



A learning and caring community
where individuals are valued

4A: SAFEGUARDING, CHILD PROTECTION AND ADULT AT RISK POLICY

The Sheiling Ringwood is committed to safeguarding and promoting the well-being of all students in its care and operates in recognition of their increased vulnerabilities.

The organisation expects all staff to share this commitment.

Implementation and Requirements

This Policy requires:

1. The Designated Safeguarding Lead and Designated Deputies to meet once a term to review levels of activity regarding child and adult protection, safeguarding concerns, welfare concerns, physical interventions, complaints, medication errors and exclusions.
2. The Safeguarding Committee to monitor and evaluate termly the implementation of the above and the rigour of safeguarding and child and adult protection training as a method of quality control.
3. The Board of Trustees to ensure this policy and procedures are reviewed once a year when agreeing their annual report on Safeguarding.

Reviewed: By Principal (DSL) - Sept 2023 (annually)

Ratified by Board: Oct 2023

Next Review date: Sept 2024

EDI Assessment: SSET does not currently identify any EDI impact of this policy; should new information come to light, this will be considered at the next review.

Child & Adult Protection Statement: The Sheiling Ringwood

At The Sheiling Ringwood, we are committed to safeguarding children and young people and we expect everyone who works in our organisation to share this commitment.
Adults in the Sheiling take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
We will always act in the best interest of the student.
The procedures contained in this policy apply to all staff members* and trustees and are consistent with those of the Pan-Dorset Safeguarding Children Partnership.

***Note:** For the purposes of this document, the term 'staff' includes vocational workers and anyone else on site working for, or on behalf of, The Sheiling Ringwood.

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The Setting

The children and young adults at The Sheiling Ringwood are recognised to experience a range of special and additional needs which contribute to increased vulnerability.

Each of the four aspects of the organisation - school, college, house life and therapy - fully embraces their responsibilities under safeguarding to provide extensive support to young people where, cognitive, emotional, and physical and mental health needs prevail, and are committed to adapting safeguarding measures to ensure robust protection.

This **Safeguarding, Child Protection and Adult at Risk Policy** is not a stand-alone policy. Its core concern is with child protection and adults at risk, but it also describes the approach to protection and safeguarding across the site to give clarity to the approach of The Sheiling Ringwood establishment as a whole.



The Sheiling Ringwood Safeguarding Portfolio

Core Policies

Statutory regarding Safeguarding

1. This Policy (Safeguarding, Child Protection & Adult at Risk Policy and Appendices)
2. Single Central Record of recruitment and vetting checks, part of safer recruitment advice from Keeping Children Safe in Education (KCSiE September 2023)
3. Health & Safety

Linked Policies, Procedures and Strategies, which staff must be familiar with

- Pan-Dorset Safeguarding Children Partnership
- Bournemouth, Dorset and Poole, Multi-Agency Safeguarding Adults Procedures
- Code of Conduct Policy
- Online Safety Policy
- Safer Recruitment and Selection Policy
- Staff Development Procedure
- Dealing with Allegations against Staff (Appendix 4)
- Preventing Bullying Policy including cyber bullying
- Positive Behaviour Support Policy
- Equality and Diversity Policy
- Complaints Policy and Whistleblowing
- Data Protection Policy and Confidentiality
- Offsite Outings and Visits
- Visitors' Policy
- First Aid
- Intimate Care and Working Alone with Students
- Medicine Management Policy
- Procedures for Missing Student (Business Continuity Plan App 13)
- Total Communication Policy
- Sheiling School Curriculum Policy
- Relationship, Health and Sex Education, including building resilience
- Supervision and Performance Management

Introduction: Child and Adult Protection

The aim of this policy is to protect children and young adults from abuse.

All people have the potential to abuse children and young adults and abuse occurs in all social classes, races and cultures.

Someone who abuses a child or young adult could be anyone; a member of their immediate or extended family, a neighbour, a friend, or a stranger to them.

It could be a member of staff or another child or young adult in this establishment.

It is important for us all to consider this.

It is essential for all to be prepared to believe the unbelievable, and it is therefore essential to remain vigilant, professional in approach, objective and to make no pre-judgements.

Contextual safeguarding (extra familial harm is harm that occurs to children outside of their family system) considers the importance of all aspects of a child or young adult's life: their family neighbourhood, peers and school environment, including the impact of siblings witnessing abuse.

Regulation and Legal Frameworks

The Sheiling Ringwood recognises its statutory duty under the Education Act 2002 (section 157 for independent schools and colleges) to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children and young adults.

The Sheiling Ringwood operates under the Independent School and College Regulations and is regulated and inspected by Ofsted under S162a Framework for Inspection of Non-Association Independent Schools and Ofsted College Framework with the annual Care and Welfare Inspections undertaken against the Ofsted Framework and National Minimum Standards of residential special schools 2022 and Care Act 2014 and the Care Quality Commission.

This policy sets out how The Sheiling Ringwood will fulfil its local and national responsibilities:

The two documents '**Keeping Children Safe in Education**' Statutory Guidance and an additional Summary document, updated in September 2023, together with the '**Working Together to Safeguard Children**' (2018)', form the basis of the statutory guidance to schools and colleges.

Statutory Guidance

1. **Working Together to Safeguard Children (2018)**
2. **Sections 42-47 and 68 of the Care Act 2014 and Chapter 14 Statutory Guidance**
3. **Keeping Children Safe in Education (2023)**
 - a) **Statutory Guidance** for Schools and Colleges.
 - b) **Summary of Information** for all School and College staff.

Related Policy or Guidance

- **Charity Commission safeguarding guidance**
- **Children Act 1989/2004/2014 & Education Act 2002 s175 / s157**
- **What to do if you are worried a child is being abused (2015)**
- **UK GDPR/Data Protection Act 2018**
- **Dealing with allegations of Abuse against Teachers and other Staff (DfE, 2012)**
- **Residential Special School: National Minimum Standards 2022/ Quality Standards (Children's Homes) April 2015**
- **PREVENT duty - Counter-Terrorism and Security Act 2015**
- **Serious Violence Strategy April 2018**
- **Sexual Offences Act 2003-section 16**
- **Fundamental Standards - Health and Social Care Act (Care Quality Commission) April 2015**
- **Pan-Dorset Safeguarding Partnership <https://pdscp.co.uk/>**
- **Bournemouth, Dorset and Poole, Multi-Agency Safeguarding Adults Procedures June 2019**
- **Disqualification under the Childcare Act 2006 (revised guidance in August 2018)**
- **Safeguarding disabled children - (practice guidance DfE 2009)**

Access to the above documents and other useful information is available via senior staff.

Definitions/Glossary

For the purposes of this policy:

Student: means any young person under the education and/or the care of Sheiling School and College, which could be up to the age of 25 years

Staff: means employees, vocational workers, including trustees, contractors or agency personnel – anyone who is working for, or on behalf of, The Sheiling Ringwood across School or College

Parent/guardian/carer: is defined as the person who has responsibility for the child or young adult. This may also mean a local authority.

Safeguarding, Child Protection and Adults at Risk:

The terms Safeguarding and Child Protection are often used interchangeably but they have distinct meanings: are different, but part of a single continuum. Safeguarding activity is universal and based on the prevention of harm and the promotion of wellbeing of all children and young people. Child and Adult Protection deals with identified risk and potential of (significant) harm.

‘Working Together to Safeguard Children’ (2018) offers a clear distinction The Sheiling Ringwood adopts:-

‘Safeguarding’ and promoting the welfare of children and young adults is thus defined in this policy as:

- protecting children and young adults from maltreatment
- preventing any impairment of children’s/young adults’ mental and physical health or development
- ensuring that children/young adults are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable students at The Sheiling Ringwood to have the best life chances

‘Child Protection’ is part of Safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm.

‘Adult at Risk’ is: An adult aged 18 years or over ‘who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or unable to protect him or herself from significant harm or exploitation’. The term “adult at risk” has replaced the term “vulnerable adult” and “harm” has replaced the term “abuse”.

