

Safeguarding Policy And Procedure (Child Protection and Protection of Adults at Risk)	
Date approved by Trustees	July 2017
Date for next review	July 2018
Compliance lead	Trustee with responsibility for Safeguarding
Agreed Policy file name	Safeguarding Policy and Procedure
Agreed policy location:	Trust website (www.rmt.org - public access) and RMT Information area\Policies and Procedures (internal access only)

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:

- 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 policy which should be used in the instance of a student going missing.

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

- Look to support the development of a safeguarding culture across the Trust, and ensure that there is cross-Trust working.
- Hold at least one Trust wide safeguarding working group per year.
- Responsible for ensuring 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:

- Appoint a designated safeguarding lead person (DSL) to take lead responsibility for safeguarding students. The names and contact details for the DSL at each Trust Provision are laid out in Appendix 1. 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. DSL's 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 deputy 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, should safeguarding 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.
- Induct 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.
- Undertake risk assessments 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 broad areas of responsibility of the Designated Safeguarding Lead

- To support and advise deputy safeguarding leads and all staff on matters of safeguarding of students and their welfare (including contributing to early help assessments), safety, safeguarding and child protection
- To be aware of which students in the provisions are Looked after children or Care leavers, and the increased risk associated with these students. The DSL should ensure that they have the appropriate details of these students including whether this is a voluntary status or under an interim or full care order, whether there are contact arrangements with the birth parents or those with parental responsibility. The care arrangements for the child and the level of authority delegated to the carer by the authority looking after them, as well as the details of the students social worker.
- To liaise with relevant agencies, including children's and adults social care and the police where abuse and neglect are suspected
- To ensure that timely referrals are made to children's and adults social care where abuse and neglect is suspected; with the Department of Human Resources to refer cases to the Disclosure and Barring Service (DBS) where a person is dismissed or has left due to risk/harm to a child or young person; refer cases where a crime may have been committed to the police; liaise with the Provision Leader and the Executive Team Member with responsibility for safeguarding on issues relating to child protection or adults at risk enquires and/or police investigations
- To ensure we fulfil our statutory responsibilities in relation to safeguarding students subject to a children protection or adult safeguarding plan by ensuring appropriate attendance at child protection or safeguarding conferences, reviews, core groups, implementing the multi-agency child protection plan or adult protection plan.
- To liaise with the Local Authority Designated Officer (LADO) where there are concerns about the conduct or an allegation is made against a member of staff, agency worker or volunteer at the provision. Should there be an allegation against the DSL or Provision Leader then the Executive Team member with responsibility for safeguarding or the Trustee with safeguarding responsibility will liaise with the LADO.
- To support the case manager (as per Part 4 of Keeping Children Safe in Education - September 2016 and our policy and procedure for the management of allegations) and the respective deputy safeguarding lead where there are concerns relating to the conduct or actions of a member of staff (including agency and volunteers)
- The designated safeguarding lead will ensure, as part of the induction process and through the annual review of training that staff fully understand how to access this policy, its associated procedures and monitor implementation as part of our quality assurance framework
- To support and encourage a culture of listening to students; taking into account their wishes and feelings, ensuring they influence and inform any plans made in respect of their welfare or protection. Staff should encourage students to express their views about whether they feel safe both within and outside the provision and residential provision (if appropriate). Staff should support students to understand how to ask for help to stay safe and that the residential provision (if appropriate) is an environment which supports this. The Mental Capacity Act 2005 applies to all people aged 16 and over and aims both to empower young people to make decisions for themselves whenever possible and to protect those who lack capacity to do this.

- To ensure that if the DSL notices any area of this policy which requires updating that they notify the Executive Team member with responsibility for Safeguarding immediately.
- Establish effective links with the Local Authority Safeguarding Hub to make sure staff are aware of training opportunities and the latest developments in relation to policies, procedures and guidance in relation to safeguarding, and any local authority specific requirements
- To ensure that children and young people attending or leaving, at non transition points, and who are placed at the provision by other local authorities are appropriately notified to the provisions base Local Authority as part of our responsibilities in relation to children missing education
- To ensure the timely transfer of any child welfare, child protection or adult protection information to their next school, college or appropriate provider (as applicable)
- To lead on and co-ordinate our programme of briefings and updates for staff

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 student who may benefit from early help
- Any staff member who has a concern about a students' 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, or any other safeguarding, radicalisation or FGM concerns to the DSL at their Provision.

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. 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 radicalised.

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 - Preserve Evidence

Where there are suspicions that a crime may have taken place the Police should be contacted and forensic and other evidence should not be contaminated.

Preserving forensic evidence includes:

- disturbing a 'scene' as little as possible, sealing off areas if possible
- not removing victim's clothing
- discouraging washing/bathing
- not handling items which may hold DNA evidence
- putting any bedding, clothing which has been removed, or any significant items given to you (weapons etc.) in a safe dry place.

Other evidence can be obtained, or not contaminated by:

- not interviewing the victim or potential witnesses
- not alerting the alleged perpetrator
- making a note of your observations in relation to the condition and attitude of the people involved and any actions you have taken.

3 - 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 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 (see Appendix 1 for contact details) 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.

4 - 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:

You see or hear something which suggests that abuse has taken place or that someone is, or may be, at risk of harm.

