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Child Protection and Safeguarding Policy

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| **Reviewed and modified by:** | Karen Coles – Assistant Head – Therapy and Welfare |  |
| **Signature:** | Karen Coles | |
| **Approved by:** | Joy Brown – Head of School | |
| **Signature:** | Karen Coles | |
| **Date:** | 14.09.2022 | |
| **Next review due by:** | 13.09.2023 | |

***Immediate contact details and ADVICE:***

**At Lodge Farm, every member of staff, at every level, alongside volunteers, contractors and visitors have a responsibility in keeping our young people safe, in every aspect of their work.** **If you are worried or concerned about the health and safety, security, or wellbeing of any member of the Lodge Farm community, please immediately contact a member of our Safeguarding team:**

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| **Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** |
| **Joy Brown**  Head of School  **Tel: 01455 283665**  **Email: joy@lodgefarmeducation.org** | **Vicky Jones**  1:1 Support Worker  **Tel: 01455 283665**  **Email: vicky@lodgefarmeducation.org** |

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| **STAFF MEMBERS: First TALK to the DSL/DDSL as a matter of urgency.**  **VISITORS / Non Staff Members: If you have a concern about a child,** **or if a child discloses information to you, TALK to the DSL/DDSL IMMEDIATELY. You will be requested to complete a disclosure form** which can be found in the office, **ensure this** **recorded** **information is passed on to a DSL/DDSL before you leave.**  **ALL: If you have concerns about a member of staff in relation to a student** this must be brought to the attention of the Head of School immediately. Concerns about the DSL should be brought to the attention of the Chair of the Advisory Board Chris Leeming 07870 783410. Concerns about the Chair of the Advisory Board should be raised immediately with the Proprietor. If an allegation is made against the Proprietor, the person with the concern will report this directly to the **LADO – Kim Taylor (0116 305 5641)** |

If you need to make a referral as a child is at **IMMEDIATE RISK OF HARM,** please visit the local authority website for where the child is residing and search ‘Children Safeguarding Board’ where you will find information on how to refer online or via telephone. For **Leicestershire**, the First Response Children’s Duty team, including out of hours, can be reached on: **0116 305 0005**

**Introduction to Lodge Farm Education – Safeguarding in context**

Lodge Farm students come from a variety of backgrounds and localities, with various experiences of education and the wider world that impact on who they are and how they negotiate challenges in life. Students are placed with us because we provide a provision and experience better fitting to student needs than other settings in the mainstream or other special needs offer. Many if not all of our students are vulnerable in different ways, and it is our remit to protect, educate and develop our children and young people to secure the best possible life chances for them, no matter the difficulties they have previously encountered. Our students require the best educational and developmental support, and they deserve a high-quality experience to overcome gaps in their previous education and cultural journey. Safeguarding in this context is imperative and fundamental; it is implicit and explicit in everything we do.

Our students may not always possess the communication skills that enable many children to discuss or disclose incidents that upset or frighten them. It is of the utmost importance therefore that we create a sensitive, proactive environment in which children, parents, carers and staff members are secure and confident in the agreed procedures that put children’s safety first. We will also ensure that our students are taught the skills and are given the means to communicate effectively. Through our therapeutic approach and the PSHE/RSE curriculum and working collaboratively, we aim to teach students how to recognise when they are at risk and how to get help when they need it. Child abuse occurs in all groups within society, across all cultural, ethnic, and religious communities and all socio-economic groups. We know that it is an under-reported and ever-present issue. **We have a core belief that “it can happen here,'' in every context, and we expect a vigilant and robust approach from all.**

We appreciate that safeguarding incidents and/or behaviours can be associated with factors outside Lodge Farm and/or can occur between children outside the Farm. All staff, but especially the Designated Safeguarding Lead and Deputy DSL consider the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means that assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors, so it is important that we are able to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. This policy sets out the key factors relating to this, and how we address them.

**The SEND context at Lodge Farm Education.** We recognise that children with disabilities or additional needs may be more vulnerable to abuse as additional barriers can exist when recognising abuse and neglect. These can include

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s needs or disability without further exploration
* Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs
* Communication barriers and difficulties in overcoming these barriers and being more prone to peer group isolation than other children.

Our staff and volunteers form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone’s responsibility. Staff need to use students' preferred method of communication to elicit as much information from the students as possible. Staff need to be aware that disclosures may or may not be verbal and need to be vigilant to any change in behaviour patterns, verbal or otherwise. If staff do not feel confident in eliciting information from students, they should immediately seek the support and guidance from more senior members of staff.