An adult at risk may therefore be a person who:

- Has a learning disability
- Has a physical disability and/or a sensory impairment
- Has mental health needs
- Has a long-term illness or condition
- Is unable to demonstrate the capacity to make a decision and is in need of care and support and is aged 18+

‘Harm’ is defined as a violation of an individual’s human and civil rights by any person or persons which results in harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

DSL - Designated Safeguarding Lead

DoLS Deprivation of Liberty Safeguards (or **LPS** - Liberty Protection Safeguards)

MCA - Mental Capacity Act

‘Safeguarding partners’ a safeguarding partner in relation to a local authority area in England is defined under the Children Act 2004 (as amended by the Children and Social Work Act, 2017) as:

- (a) Bournemouth, Christchurch & Poole Council and Dorset Council with a “shared and equal duty” to engage
- (b) Dorset CCG
- (c) Dorset Police

Aims

The Sheiling Ringwood recognises its duty to undertake all safeguarding activities and sets out its aims below.

At the centre of the Sheiling's Safeguarding, Child Protection and Adult at Risk portfolio sits the Sheiling ethos:-

'To nurture and support each student's growth and development by providing a safe and stimulating learning and living environment.'

All members of staff and visitors have an important and unique role to play in safeguarding and child protection and adult at risk, but the prime concern at all times must be the interests and safety of the students.

To achieve this, the following aims apply.

1. To protect children and young adults from harm
2. To recognise the vulnerability of students at The Sheiling Ringwood and adapt safeguarding procedures to increase protection
3. To provide clear procedures for all staff to follow when responding to suspected abuse
4. All decisions and actions within Adults at Risk are taken in line with the Mental Capacity Act 2005 including Liberty Protection Safeguards (or Deprivation of Liberty Safeguards (DoLS))
5. To ensure staff understand the different types of abuse relating to children and adults at risk, and ensure staff have an awareness of the signs of abuse
6. To ensure all staff acknowledge their own responsibilities regarding safeguarding procedures
7. To ensure all staff are familiar with the role of the post holder of Designated Safeguarding Lead (DSL) for Safeguarding, Child Protection and Adults at Risk and the Designated Deputies
8. To recognise dilemmas including dilemmas of confidentiality, and offer advice and coaching to staff to encourage clarity
9. To provide support for:
 - staff who report
 - students who have disclosed and students who are victims
 - students who have been recognised as suffering, or are at risk of suffering, significant harm
 - students who have witnessed harm or abuse
10. To continue staff and student support for wellbeing after events listed at point 9 above
11. To provide regular training for staff including discussion and coverage of safeguarding issues in the programme of induction for all new staff
12. To monitor and evaluate the impact of this policy and associated procedures

Procedures within this policy are designed to ensure that the appropriate action is taken immediately, where abuse is suspected.

Roles & Responsibilities of Staff

Regarding Staff:

Safeguarding is everyone's business.

All members of staff have a responsibility to be familiar with the procedures to be followed if they are worried about a student or concerned that a student is, or may be, being abused. Staff members who are in regular contact with students are well-placed to notice signs of physical, sexual or emotional abuse, neglect, behavioural change or a failure to develop generally as expected. **On their first day at The Sheiling Ringwood, each member of staff is given:**

1. A copy of the "Safeguarding, Child Protection and Adult at Risk Safer Working Practice Agreement" (Appendix 2) for reference, which they must sign 'understanding of' as part of their Induction.
2. An Induction timetable which will indicate scheduling of safeguarding training.
 - a. The Sheiling Ringwood tailors its Safeguarding, Child Protection and Adults at Risk training around its own policies and accepted best practice
 - b. Staff are expected to take responsibility for reading the appropriate policies and asking for clarity as required.

Regarding Leadership of Safeguarding, Child Protection & Adults at Risk: Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead – known as the DSL – for The Sheiling Ringwood is currently the Principal.

The Head of School, Deputy Head of College and the Head of Residential Services act as designated deputies. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child and adult at risk protection, remains with the DSL.

The DSL and designated deputies have attended multi-agency training provided either by DSCB (Dorset Safeguarding Children Board), or a national agency, e.g. NASS. They attend refresher training at 2-yearly intervals.

The Sheiling Ringwood will ensure adequate and appropriate cover is in place in the absence of the DSL.

The role of the DSL is to:

- Ensure safeguarding procedures are in place and updated as required
- Ensure that a holistic view of the situation is taken, that is to consider any incident in the widest context, taking environmental, family and location into account, as well as peer pressure ("Contextual Safeguarding")
- Ensure staff are aware of both Pan-Dorset Safeguarding Children Partnership CP / Adult procedures as appropriate) and The Sheiling Ringwood policies
- To provide advice and support to staff and confidential discussions about their concerns
- It is important that children and young people feel heard and understood. Creating a culture of listening to students.
- Liaise with Children's Social Care and the Adult Safeguarding team in accordance with Dorset procedures
- Awareness for the requirement of appropriate adult for a child at police investigations that involve searches that exposes intimate parts of the body (*Statutory guidance – PACE Code C 2019*)
- Refer cases to the Channel programme where there is a radicalisation concern, as required

- Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service, as required
- Refer cases where a crime may have been committed to the Police, as required
- Attend case conferences, strategy discussions and meetings, as required
- Keep records of any concerns or suspected cases of abuse/referrals on student safeguarding files, separate to the main student file, and stored securely on Databridge. Where young people leave the school or college, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible
- Co-ordinate arrangements for monitoring of students on roll who have been identified as being in need of protection.
- Be aware of students who have a social worker
- Together with Heads of School and College, take lead responsibility for educational outcomes by sharing the information about welfare, safeguarding and child protection issues with teachers and school/college leadership staff
- Arrange Induction Training for all staff. Ensure all staff members receive regular appropriate child and adult at risk protection updated training.
- Prepare an annual report to the Board of Trustees reviewing arrangements for safeguarding and promoting the welfare of children and young people, and implement any action plan from this review.
- Hold lead responsibility for online filtering and monitoring
- Develop and maintain knowledge of the Common Assessment Framework (CAF)
- Chair internal DSL meeting by routinely reviewing matters with Designated Deputies, to assess lessons learned and strengthen processes as needed, including review of records and files

Regarding multi-disciplinary approach

As a residential school and college, we work in partnership with Children's and Adult Social Care in both our locality and students' home authorities. The safeguarding arrangements of our local (host) authority, Dorset, is often to refer back to home (placing) LA of the student, and for them to determine what action should be taken.

In accordance with the national and local procedures, we are required to liaise with the Children's Advice and Duty Service – of which the Local Area Designated Officer (LADO) is part – or the Multi-Agency Safeguarding Hub (MASH) as well as local Triage teams and have a duty to refer in all cases of abuse or suspected abuse which have arisen on site.

This multi-agency approach both increases and enhances the quality of our effectiveness around the work of identifying and dealing with child or adult abuse issues that may arise.

In cases of allegations against staff suspected of abuse, we will always seek advice and/or refer to the Dorset LADO and MASH – or Dorset Triage Team.

Regarding the Board of Trustees

The Sheiling Special Education Trust (SSET) Board of Trustees (together with the Principal) ensures that The Sheiling Ringwood:

- Offers appropriate safeguarding and children protection (including online) training to all trustees at their induction so that they can provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole organisation approach to safeguarding. Their training should be regularly updated.
- Carries out its obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty) and the local multi-agency safeguarding arrangements.
- Maintains Safeguarding, Child Protection and Adult at Risk policies in accordance with national and local guidelines. This includes operation of safer recruitment procedures and appropriate vetting and checks carried out on all staff. At least one person on every interview panel has taken a “safer recruitment” course.
- Ensures a member of the Sheiling Senior Management Team acts as the Designated Safeguarding Lead on Safeguarding (Child Protection and Adult at Risk) and that there is at least one Designated Deputy.
- Ensures that the Designated Staff have appropriate training to undertake their role and attend refresher training at least every two years.
- Monitors that the senior managers in Education and Care, and all other staff who work with students, undertake training at least every three years. Also, that agency staff are made aware of the Sheiling’s arrangements for Child Protection and Adult Safeguarding and their responsibilities. Agency staff undertake a mini-induction, including relevant safeguarding information at the beginning of their deployment.
- Remedies any deficiencies or weaknesses within the safeguarding remit brought to its attention without delay.
- Maintains procedures for dealing with allegations of abuse against staff, including allegations that do not meet the harm threshold (low level concerns).
- Arranges for the Chair of the Board of Trustees and/or another nominated trustee to be ready to take responsibility for liaising with the LADO (Local Authority Designated Officer) / partner agencies in the event of allegations of abuse being made against the Principal, or member of the Board.
- Arranges for a Nominated Trustee(s) for Safeguarding at The Sheiling Ringwood, who will be responsible for liaising with the Principal / Designated Staff on all matters regarding child and adult protection and safeguarding issues and may chair the relevant committee. The role is strategic rather than operational – they will not be involved in concerns about individual students.
- Reviews its policies / procedures annually and provides information to the Pan-Dorset Safeguarding Children Partnership and SAB (Safeguarding Adults Boards) regarding them, if requested.
- Monitors, within Performance Management Reviews of the Senior Management Team, any Child Protection and Adult Safeguarding roles and responsibilities individuals may carry.