Harm can be to a person's physical or emotional wellbeing, or to their development.

Is there an immediate need for medical attention, has there been a crime, or is there immediate danger?

If so, deal with that by providing first aid, contacting emergency services and/or alerting others to ask for support.

If an allegation or disclosure has been made or you are not clear what has happened, ask only those questions you need to in order to clarify the situation and gather relevant facts

*Good questions are:
Tell me about...
Explain to me...
Describe...*

Report the situation to the DSL

*Do this as soon as possible, at least within two hours.
Describe what you have seen and heard, what you or others have done, and what the student's views are*

Record the incident.
If it is not immediately possible to use an electronic or paper safeguarding report, please keep any records you make even when transferred to the computer

*Be factual and objective, describe actions and conversations.
Include timescales*

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.

USEFUL REFERENCES: related legislation/ policies/procedures/protocols

RELATED DOCUMENTATION	Found at
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 2015	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
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
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

IMPACT OF NON-COMPLIANCE FOR

Staff	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
Legislation / organisation	Prosecution/litigation, reputational damage, regulatory action

RELEVANT LEGISLATION AND GUIDANCE

- Keeping Children Safe in Education (Statutory Guidance from Department for Education, September 2016)
- 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)

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.
- **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. Physical harm may also be 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.

- **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.
- **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.
- **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
- **Child sexual exploitation:** Child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status.
- **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.
- **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.
- **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.
- **Institutional 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.
- **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.
- **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.

APPENDIX 1: Safeguarding contacts for the RMT Provisions

Each of the Trust Provisions produce their own College protocol which are issued to all staff, workers and volunteers, which gives contact details for the local Safeguarding Managers and Officers.

Argent College: Designated Safeguarding Lead: Jo Chapman
Designated Safeguarding Deputies: Oliver Cheney
Contact numbers: 07812234351 (Jo)
Birmingham External Services:
Safeguarding Children - 0121 303 1888
Out of Hours Service - 0121 675 4806
Safeguarding Adults Access Point - 0121 3031234
Out of Hours Service - 0121 675 4806

Brantwood Specialist School:

Designated Safeguarding Lead: Christine Haylett
Designated Safeguarding Deputies: Debra Dawson, Mark Hughes,
Adam Leathwood
School Reception: 0114 2589062
Sheffield External Services:
Safeguarding Children Advisory Service - 0114 205 3535
Local Authority Designated Officer - 0114 273 4850
Out of Hours Service - 0114 273 4855
www.sheffieldscb.proceduresonline.com/

Clervaux: Designated Safeguarding Lead: Vikki Lazenby-Walker
Designated Safeguarding Deputies: Kenny Hope, Roberto Romano
Contact number: 01325 729862
Darlington External Services
Safeguarding Children Access Point - 01325 406222
Safeguarding Adult Access - 01325 742030
Out of Hours - 08702 402994

Coleg Plas Dwbl: Designated Safeguarding Lead: Llewellyn Rees
College Reception: 01994 419420
Duty Number (out of hours): 07534 106760 or 01994 419861
Pembrokeshire External Services
Duty officer for child protection - 01437 776444
Contact centre for child protection - 01437 764551
Out of hours team - 08708 02000
Police - 0845 3300 2000

Freeman College: Designated Safeguarding Lead: Perdita Mousley
Designated Safeguarding Deputies: Adam Leathwood, Sharon Allen,
Digby Brown
College Reception: 0114 2525940
Duty Number (out of hours): 07813 234123
Sheffield External Services:
Safeguarding Children Advisory Service - 0114 205 3535
Local Authority Designated Officer - 0114 273 4850
Out of Hours Service - 0114 273 4855
www.sheffieldscb.proceduresonline.com/
Sheffield Adult Access Team - 0114 273 4908
Safeguarding Adults Service - 0114 273 6870
Out of Hours Service - 0114 273 4908
www.proceduresonline.com/southyorks/sab/

Glasshouse College: Designated Safeguarding Lead: Mike Claridge
Designated Safeguarding Deputies: Jack Nordhoff
College Reception: 01384 399400
Duty Number (out of hours): 07977 174790
External Services:
Dudley Adult Safeguarding - 01384 818543
Children's Safeguarding
□ Brierley Hill: 01384 813000
□ Dudley, Sedgley & Coseley: 01384 813200
□ Halesowen & Stourbridge: 01384815902
Out of Hours Service - 0300 555 8574
Adult Social Care - 0300 555 0055
www.safeguarding.dudley.gov.uk

Ruskin Mill College: Designated Safeguarding Lead: Michael Poynton
Designated Safeguarding Deputies: Bernie Courts, Sofie Rasmussen
College Reception: 01453 837500
Duty Number (out of hours): 07977 174747
External Services:
Gloucestershire Safeguarding Children Board - 01452 426565
Local Authority Designated Officer (LADO) - 01452 426994
Out of hours - 01452 614194
www.gscb.org.uk
Gloucestershire Safeguarding Adults Board - 01452 426868
www.gloucestershire.gov.uk/safeguardingadults

Ruskin Mill Trust: The Trustee with responsibility for safeguarding is Brian Simpson,
who can be contacted on 07931 522565.