007
- Keeping learners safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (Statutory Guidance from the Welsh Government, January 2015)

LINKS: related legislation, policies, procedures and protocols

| RELATED DOCUMENTATION | Found at |
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| Bullying | https://www.gov.uk/government/publications/preventing-and-tackling-bullying |
| Care Act and Safeguarding | http://www.scie.org.uk/care-act-2014/safeguarding-adults/ |
| Channel Duty Guidance HM Government | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf |
| Keeping Children Safe in Education DfE 2018 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf |
| Keeping learners safe, Welsh Government 2015 | www.gov.wales/topics/educationandskills/.../keeping-learners-safe/?lang=en |
| Mental Capacity Act | http://www.justice.gov.uk/protecting-the-vulnerable/mental-capacity-act |
| Children Missing From Education | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_statutory_guidance.pdf |

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| PREVENT Strategy HM Government | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf |
| Safeguarding Children, Welsh Government 2007 | www.wales.gov.uk/pubs/circulars/2007/nafwc1207en.pdf?lang=en |
| Sexual exploitation | https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited |
| Types of abuse | https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/ |
| When and how to share information | https://www.gov.uk/government/publications/information-sharing-for-practitioners-and-managers |
| Working Together to Safeguard Children HM Government 2015 | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf |
| Female Genital Mutilation | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_FINAL.pdf |
| Forced marriage | https://www.gov.uk/guidance/forced-marriage |

| IMPACT OF NON-COMPLIANCE FOR | |
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| Staff | Criminal proceedings, prosecution, disciplinary or regulatory actions/sanctions [DBS barred lists] |
| Students | increased risk of harm: physical psychological or developmental Increased risks to wellbeing, health and development associated with involvement in FGM, Radicalisation or Extremism, criminal proceedings |
| Legislation / organisation | Prosecution/litigation, reputational damage, regulatory action |

GLOSSARY OF TERMS:

- **Child:** a young person under the age of 18. However, in line with the Sexual Offences Act 2003, this age limit may be extended for young people with Learning Difficulties/Disabilities.
- **Adult at risk:** ‘A person (18 or over) who has needs for care and support (whether or not the local authority is meeting any of those needs), is experiencing, or is at risk of, abuse or neglect and, as a result of those care and support needs, is unable to protect themselves from either the risk of, or the experience of abuse or neglect.
- **British Values:** *Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. Mutual respect and tolerance* includes encouraging students to respect other people with particular regard to the protected characteristics of the Equality Act, 2010.

- **Designated Safeguarding Lead (DSL):** A senior manager in each of the Trust Provisions who has lead responsibility for safeguarding children or adults at risk.
- **Extremism:** *is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*
- **Radicalisation:** is the act or process of making a person more radical or in favour of extreme or fundamental changes in political, economic or social conditions. It is often linked to political or religion-based beliefs
- **Safeguarding:** Safeguarding is about protecting students from maltreatment; preventing impairment of their health or development; ensuring they grow up in circumstances consistent with the provision of safe and effective care; and taking actions to enable them to have the best outcome.
- **Ruskin Mill Trust:** (the Trust): a Rudolf Steiner educational charitable trust which provides education and residential care services for children and adults, some of whom are adults at risk, in various provisions located across the UK.
- **Trust provision:** Argent College, Brantwood Specialist School, Clervaux, Coleg Plas Dwbl, Freeman College, Glasshouse College, Ruskin Mill College, Sunfield Children's Home
- **Student:** any pupil, student or service user who is on the register of any of the Trust provisions which is a child or an adult at risk.

Annex 1

DSLs and other contacts for each RMT Provision

Argent College

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| Provision Lead | Alex Griffin | College Principal |
| Designated Safeguarding Lead | Alex Griffin | College Principal |
| Designated Safeguarding Deputy and SG team member | Jo Chapman | Student Engagement Manager |
| TBC | | |
| Contact Reception | 0121 633 1270 | |
| Contact out-of-hours duty | 07977 174790 | |
| Local Safeguarding Boards | | |
| Children's Safeguarding | 0121 303 1888 | 0121 675 4806 |
| Adult Safeguarding | 0121 303 1234 | 0121 464 9001 |
| Birmingham Safeguarding Children Board | http://www.lscbbirmingham.org.uk/index.php | |
| Birmingham Safeguarding Adults Board | http://www.bsab.org/publications/policy-procedures-and-guidance/ | |

Brantwood Specialist School

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| Provision Lead | Perdita Mousley | Executive Head Teacher |
| Designated Safeguarding Lead | Adam Leathwood | Safeguarding Manager |
| Designated Safeguarding Deputy and SG team member | Marc Hughes | Deputy Head Teacher |
| | Digby Brown | Learning Engagement Manager |
| | Caroline Bell | Head Teacher |
| | Deborah Dawson | Head of Care |
| | Tom Linley-Shaw | Sixth Form Teacher |
| Contact Reception | 0114 258 9062 | |
| Contact Out-of-hours duty | 07812 234349 | Adam Leathwood |
| | 07805 304242 | Marc Hughes |
| | 07805 304202 | Deb Dawson |
| | 07805 304222 | Digby Brown |
| | 07555 891796 | Tom Lindley-Shaw |
| Local Safeguarding Boards | | |
| Sheffield Children's Safeguarding Hub | 0114 273 4855 https://www.safeguardingsheffieldchildren.org/sscb/safeguardinginformation-and-resources/referring-a-safeguarding-concern-to-childrensocial-care | |
| Adult Safeguarding | 0114 273 6870 | |
| Sheffield Safeguarding Children Board Policy | http://www.safeguardingsheffieldchildren.org/sscb/education/policies-1 | |
| Sheffield Safeguarding Adults Board Policy | https://shsc.nhs.uk/wp-content/uploads/2016/05/Safeguarding-Adults-Policy.pdf | |