To allow the (D)DSLs to fulfil their student welfare and safeguarding responsibilities the Board will:

Regarding Time:

Ensure (D)DSLs at The Sheiling Ringwood hold senior management positions and thus do not operate in full-time contact roles with students. In addition, (D)DSLs are expected and encouraged to delegate routine duties to other colleagues to free the time to fulfil their child protection and adult safeguarding responsibilities, as and when events occur.

Ensure that time will always be provided for training, refreshers, and development around safeguarding.

Regarding Funding:

Ensure (D)DSLs' training and support needs are funded as a priority and all (D)DSLs are encouraged to attend conferences and networking opportunities to strengthen knowledge, awareness and local and national links.

A budget will be assured for the resourcing and ongoing training of (D)DSLs.

Regarding Supervision & support:

Direct the Nominated Trustee/s for Child Protection and Adult Safeguarding and Principal to ensure the (D)DSLs receive supervision in their DSL role (outside of any performance management process) which occurs at least termly - either individually or together.

This to take place in acknowledgement of the challenging issues they must deal with which can be both distressing and affecting to (D)DSLs.

Categories and Recognition of Abuse

A person may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family (intra familial) or in an institutional or community setting by those known to them or, more rarely, by a stranger, for example, via the internet. They may be abused by an adult or adults, or another child or young person or children and young people.

Please see Appendix 7 for more detailed definitions including **the signs to assist recognition of abuse**.

- A) **Physical Abuse**
- B) **Emotional Abuse including online bullying, cybercrime and coercive control**
- C) **Sexual Abuse**
- D) **Neglect**
- E) **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**
- F) **Domestic violence and abuse**
- G) **Honour Based Abuse**
- H) **Modern Slavery**
- I) **Radicalisation and extremism - Prevent Duty**
- J) **Financial or material abuse**
- K) **Institutional / Corporate abuse**
- L) **Child on child abuse: sexual violence and sexual harassment**

Vulnerability

Vulnerability

Many children and young adults placed at The Sheiling Ringwood have severe and complex needs and many of them are living away from home on a 38-week placement. It is important that all staff are familiar with the safeguards which must be in place in these circumstances. Our students' vulnerability is clearly understood and The Sheiling Ringwood has rigorous procedures for ensuring that students are as 'safe' as is possible at all times and remain supervised unless decided otherwise for independence or behaviour reasons.

Possible reasons why students with additional needs can have increased vulnerabilities:

1. Fewer contacts and trusted adults to confide in outside the family
2. Lack of words, signs or symbols to resist, avoid or disclose abuse, fear and distrust
3. Reliance on intimate personal care makes it more difficult to set the boundaries of appropriate touching
4. Intellectual and physical limitations may make it impossible to resist abuse, say NO, run away
5. Limited understanding of sex and relationship
6. Use of physical interventions to challenging behaviour, not as last resort
7. Regular absences or exclusion from school or college
8. Over protection, leading to a limited lifestyle
9. Failure by others to administer medication or keep medical appointments
10. Students from ethnic and religious minority communities have dual risks, arising from their own needs and cultural or racial discrimination
11. Acceptance of different practices because the child and young adult is difficult to support
12. Limited opportunities for participation and choice
13. A reluctance to challenge parents/carers on the part of staff and vice versa
14. Reduced understanding and opportunities to learn risk management which helps to develop resilience
15. Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Adaptations

The primary element in Safeguarding is prevention. Schools and colleges are part of the first line of defence in the child and adult protection system. For children and young adults with additional vulnerability, extra measures must be in place to ensure robust safeguarding.

Maintaining a culture of transparency, mutual care, co-responsibility and honest communication within the whole organisation contributes to safeguarding across the site. Detailed risk assessment of all care and support activities is a major part of protection.

To protect students and to support staff working with them, The Sheiling Ringwood undertakes thorough and comprehensive risk assessments according to needs, some of which is documented in the residential student's Care Plan, covering the following areas:

1. Contact Arrangements
2. Social media details
3. What's important to me? Religion, Culture, and other things especially important to me

4. My Living Space: how I like my room, what I need, do I need anything restricted and if so, why, any monitoring in place
5. Care support needs: (incl. hierarchy of support levels ie. Hand over Hand, Physical Prompt etc.) A typical day and evening routine, including night needs/routine.
6. Behaviour
7. Communication: how to support to me, express/voice my needs, ideas, concerns and with what techniques
8. Eating & Drinking
9. Medical and Health (including Medication)
10. Life skills
11. Leisure and Community; skills and needs
12. Finances
13. Keeping me safe
14. Mental Capacity

We also

1. Develop students' confidence and self-esteem and treat all students with respect
2. Make Relationship, Health and Sexual Education applicable and accessible to all students
3. Involve students in day-to-day decisions about their education and care
4. Ensure staff model appropriate and trusting relationships
5. Have Complaints and Concerns, and Preventing Bullying and Online Safety procedures in accessible formats
6. Provide symbols and teach vocabulary to help students to resist, avoid and disclose abuse.
7. Teach online safety and how to be resilient as part of the curriculum (as part of everyday life) and in staff training
8. Educate so that students can learn to be able to recognise and name emotions
9. Allow positive risk taking, appropriate to age and abilities

Further Adaptations to Safeguarding

1. Ensuring students, including those who may have experienced abuse, receive support which matches their individual needs
2. Co-ordination and sharing of information between education, care and therapy settings
3. Ensuring students have regular contact with parents/carers/guardian/advocate (email, phone, video calls, letters, texts)
4. Ensuring every student has access to someone who understands their communication – in the day, evening and overnight settings
5. Robust Safer Recruitment procedures for all staff and volunteers
6. Access to Independent Advocates and Independent Visitors if required
7. Guidance on safe working practice in the more informal atmosphere of care settings
8. Students are asked to report how safe they feel as part of many lessons and meetings

Strategies to Protect

Safer Recruitment (see also our 'Safer Recruitment and Selection policy statement')

The Sheiling Ringwood implements Keeping Children Safe in Education and all recruitment and selection of staff who work with students at The Sheiling Ringwood is carried out in line with this statutory guidance.

The Sheiling Ringwood does its utmost to prevent people who pose a risk of harm from working with children and young adults by adhering to statutory responsibilities to check all personnel who work with children and young adults. The Sheiling Ringwood also takes proportionate decisions on whether to ask for any checks beyond what is required.

The Sheiling Ringwood has a written Safer Recruitment and Selection Policy in place.

It is required that at least one person on any interview panel has undertaken safer recruitment training. The careful selection and vetting processes for all staff and vocational workers, and monitoring of visitors to the Sheiling to prevent children and young people from being exposed to potential abusers, are in line with Residential Special School standards and CQC.

The Sheiling Ringwood's HR Department holds the Single Central Record (SCR) of all staff. All recruitment materials will include reference to The Sheiling Ringwood's commitment to safeguarding and promoting the welfare of students.

Induction of Staff

Induction and training is provided online and face to face.

All new staff receive an Information Leaflet on Safeguarding on arrival and receive Safeguarding, Child Protection and Adult at Risk induction within five days of commencing their post and further Safeguarding CP and Adult at Risk training within Probation – in line with Care Certificate Standards.

Total Communication is taught at Induction.

Relationships between staff and students are based on mutual respect and understanding and there are clear boundaries in relation to acceptable behaviour on both sides.

Agency staff must be given the Safeguarding Information Leaflet when they arrive for work at The Sheiling Ringwood. Agency staff complete a PowerPoint induction prior to commencing work. Those staff who do regular shifts at the Sheiling (over 6 months) will take part in Sheiling safeguarding training.

Staff Training

The DSL and Designated Deputies have attended appropriate training to their roles and attend refresher training at 2-yearly intervals.

All staff access refresher training appropriate to their roles, in at least every other yearly intervals, or sooner, if changes warrant.

Trustees must receive specific Safeguarding training for Safeguarding, Child and Adult Protection. This should be refreshed every three years. A yearly update will be undertaken (either online or face-to-face) in order to be aware of any important or relevant changes that have taken place within KCSIE.

The Nominated Trustee for Safeguarding and their deputy must have completed a 'Foundation in Safeguarding', and an enhanced 'Multi-agency Working Together to Safeguard Children' course, which must be updated every three years.

All Safeguarding training completed will be recorded on the personnel database by HR personnel.

Children's and Young Adults' Rights

Students' opinions are sought wherever possible over key decisions which are likely to affect them. Alternatively, according to capacity and best interest, using the principles of the MCA, the views of an appropriate person advocating on their behalf may be sought. Students' privacy is respected and all matters related to safeguarding concerns are kept confidentially, with access only to those who need it for safeguarding purposes.

Students are supported in understanding visual posters and symbols, and with knowing how, and to feel able to, complain if they are unhappy with any aspect of living at the school or college. Any complaint is addressed seriously and without delay.

Complaints are reviewed every half-term by the Safeguarding team and half-termly in Standard 3 Monitoring visits, and any general issues raised are responded to. A student-friendly complaints procedure is available.

Guidance for Safer Working Practice

All staff work within the “**Code of Conduct**” – **September 2023 (Policy 4B)**. This includes, for example, guidance about working alone with students and appropriate physical contact when students are distressed.

Staff are asked to sign a **Safer Working Practice Agreement** at induction, (see Appendix 2) to ensure they are aware of guidance on safe practice.

Health Care & Medicine Management

The Sheiling Ringwood actively promotes the health care of each student and meets any personal care needs. It has a written policy, implemented in practice, on promoting the health of children and young adults in the school and college – see Medicine Management Policy (6A) and Health Conditions Policy (6C)

The Sheiling Ringwood has strong procedures in place in order to keep medication errors to a minimum. A medication error is defined as an error in the process of prescribing, dispensing, preparing, administering, monitoring, storing and providing – regardless of whether any harm has occurred. Errors may result in an incident, an adverse event or a ‘near miss’. Incidents should be assessed on an individual basis considering the needs and health of the student concerned. Certain medicine errors require referral to the Safeguarding Team and thresholds for these are described in the actions of MERP on Databridge. Internal systems are established to aid senior staff in the guidance of categorising errors and taking appropriate action to reduce the likelihood of repeat errors.

Teaching safeguarding including RHSE curriculum (Relationship, Health and Sex Education)

The Sheiling Ringwood has a system designed to empower the students to seek help when they are worried or have concerns about their safety.

Preventative education is most effective in the context of a whole school/college approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The Sheiling has clear values and standards which are demonstrated throughout all aspects of school/college life. These values and standards are underpinned by the behaviour support policy, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This programme is developed to be age and stage of development appropriate and includes:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Issues surrounding Social Awareness and RHSE are taught to all students during PSHE lessons which seek to teach students about key risks and how to manage them.

Behaviour Support at The Sheiling Ringwood

Students are supported to develop appropriate behaviour through the provision of good role models, positive interventions and constructive staff responses to inappropriate behaviour through our positive behaviour support model.

All staff are aware of, and follow in practice, The Sheiling Ringwood's policy on use and techniques of physical intervention, to protect students from harm either to themselves or others. Those authorised to use physical intervention have received PROACT-SCIPr-UK® training and updates, as appropriate. Records of consequences, and any use of physical intervention, are kept separately and reviewed every half-term by the Safeguarding Committee and internal DSLs meeting. The Sheiling Ringwood keeps an electronic database on all incidents which is compliant with the National Minimum Standards of Residential Special Schools.

Preventing Bullying

The Sheiling Ringwood has, and follows, a Preventing Bullying Policy, with which students and staff are familiar. Students who are bullied are supported, and those who may harm others, albeit without intent due to their special needs, are also subject to a risk assessment and are supported with their behaviour.

Each student will have a Care Plan outlining actions to address and support issues identified.

The Sheiling Ringwood has due regard to the fact that bullying is the form of abuse most children and young adults fear. The Safeguarding Committee and internal DSL group review records of incidents regularly to ensure any behaviour akin to bullying receives support and action to reduce or counteract risks.

Mental Health

All staff at the Sheiling are aware that mental health problems can, in some cases, be an indicator that a child or young adult has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Sheiling staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child or young adult that may also be a safeguarding concern, they should raise the issue by informing the DSL or a deputy.

Missing Students – absent from education

The Sheiling Ringwood has procedures to follow in the event of any student being absent without authority, which are known to staff, students and their parents. These ensure that students are protected as far as possible.

The Sheiling Ringwood will take steps to ensure that students who are absent from The Sheiling Ringwood without consent are protected in line with the Sheiling's Missing Student procedure. Please refer to the Missing Student Policy within the Health and Safety Portfolio.

Students who are missing are reported immediately to the relevant local authority and an Independent return-to-home interview is offered if appropriate.

For further information, please see 'Children missing education; statutory guidance for local authorities September 2016'.

Photographs and Images

To protect students, the staff at The Sheiling Ringwood will:

Adhere to the Acceptable Use of IT Policy and Code of Conduct Policy

Site Security

All visitors to The Sheiling Ringwood must ring the front gate bell and await response prior to declaring their identity and entering. **All** must sign in and be given a badge and display it clearly, which confirms they have permission to be on site. They must sign out when they leave and will be reminded to do so.

Visitors to individual houses will, additionally, be expected to sign into the house's Visitors Book and sign out when they leave. For more details, please read the **Visitors' Policy** (Policy 4C)

All visitors are expected to observe the Sheiling's Safeguarding and Health and Safety regulations and will be given an Information Leaflet to read on arrival.

Visitors on site without a suitable badge will be challenged by staff and escorted to the office to sign in appropriately and collect one or leave.

Approaches to Online Safety/Virtual Teaching

The Sheiling Ringwood is fully aware of the dangers presented by the internet and other technologies. It identifies four main categories of risk:

1. Content: being exposed to illegal, inappropriate or harmful material
2. Contact: being subjected to harmful online interaction with other users
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm
4. Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams

As described in the Sheiling's **Online Safety Policy (Policy 4E) and Acceptable Use of IT Policy (Policy 5S)**, it reduces risks by using a range of strategies inclusive of training of staff and monitoring internet and email safety, web filtering and monitoring, published guidance and displays in school, college and house settings.

Staff act as effective role models and provide careful teaching on the safe use of technologies within the curriculum. **Please see Online Safety Policy (Policy 4E) and Acceptable Use of IT Policy (Policy 5S) for more details.**

Wherever possible, staff should use Sheiling devices and only ever contact students and their parents/carers via Sheiling email.

Online teaching should follow the same principles as set out in the Sheiling's Staff Code of Conduct.

The Sheiling meets the filtering and monitoring standards set by the DfE which include the following areas:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding need

Extended or Off Site Arrangements including work experience and work placements

Where extended school and college services are provided on site, The Sheiling Ringwood's own safeguarding policy and procedures apply.

If other organisations provide services on The Sheiling Ringwood site, we will check they have appropriate procedures in place, including safer recruitment procedures.

When students attend activities and venues off site, including day and residential visits, The Sheiling Ringwood will check that appropriate safeguarding and health and safety arrangements are in place. For further information please see Sheiling Careers and Vocational Policy, Procedure and Guidance

Support of students and staff

Students: Students are supported to know who to approach at The Sheiling Ringwood if they have any worries about keeping themselves safe. Staff should refer to guidelines in Appendix 3 regarding handling disclosures and listening to children and young adults. Children's Social Care and Adult Safeguarding teams can provide advice regarding giving appropriate support to a student who is involved in a safeguarding investigation.

A suitably qualified Independent Person unannounced half-termly visits.

Staff: All staff receive regular, scheduled, supervision and appraisal sessions with their line manager.

Dorset Children's Social Care and Adult Safeguarding Team may offer support to the DSL and other members of staff who could be involved in a safeguarding investigation. The Nominated Trustee/s for Safeguarding will ensure support is available to DSLs.