Clervaux

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| Provision Lead | Perdita Mousley | Principal |
| Designated Safeguarding Lead | Mark Gillen | Registered Manager |
| Designated Safeguarding Deputy and SG team member | Adam Leathwood | Safeguarding Manager |
| | Emma Hickmans | Bishops House Manager |
| | Lone Helliwell | Tutor and AWS Lead |
| Contact Reception | 01325 729862 | |
| Contact out-of-hours duty | 07901931464 | |
| Local Safeguarding Boards | | |
| Children's Safeguarding | 01325 406222 | |
| Adult Safeguarding | 01325 742030 | |
| Darlington Safeguarding Children Board | http://www.darlingtonsafeguardingboards.co.uk/children-safeguarding-board | |
| Darlington Safeguarding Adults Board | http://www.darlingtonsafeguardingboards.co.uk/adults-safeguarding-board | |

Coleg Plas Dwbl

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|---|---|--------------------------------|
| Provision Lead | Brad Challinor | College Principal |
| Designated Safeguarding Lead | Llewellyn Rees | Assistant Principal |
| Designated Safeguarding Deputy and SG team member | TBC | |
| | Louise Lewis | Head of Residential |
| | Christine Mathias | Education Learning Coordinator |
| | TBC | |
| Contact Reception | 01994 729862 | |
| Contact out-of-hours duty | 07534 742030 | |
| Local Safeguarding Boards | | Out of hours |
| Children's Safeguarding | 01437 764551 | 08708 509508 |
| Adult Safeguarding | 01437 776056 | 08708 509508 |
| Mid and West Wales Safeguarding Children Board | http://cysur.wales/home/contacts-useful-links/reporting-concerns-child/ | |
| Mid and West Wales Safeguarding Adults Board | http://cysur.wales/home/contacts-useful-links/reporting-concerns-adult/ | |

Freeman College

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| Provision Lead | Perdita Mousley | College Principal |
| Designated Safeguarding Lead | Adam Leathwood | Safeguarding Manager |
| Designated Safeguarding Deputy and SG team member | Perdita Mousley | College Principal |
| | Angie Iversen | Deputy Principal |
| | Sharon Allen | Head of Residential |
| | Ewan Keefe | Learning Engagement Manager |
| Contact Reception | 0144 252 5940 | |
| Contact out-of-hours duty | 07812 234321 | |
| Local Safeguarding Boards | | |
| Sheffield Children's Safeguarding Hub | 0114 273 4855 https://www.safeguardingsheffieldchildren.org/sscb/safeguardinginformation-andresources/referring-asafeguarding-concern-tochildrens-social-care | |
| Adult Safeguarding | 0114 273 6870 | |
| Sheffield Safeguarding Children Board | http://www.safeguardingsheffieldchildren.org/sscb/education/policies-1 | |
| Sheffield Safeguarding Adults Board | https://shsc.nhs.uk/wp-content/uploads/2016/05/Safeguarding-Adults-Policy.pdf | |

Glasshouse College

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| Provision Lead | Ollie Cheney | College Principal |
| Designated Safeguarding Lead | Mike Claridge | Safeguarding Manager |
| Designated Safeguarding Deputy and SG team member | TBC | Deputy Principal |
| | Pauline Clarke Campbell | Centre Admissions Manager |
| | Agata Dokszeicz | Head of Residential |
| | Lindsey Greg | Shared Lives Co-ordinator |
| | Jack Nordhoff | Learning Engagement Manager |
| Contact Reception | 01384 399400 | |
| Contact out-of-hours duty | 07977 174790 | |
| Local Safeguarding Boards | | Out of hours |
| Children's Safeguarding | 0300 555 0500 | 0300 555 8574 |
| Adult Safeguarding | 0300 555 0500 | 0300 555 8574 |
| Dudley Safeguarding Children | http://safeguarding.dudley.gov.uk/child/ | |
| Dudley Safeguarding Adults | http://safeguarding.dudley.gov.uk/adult/ | |

Ruskin Mill College

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| Provision Lead | TBC | College Principal |
| Designated Safeguarding Lead | Michael Poynton | Safeguarding Manager |
| Designated Safeguarding Deputy and SG team member | TBC | Deputy Principal |
| | Brendan Murphy | Head of Residential |
| | Ab de Bree | Shared Lives Co-ordinator |
| | Loretta Leggat | Learning Engagement Manager |
| Contact Reception | 01453 837500 | |
| Contact out-of-hours duty | 07977 474747 | |
| Local Safeguarding Boards | | |
| Children's Safeguarding | 01452 426525 | |
| Adult Safeguarding | 01452 426 868 | |
| Gloucestershire Children Safeguarding Board | http://www.gscb.org.uk/ | |
| Gloucestershire Safeguarding Adults Board | http://www.gloucestershire.gov.uk/gsab/ | |

Sunfield Children's Home

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| Provision Lead | Graeme Cheyne | Principal |
| Designated Safeguarding Lead | Lotty Riggs | Head of quality assurance and safeguarding |
| Designated Safeguarding Deputy and SG team member | Sarah Marshall | Head of Care and Therapies. |
| | Val Harley | Home Manager |
| | Lydia Swinton | Head of Education |
| | Wendy Spruce | Home manager |
| Contact Reception | 01562 882253 | |
| Contact out-of-hours duty | 07775 558961 | |
| Local Safeguarding Boards | | Out of hours |
| Children's Safeguarding | 01905 822666 | 01905 768020 |
| Safeguarding children in Worcestershire | https://ylyc.worcestershire.gov.uk/protection-from-harm/safeguarding-children/ | |