The Safeguarding, Child Protection and Adult at Risk Policy is available on the website.

Dorset Safeguarding and Standards Team will advise regarding giving appropriate support to families who may be involved in a safeguarding investigation or protection plan.

Complaints / Whistleblowing

The Sheiling Ringwood investigates all complaints robustly. **See Complaints Policy and Whistleblowing Policy for details.**

Policy Monitoring

This policy document will be reviewed annually by the DSL and submitted to the Board of Trustees to be ratified.

The Sheiling Ringwood's Child and Adult Protection Procedures

These procedures apply to all: -

- employed staff including agency and contractors
- volunteers, including Trustees, who *must*: -
 1. Remain familiar with this Safeguarding, Child Protection and Adult at Risk Policy and implement its guidance.
 2. Behave according to expectations in Safer Working Practice.
 3. Be alert to signs and indicators of abuse at all times.

A Duty to Refer

It is the duty of all staff to immediately refer any child protection or adult at risk concerns to the DSL immediately and certainly **within one hour**.

Staff can call 'emergency number 2368' at any time of the day or night to report any CP or adult at risk concern.

Staff should record concerns, including any unexplained bruises on a 'Cause for Concern' form by logging onto Databridge.

One of the DSLs will discuss the concern with the staff member at the earliest opportunity **that day**; staff are NOT to conduct their own investigation.

However, all staff may raise concerns directly with Children's Advice and Duty Service or Adult Triage. If, a member of staff, is **not** satisfied, for any reason, with the Sheiling DSL's response where they decide a referral to social care is not necessary, a staff member can and should make a referral themselves by contacting Children's or Adult Social Care/LADO/Ofsted/CQC. (See Appendix 1 for Essential Contacts).

Allegations of abuse against staff - please read in conjunction with Appendix 4

Sometimes concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is a danger to children or young adults). Concerns about the conduct of another member of staff in the school/college, or other adult, should be raised with the **Principal**, who will contact the LADO or Triage Team, where this is appropriate. It is the duty of the Principal to consult with, and refer concerns to Dorset Safeguarding and Standards Team, without delay. This is usually accomplished by telephoning the Local Area Designated Officer (LADO) for CP and the Triage Team for students aged over 18 years.

If the concern relates to the Principal, raise the concern with the **Chair of the Board of Trustees** who will consider in confidence, what action to take.

Low level concerns: concerns that do not meet the threshold of harm are reported to Principal without delay.

Recognising Signs and Symptoms and Responding to Concerns

It is important to remember that children and young adults rarely talk about their own abuse for many reasons, and staff members need to be vigilant to physical, emotional, sexual, and behavioural signs which may suggest abuse.

Detailed analysis of the indicators of abuse appears later in the Appendix 9 in 'Categories of Abuse with Detailed Indicators'.

What to do

If a student chooses to confide in a staff member, disclosing any form of abuse, the most important thing is to:

1. Listen
2. Record
3. Report

For detail on this, please refer to Appendix 3

Supporting adults at risk of self-neglect; a person's own behaviour or lifestyle that may be causing concern

An adult at risk will be considered under this procedure where they are unable to provide adequate care for themselves **and** one or more of the following situations apply:

- They are unable to obtain necessary care to meet their needs
- They are unable to make reasonable or informed decisions because of their state of mental health or because they have a learning disability or an acquired brain injury
- They are unable to protect themselves adequately against potential exploitation or harm
- They have refused essential services without which their health and safety needs cannot be met

Often, the cases which give rise to the most concern are those where an adult at risk refuses help and services and is seen to be at grave risk as a result. If an agency is satisfied that the adult at risk has the capacity to make an informed decision, then that person has the right to refuse services. Where the adult at risk lacks the capacity to make an informed decision, a best interest meeting will be held to find ways to safeguard the adult at risk (see Appendix 5).

In these circumstances, agencies must discuss their concerns at a Safeguarding case conference convened under this procedure where information can be shared with the adult at risk (and often their parents). Exclusion of the adult at risk from this process is to be the exception, and then only with good reason.

Physical Evidence

If any physical injuries or bruising are noticed, it is appropriate, as a caring staff member, to ask the student how they sustained the bruise, graze, scratch, bite or other mark on their body. Appropriate signs/symbols should be available and a speech and language therapist (SaLT) may also support communication.

If the student's special needs render this approach unsuccessful, it may be necessary to consult with staff who work closely with the student and are familiar to him or her, providing no obvious suspicion attaches to such staff.

Hand this evidence to the DSL or Designated Deputy, with the student's explanation attached (or that of the member of staff).

The DSL may clarify with a staff member to ensure accurate information is included.

Records need to be made of an incident or occurrence that could result in a bruise at a later date.

Referral to Children's Social Care for Advice or Adult Safeguarding Team when a child or young adult is suffering harm or likely to suffer harm

The DSL will attach the written statement to the Child/Adult Safeguarding Tracking Form.

When the DSL has been informed of a case of suspected abuse, or of a student who may be at risk of abuse, they will pass this information on to the Children's Advice & Duty Service, LADO, MASH, Triage Team and/or to the allocated Duty Officer. This conversation will be to establish whether the information is serious enough to warrant a safeguarding referral.

It should be noted that the DSL or the Designated Deputy are seeking advice only at this stage, and to ascertain the next steps in the process.

Reporting the matter to social care must be given priority. Any delay may put the student in further danger.

Throughout the process, close liaison is held between the student's authority; this can take the form of a written report (emails) or via a phone conversation. The Designated Deputies should notify Ofsted or CQC if the information is that listed under categories of notifications in the Children's Home Regulations, including Quality Standards or the Health and Social Care Act 2008.

The record is then kept by the DSL in the student's individual confidential folder on the Student drive (access only by DSLs)

The Principal holds a confidential folder with information about allegations against staff.

Working with Parents and Carers

Child and Adult Protection files are confidential. Parents do not have access to them unless agreed by the Designated Staff and Principal.

The DSL and other professionals should ultimately aim to work in partnership with families and guardians/carers by attempting to discuss any concerns they have with them, where possible:

1. In the first instance, staff should say nothing to parents/carers unless the DSL gives permission to do so.
2. Parents will be informed of suspected abuse and kept up-to-date with regard to any concern
 - a. Unless this process may in itself place a student at risk of significant harm or
 - b. Prejudice a criminal investigation.
Children's and Adult Social Care advice must be sought on this issue.
3. General communications with parents/carers or guardians should be in line with Sheiling policies and give due regard to who has parental responsibility.

Note: Under no circumstances should text or email contacts be held in staff personal phones or routinely used to contact families *without* checking current accuracy of details, as this opens up a risk of old

information being used where circumstances have changed e.g. court judgements/restraining orders, custody issues etc.

Confidential Records

Child Protection and Adult Protection Safeguarding files are confidential.

The **DSL** will keep written records around the matter including what has been shared with whom.

Records should be kept for at least the period during which the student is attending the Sheiling and, beyond that, in line with current legislation.

When the student leaves the organisation, the records should be passed on to the next placement.

Access to these by staff - other than the Designated Staff and the Principal - will be restricted.

Staff, including those who reported, may never hear details or outcomes regarding the matter.

However, the Designated Persons may share matters if they feel the knowledge will improve staff ability to support and deal with a student and/or family.

Appendices

Useful Guidance & Templates

1. Essential contacts for child and adult protection at The Sheiling Ringwood
2. Safer Working Practice Agreement
3. When a Student tells us about Abuse
4. Dealing with Allegations against Staff
5. Mental Capacity Act
6. Feeling Worried or Unhappy? Poster (DSLs)
7. Categories of Abuse and Detailed Indicators
8. Useful Links

Appendix 1

Essential Contacts for Child and Adult Protection:

Role:	Name	Telephone & email address
Designated Safeguarding Lead (DSL) and Principal	Corine van Barneveld	07848 028532
Designated Deputy	Andy Walters	07595 192603
Designated Deputy	Heidi Holm Rasmussen	07848 028539
Designated Deputy	Geoff Lively	07718 767214
Nominated Trustee for Safeguarding (Chair)	Julian Pyzer	c/o 01425 477488
Nominated Trustee for Safeguarding (Vice Chair)	Janet Kenward	c/o 01425 477488
Chair of The SSET Board of Trustees	Jon Freeman	trustees@thesheilingringwood.co.uk
LADO	Martha Sharpe	01305 228327/ 01305 221122
Dorset Safeguarding and Standards Team	Ed Standards Safeguarding Advisor – Louise Dodds and Lyn Bowman	01305 228329
Pan-Dorset Safeguarding Children Partnership	pan-dorsetscp@dorsetcouncil.gov.uk	01305 221196
Adult Safeguarding Triage 18+	Adults Team	01929 557712
Out of Hours (adult team)	Duty Team	01202 657279
Children's Advice & Duty Service	Duty Team	01305 228558
CQC	Safeguarding reporting line	03000 616161
Ofsted Whistleblowing	Safeguarding	0300 123 3155
Dorset Policy	Prevent concerns	MASH@dorset.pnn.police.uk or 01202 222229
NSPCC Whistleblowing	Helpline	0800 800 5000 help@nspcc.org.uk
Childline	Helpline	0800 1111

Appendix 2:

Safeguarding, Child Protection and Adult at Risk Safer Working Practice Agreement

The Sheiling Ringwood is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. **Safer Working Practice is developed in more detail in a separate document. For the purpose of this policy, the expected practice is summarised below, as a Code of Appropriate Practice.**

1. It is everyone's responsibility to ensure that students are:
 - a. cared for appropriately
 - b. safeguarded from any harm

Staff must have regard to their duty of care to promote the health, safety and welfare of all members of The Sheiling Ringwood community.

2. The code of appropriate conduct describes measures needed to ensure that all students and staff can work within, and enjoy being part of, a safe and caring environment.
3. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school and college are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Principal and Board of Trustees.
4. Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate*.
5. The following is, therefore, part of the code of appropriate conduct for all staff working in or on behalf of The Sheiling Ringwood, including those involved in home visits or any out of Sheiling activities.
6. Adherence to this code should ensure that both students and staff are safe from misconduct or unfounded allegations of misconduct.

You should ALWAYS:

1. Adhere to all Sheiling policies, many of which are specifically written with safeguarding in mind. For example:
 - a. Safeguarding, Positive Behaviour Support, Physical Intervention (PROACT-SCIPr-UK®), Bullying, Equal Opportunities, Health and Safety, Whistleblowing
2. Behave in a mature, respectful, safe, fair and considered manner at all times
3. Provide a good example and a positive role model to the students
4. Observe the right to confidentiality of others, (unless you need to report something to the Principal or DSL e.g. concerns about a safeguarding issue)
5. Treat all students equally; never build 'special relationships' with individual students or place favour on particular students

Report to the DSLs or, in the case of an allegation concerning the Principal, the Chair of the Board of Trustees

As soon as possible regarding: -

1. Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.

2. Any difficulties that you are experiencing, for example, coping with a challenging student; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
3. Any behaviours of another person working in The Sheiling Ringwood which give you cause for concern or breach of this code of conduct or other Sheiling policies and procedures.

You should NEVER:

1. Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for students.
2. Touch students in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
3. Discriminate either favourably or unfavourably towards any student.
4. Make arrangements to contact, communicate or meet students outside of work.
5. Develop personal or sexual relationships with students.
6. Show aggression ie. push, hit, kick, punch, slap, or smack a student or threaten to do so.
7. Make inappropriate* remarks or jokes of a personal, sexual, racial, religious, discriminatory, intimidating or otherwise offensive nature.
8. Intentionally embarrass or humiliate students, for example, by using sarcasm or humour in an inappropriate* way, or talking in front of a student, or about them, as if they are not there.
9. Give or receive (other than 'token') gifts unless arranged through your line manager/Principal.
10. Allow, encourage or condone students to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
11. Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be unroadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, fail to use seatbelts. You must drive in a safe manner at all times whilst transporting students.
12. Undertake any work with students when you are not in a fit and proper physical or emotional state to do so. For example, under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for students; under extreme stress which is likely to impair your judgement.

** Please note: It is the perception of the person subject to a remark or action rather than your stated intention that defines 'appropriate' or 'inappropriate'.*

I have read The Sheiling Ringwood's policy on Safeguarding, Child Protection and Adult at Risk (for Staff) and agree to abide by the Safe Working Practice Guidance contained therein.

Signed Print Name: Date.....

Appendix 3:

What to do: When a student tells us about abuse (disclosure)

If a student chooses to confide in you, in person, disclosing any form of abuse, the most important thing to do is to listen first, then record, then report.

1. **Listen:** Listen attentively without asking any leading questions. The student must tell their own story in their own time.
 2. Even what seems to be an unbelievable story must be listened to and acted upon.
 3. **Record:** Make some factual notes about this information being shared, at the time, remembering you must:-
 - a. Use the student's own words if possible
 - b. Ensure your notes are kept in their original state, DO NOT TYPE UP – but please WRITE NEATLY.
(Please see the section on Recording of disclosures and concerns).
 - c. Opinion is not relevant. Please make sure you write down the facts.
 - d. Date and time the record, and sign it.
 4. The record may also include a Body Map
 5. **Report:** Inform the DSL immediately and certainly within 1 hour. Report in person or telephone at any time of day or night. Do not delay.
 6. Ensure the DSL receives the notes/record of what has occurred, immediately it is written.
- Stay calm
 - Do not show shock, anger or embarrassment.
 - Reassure the student. Tell her/him you are pleased that s/he is speaking to you.
 - Never enter a pact of secrecy with the student. Assure her/him that you will try to help but let the student know that you will have to tell another person to do this. State who this will be and why (DSL)
 - Tell her/him that you believe them. Students very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
 - Tell the student that it is not her/his fault.
 - Encourage the student to talk but **do not ask "leading questions" or press for information. You must not investigate the matter. Use TED as these are open questions: tell me, explain to me, describe to me.**
 - Praise the student for telling you. Communicate that s/he has a right to be safe and protected.
 - It is inappropriate to make any comments about the alleged offender.
 - Be aware that the student may retract what s/he has told you. **It is essential to record all you have heard at the time or immediately afterwards.**
 - Ensure the student is safe before you leave. Do not leave the student with any persons the allegation is against or anywhere where the student is or may be frightened. Take to a safe and place if needed.

Immediately Afterwards

You must not deal with this yourself.

Indications or sharing of abuse must be reported to Designated Safeguarding Lead without delay, who will liaise with LADO or Triage using the DSCB procedures as stated in guidelines.

Students who share abuse may do so with difficulty, having chosen carefully to whom they will speak.

Listening to and supporting a student who has been abused can be traumatic for the adults involved.

Support for you will be available from your Designated Staff, senior managers and The Sheiling Ringwood has access to a Counselling Service.

Appendix 4:

Dealing with Allegations against Staff

Please read in conjunction with Part 4 of Keeping Children Safe in Education (2023) and Pan Dorset Multi Agency Procedures <https://pdscp.co.uk/working-with-children/allegations-against-staff/>

This part has two sections covering the two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to as ‘low level concerns’.

Section 1 Allegations that may meet the harms threshold.

This procedure should be applied when there is an allegation or concern that a person who works with students, has:

- 1. behaved in a way that has harmed a student or *may* have harmed a student**
- 2. possibly committed a criminal offence against, or relating to, a student**
- 3. behaved towards a student or students in a way that indicates they may pose a risk of harm to students.**
- 4. behaved or may have behaved in a way that indicates they may not be suitable to work with children. (something that may have happened outside of school or college)**

The possibility exists that staff at Sheiling Ringwood have the potential to abuse students, however uncomfortable that thought may be, and all staff must remain vigilant.

These behaviours should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). These include concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (see ss16-19 **Sexual Offences Act 2003**)
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (see s15 **Sexual Offences Act 2003**)
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socialising etc)
- Possession of indecent photographs/pseudo-photographs of children

All allegations against staff except the Principal:-

- 1. Staff must immediately report to the Principal by making a written statement of the information, including date, time, person present and what was said.**
- 2. The Principal will contact the Dorset Safeguarding and Standards Team or LADO within one working day when an allegation is made and prior to any further investigation taking place. The purpose of this initial discussion is to consider the nature, content and context of the allegation and agree a course of action.**

The Sheiling Ringwood, together with the LADO or Adult Safeguarding Team and any partner agencies, will determine the need for further investigation.

Only if the allegation is demonstrably false or trivial would further investigation not be warranted.

A Strategy Meeting may be convened to determine the mechanics of the investigation, and to address such issues as: who will interview the student, inform the staff member, inform parents, the need or not for suspension, and to what extent disciplinary or criminal procedures need to be invoked alongside any student protection procedures.

Where more than one set of procedures are invoked, CP or Adult are Risk procedures take precedence, to ensure the best interests of the student.

Allegation made against the Principal

1. The Chair of the Board of Trustees must be notified. See Appendix 1 Essential Contacts.
2. The Chair will liaise with the LADO in determining the appropriate way forward.

Inappropriate behaviour by staff may take the following forms:

1. **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
2. **Emotional** includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for students' rights, and attitudes which discriminate on the grounds of race, gender, disability, religion or sexuality.
3. **Sexual** includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape.

Support for those involved

The accused member of staff should be treated fairly and helped to understand the concerns expressed against them. It is important and in everyone's interest that the matter is dealt with quickly, in a fair and consistent way that provides effective protection for the student and at the same time supports the person who is subject of the allegation. The staff member may be suspended, if deemed necessary, however the employer will seek, in first instance alternatives such as doing administrative tasks or working from home, prior to making the decision to suspend. It is often only considered if there is cause to suspect a child or young person at risk of significant harm or if the allegations need to be investigated by the police (criminal offence).

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

Anonymous Allegations

People may make allegations anonymously. Such allegations should not be dismissed as mischievous simply because they are anonymous; children and adults at risk may be understandably afraid to speak out openly.

False Allegations

People can sometimes make false allegations of harm.

Formal risk assessments should be written for adults at risk who are known to have told falsehoods in the past about being victims. All allegations of harm must be heard and investigated but some allegations can be conducted with respect to previous experience of the record of previous falsehoods. The involvement of the police can be helpful.

Staff training, induction and supervision should include discussion of the possibility of a false allegation of harm.

After an investigation has concluded that there is no evidence to support an allegation, the person accused should be given a written exoneration and acknowledgement of the stress involved in the investigation. The outcomes against a member of staff can either become substantiated, malicious, false, unfounded or unsubstantiated.

Internal signposts and Confidentiality

Once an investigation into an allegation against a staff member is finalised, that individual's HR file will be 'flagged'. This will indicate that there has been an allegation against this member of staff but the HR file will not contain any in-depth information about the investigation. The full details of the investigation will be kept separately in a confidential folder held by the Principal. The HR file will only contain a copy of the final outcome letter to the member of staff about which the allegation was made.

Section 2 "low level concerns" (allegation/concerns that do not meet the harms threshold)

As part of their whole organisation approach to safeguarding, the Sheiling promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including agency, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture where all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical and in accordance with the ethos and values of the Sheiling.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child or young person does not meet the threshold of harm.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

Appendix 5:

Mental Capacity Act

A major principle of common law and of the Mental Capacity Act 2005 is that every adult has the right to make his/her own decisions and is assumed to have capacity, or be able to do so, unless it is proven otherwise.

The Mental Capacity Act is underpinned by 5 key principles:

1. A presumption of capacity - every adult has the right to make their own decisions and is assumed to have capacity unless proved otherwise
2. Individuals must be supported to make their own decisions with all practicable help
3. Unwise decisions do not by themselves mean the person lacks capacity
4. If the person lacks the capacity, a decision should be made in their best interest
5. Least restrictive decision on behalf of people who lack capacity should be the least restrictive of their basic rights and freedoms

There is a two stage test of capacity which must be followed in relation to the specific decision or proposed action in question at that particular time.

- Stage 1 - Is there an impairment or disturbance in the functioning of the mind or brain? This must be indicated by symptoms, behaviour or the presence of a diagnosis.
- Stage 2 - If the first is met, the second stage of the test is undertaken and four questions should be answered.

Is the person?

- a) unable to understand the relevant information
- b) unable to retain the information long enough to make a decision
- c) unable to use or weigh that information as part of the process of making a decision
- d) unable to communicate the decision.

The following points need to be considered when using this process.

- Does the person have all or a sufficient, relevant amount of information needed to make this decision. If there is a choice, has the information been given on any alternatives
- Could the information be explained or presented in a way that is easier for the person to understand
- Are there particular times of the day when the person's understanding is better or particular locations where they feel more at ease? Can the decision be put off until the circumstances are right for the person concerned
- Can anyone else help or support the person to make choices such as a carer, family member or advocate.

BEST INTEREST CHECKLIST

- Don't make assumptions about someone's best interests merely on a basis of the person's age or appearance, condition or aspects of his/her behaviour.
- Try to identify all the issues and circumstances relating to the decision in question which are most relevant to the person who lacks capacity.
- Consider whether the person is likely to regain capacity (eg. after receiving medical treatment). If so, can the decision wait until then?
- Do whatever is possible to permit and encourage the person to participate or to improve his/her ability to participate as fully as possible in the decision-making process

- Any beliefs and values (e.g. religious, cultural or moral) that would be likely to influence the decision in question.
- The person's past and present wishes and feelings - both his/her current view and whether the person has expressed any relevant views in the past, either verbally, in writing or through behaviour or habits
- Any other factors the person would be likely to consider if able to do so.
- Consult relevant people involved in the person's life remembering to be aware of the individual's right to confidentiality.

The Sheiling used the Dorset templates for MCA assessment and BI meetings to inform our internal paperwork.

Appendix 6

Feeling Worried or Unhappy? Poster

Feeling Worried or Unhappy?

If you are worried or unhappy and you feel you want to talk to someone then come and share your feelings with one of the safeguarding staff.

Corine Heidi Geoff Andy

CvB/SM: Sept 2023

Appendix 7:

Categories of Abuse and Detailed Indicators

from: Keeping Children Safe in Education 2023 (Annex B)

Definition of abuse and neglect

A person may abuse or neglect a student by inflicting harm, or by failing to act to prevent harm. Students and young adults may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger for example, via the internet.

They may be abused by an adult or adults, or another student or young adult or students or young adults.

A) Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the student or young person. Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes ill health to a student or young person.

B) Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a student or young adult such as to cause severe and persistent adverse effects on the student's emotional development.

It may involve conveying to the students 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 opportunity to express their views, deliberately silencing them or making fun of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond the student's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the student in participating in normal social interaction.

It may also involve seeing, hearing the ill-treatment of another and can involve serious bullying (including cyber bullying), causing students frequently to feel frightened or in danger, or the exploitation or corruption of students.

Cybercrime is criminal activity committed using computers and/or the internet.

It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime

C) Sexual Abuse

Sexual abuse involves forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student or young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities such as involving students or young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging students or young people to behave in sexually inappropriate ways, or grooming a student or young person in preparation for abuse (including via the internet).

Sexual abuse:-

- Is not solely perpetrated by adult males.
- Women can also commit act of sexual abuse
- Students and young people can commit acts of sexual abuse

D) Neglect

Neglect 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 maternal substance abuse. Starting from birth, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a student from physical harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect or, or unresponsiveness to, a student's basic emotional needs.

E) Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Child becomes entrapped via debts and family threatened with violence. Child commits crimes yet needs to be seen as victim.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- Child or young person who appears with unexplained gifts or new possessions;
- Child or young person who associates with other young people involved in exploitation;
- Child or young person who suffers from changes in emotional well-being;
- Child or young person who misuses drugs and alcohol;
- Child or young person who goes missing for periods of time or regularly comes home late; and
- Child or young person who regularly misses school or education or does not take part in education.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- child or young person who has older boyfriends or girlfriends
- child or young person who suffers from sexually transmitted infections or becomes pregnant.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

F) Domestic abuse is defined as:

The Domestic Abuse Act 2021 defines the statutory definition of domestic abuse. Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial and coercive and controlling behaviour

Children who see, hear or experience the effects of abuse are victims and can be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members, including ex-partners. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Living with Domestic Violence and Substance Abuse

Many children and young people who live with substance misusing parents and carers suffer its ill effects. They are often neglected, suffer from domestic violence and are at an increased risk of misusing alcohol and illegal drugs themselves.

Children are completely dependent on the adults around them, and if they do not feel safe in their own homes, this can have many negative physical and emotional effects. Domestic violence is acknowledged as 'significant harm' and children witnessing it are now recognised as being emotionally abused.

Children growing up in homes where their lives are affected in these ways are at risk.

Operation Encompass

Operates in all police forces across England. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the designated safeguarding lead in school before the child or children arrive at school the following day.

G) Honour Based Abuse (HBA)

Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, Forced Marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be reported to the DSL without delay.

Female Genital Mutilation (FGM)

FGM is a collective term for procedures, which include the intentional partial or total removal of the external female genital organs, for cultural or other non-therapeutic reasons. It is an extremely harmful practice that violates the most basic human rights. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

There is a mandatory duty on teachers and health and social care professionals to report to the police where FGM appears to have been carried out on girls under 18.

Forced Marriage

This is an entirely separate issue from arranged marriage. Any form of marriage under the age of 18 is illegal. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Particular populations and ethnic groups can be at risk.

Guidance has been issued by the Foreign and Commonwealth office to police and social care, who should be contacted for advice.

Staff who may have concerns should report to the DSL.

H) Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

I) Radicalisation and extremism - Prevent Duty

The Counter-Terrorism and Security Act 2015 places a duty on specific authorities, including school and colleges to prevent young people from being drawn into terrorism. This has become known as the "Prevent Duty".

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism -Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of 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. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;

- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”; those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students and staff may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

The government **Prevent Duty** guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

1. Risk Assessment -The Sheiling Ringwood will assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology as well as risk assess the general local area.
2. Working in Partnership- The Prevent duty builds on existing local partnership arrangements with DSCB and the parents, guardians and carers of the students

3. Staff training - Prevent awareness training to equip staff to identify students at risk of being drawn into terrorism and to challenge extremist ideas. All staff should know when it is appropriate to make a referral to the Channel Programme.
4. The Sheiling Ringwood has internet filtering in place as well as online safety for students.

The Government has launched a website [EducateAgainstHate](#) which holds information and training resources for schools and colleges.

County Lines- a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

J) Financial or Material Abuse

The unauthorised taking (theft) or misuse of any money, income, assets, personal belongings or property or any resources of an adult at risk without their informed consent or authorization.

Factors that may increase vulnerability:

- Person unable to manage own money
- Person isolated in community
- Person is dependent on others to handle finances
- Person has no independent advocates financial harm is a crime.

K) Institutional/ Corporate Abuse

Involves the collective failure of an organisation to provide safe, appropriate and acceptable standards of service to adults at risk.

Occurs when the routines, systems and regimes of an institution result in poor or inadequate standards of care and poor practice which affects the whole setting and denies, restricts or curtails the dignity, privacy, choice, independence or fulfilment of adults at risk.

Can occur in any setting providing health and social care.

It is most likely to occur when employees:

- Receive little or no support from management.
- Are inadequately trained.
- Are poorly supervised and poorly supported in their work.
- Receive inadequate guidance.

The risk of harm is also greater in institutions:

- Which use rigid routines and inflexible practices.
- Where there is a closed culture.
- Unacceptable practice encouraged, tolerated or left unchanged
- Organisational standards not meeting those laid down by regulatory bodies
- Service users not treated with dignity and respect
- Diverse needs not recognized and valued in terms of age, gender, disability, ethnic origin, race or sexual orientation
- Organisation do not promote choice and individual focus
- Communication discouraged
- Whistleblowing policy not in place and accessible
- Insufficient employee training and development

L) Child on child abuse sexual violence and sexual harassment

This covers children of all ages, from the primary through secondary stage and into colleges. For the purposes of this section, a child is anyone under the age of 18. Whilst the focus is on protecting and

supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required. Sexual violence and sexual harassment exist on a continuum and may overlap; there is an imbalance of power which is used to harm; they can occur online and face to face (both physically and verbally) and are never acceptable.

Sexual Offences Act 2003 describes sexual violence and sexual harassment as below:

Sexual violence

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?- Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Sexual harassment -‘unwanted conduct of a sexual nature’ that can occur online and offline.

When we reference sexual harassment, we do so in the context of peer on peer sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats
- ‘upskirting’; this typically involves taking pictures under a person’s clothing without them knowing. This is a criminal offence.
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in UK Council for Internet Safety (UKCIS) “*Sharing nudes and semi-nudes: advice for education settings working with children and young people*” taking and sharing nude photographs of under 18s is a criminal offence

See Section 5 KCSiE 2023

Confidentiality in relation to child-on-child abuse

- Staff taking a report from a student around child-on-child abuse should never promise confidentiality.
- The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment.
- If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

Importance of understanding intra familial harms and any necessary support for siblings following incidents of sexual violence and sexual harassment.

Appendix 8:

Useful Links and Addresses

There are lots of organisations out there who are ready to listen and help:

Pan-Dorset Safeguarding Children Partnership Dorset Student Protection Procedures will be followed for preference, in relation to concerns about the following:

Students and young people who run away or go missing from home or care. Pan Dorset inter-agency safeguarding procedures: -

<https://pdscp.co.uk/working-with-children/missing-children/>

Students at risk of Sexual Exploitation

<https://pdscp.co.uk/working-with-children/child-exploitation/child-sexual-exploitation/>

Students living with Domestic Violence; includes so called '**honour' based violence**, female genital mutilation (FGM) and **Forced Marriage**, and is clear that victims are not confined to one gender or ethnic group.

Student Trafficking and modern slavery

<https://pdscp.co.uk/working-with-children/child-trafficking-modern-slavery/>

Bullying and Online Safety:

<https://pdscp.co.uk/working-with-children/bullying-e-safety/>

Xchange – The interactive news and information network for students who are disabled and their families across Dorset, Bournemouth and Poole.

<http://www.xchangeonline.co.uk/kb5/dorset/aiminghigh/home.page>

Relate – Relate Dorset and South Wiltshire provides counselling to over 150 students and young people in Dorset each year in locations across the County, as well as many more in Salisbury schools under a contract with Wiltshire County Council.

<http://www.relate.org.uk/young-people-counselling/index.html>

NHS Direct - Official Web site for the NHS 24 hour telephone helpline, NHS Direct. Information about health problems. How to keep healthy. www.nhsdirect.nhs.uk

Studentline - free helpline for students and young people in the UK. Students and young people can call us on 0800 1111 to talk about any problem. www.studentline.org.uk

More links which may be helpful

Anti-Bullying Campaign - The award-winning charity Bullying Online was founded in 1999 by journalist Liz Carnell from Harrogate and her son John, as a direct result of their experience of dealing with school bullying, which included taking successful legal action against an LEA. www.bullying.co.uk

Barnardo's - Barnardo's is the UK's leading students' charity. Offering a range of support services for students, young people and their families. <https://www.barnardos.org.uk/see-hear-respond>

The Samaritans - Providing confidential, emotional support online. www.samaritans.org.uk

Equality and Human Rights Commission - The Equality and Human Rights Commission champions equality and human rights for all. www.equalityhumanrights.com

Family Rights Group - Established as a registered charity in 1974 to provide advice and support for families whose students are involved with social services. www.frg.org.uk

Student Accident Prevention Trust (CAPT) - Making the Link is here to support people working to prevent unintentional injury to students and young people in England. www.makingthelink.net

Eating Disorders Association - The Eating Disorders Association offers help, advice and support to those suffering from Anorexia, Bulimia, Binge Eating as well as other eating related issues. www.edauk.com

Brook Advisory Centre - A national voluntary sector provider of free and confidential sexual health advice and services specifically for young people under 25. www.brook.org.uk

FPA (formerly the Family Planning Association) - FPA is a registered charity working to improve the sexual health and reproductive rights of all people throughout the UK. www.fpa.org.uk

FRANK The National Drugs Helpline - Free confidential drugs information and advice. The website also provides a comprehensive A-Z on drugs. Calls from landlines are free and won't show up on the phone bill. www.talktofrank.com

Refuge - Refuge's network of safe houses provides emergency accommodation for women and students when they are most in need. www.refuge.org.uk

Where's Your Head At - If you are worried about a student or young person's emotional health and well being this site may help by providing advice about mental health and other areas. www.wheresyourheadat.co.uk/professionals/

YoungMinds - YoungMinds is the national charity committed to improving the mental health of all students and young people. www.youngminds.org.uk