**Equality statement**

In addition to the above understanding, we acknowledge that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

* Have special educational needs (SEN) or disabilities (see above)
* Are young carers
* May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
* Have English as an additional language
* Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
* Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
* Are asylum seekers
* Are at risk due to either their own or a family member’s mental health needs
* Are looked after or previously looked after

**PART A. Safeguarding – What do staff need to know?**

**Definitions**

**Safeguarding and promoting the welfare of children** means:

* Protecting children from maltreatment
* Preventing impairment of children’s health or development
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
* Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

**Abuse** (including peer on peer abuse)

is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Appendix 1 defines neglect in more detail.

**Child on Child abuse** is any form of physical, sexual, emotional and financial abuse, and coercive control. exercised between children, and within children's. relationships (both intimate and non-intimate), friendships, and wider peer associations.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18. However, the principles of this document apply to professional behaviours towards all students including those over the age of 18 years. “Child” should therefore be read to mean any student at the educational establishment.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education - September 202 - (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

* The local authority (LA)
* A clinical commissioning group for an area within the LA
* The chief officer of police for the police area in the LA area

# At Lodge Farm, we are committed to doing all we can to safeguard and promote the welfare of children. We aim to provide a safe, secure and supportive environment for all members of our Farm community but especially our students. Our aim is to create a culture of vigilance in safeguarding matters.

The basis for these policies and procedures includes:

***Working Together to Safeguard Children 2019 (update July 2022)***  is statutory guidance for interagency working to safeguard and promote the welfare of children. ***Keeping Children Safe in Education 1 September 2023*** sets out the statutory duties of schools, staff and governing bodies / directors to safeguard and promote the welfare of children.

***The Children Act 2004, Section 11*** contains arrangements required to safeguard and promote the welfare of children including: • A clear statement of the agency’s responsibilities towards children available to all staff. • Staff training on safeguarding and promoting the welfare of children for all staff working with or in contact with children and families. • Safer recruitment procedures in place. • Effective inter-agency working to safeguard and promote the welfare of children. • Effective **information sharing –** see later guidance in this policy on this.

***The Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures***, which contains procedures and guidance for safeguarding children. Also:

* Part 3 of the schedule to the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/part/3/made), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
* Part 1 of the schedule to the [Non-Maintained Special Schools (England) Regulations 2015](http://www.legislation.gov.uk/uksi/2015/728/schedule/made), which places a duty on non-maintained special schools to safeguard and promote the welfare of students at the school
* [The Children Act 1989](http://www.legislation.gov.uk/ukpga/1989/41) (and [2004 amendment](http://www.legislation.gov.uk/ukpga/2004/31/contents)), which provides a framework for the care and protection of children
* Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](http://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
* [Statutory guidance on FGM](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
* [The Rehabilitation of Offenders Act 1974](http://www.legislation.gov.uk/ukpga/1974/53), which outlines when people with criminal convictions can work with children
* Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](http://www.legislation.gov.uk/ukpga/2006/47/schedule/4), which defines what ‘regulated activity’ is in relation to children
* [Statutory guidance on the Prevent duty](https://www.gov.uk/government/publications/prevent-duty-guidance), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

**Keeping Children Safe in Education, June 2022** defines safeguarding and promoting the welfare of children as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Child protection is part of safeguarding and promoting the welfare of children. Child protection refers to the activity that is undertaken to protect specific children who are suffering or are likely to suffer significant harm. *(Working Together to Safeguard Children 2019 Appendix A)* Child Abuse is defined in *Keeping Children Safe in Education, June 2022* and states that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The Designated Safeguarding Lead and Deputy DSL are most likely to have a complete safeguarding picture and to be the most appropriate person to advise on the response to safeguarding concerns.

There are a number of **categories of child abuse:**

**Physical abuse** – which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise physical harm to a child. Physical harm may also be caused when a parent of carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child 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 child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

***Child sexual exploitation*** (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator, it may or may not, be accompanied by violence or threats of violence. The abuse can be one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation may occur without the child’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

***Child criminal Exploitation*** (CCE) - Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

**Neglect** - which is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

**More information on how to spot this and all other forms of abuse are in APPENDIX A.**

**Specific safeguarding issues**

All staff have an awareness of safeguarding issues, through induction and continual professional development - some of which are listed below. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

* + bullying including cyberbullying
  + children missing education
  + child missing from home or care
  + child sexual exploitation (CSE)
  + criminal exploitation: county lines (CCE)
  + domestic violence
  + drugs
  + fabricated or induced illness
  + faith abuse
  + female genital mutilation (FGM)
  + forced marriage
  + gangs and youth violence
  + gender-based violence/violence against women and girls (VAWG)
  + upskirting
  + hate
  + mental health
  + missing children and adults strategy
  + peer on peer abuse
  + private fostering
  + preventing radicalisation
  + relationship abuse
  + sexting
  + trafficking

**Children Who Go Missing From Home or Care** are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include: • No means of support or legitimate income – leading to high risk activities • Involvement in criminal activities • Victim of Abuse • Victim of crime, for example through sexual assault and exploitation • Alcohol/substance misuse • Deterioration of physical and mental health • Missing out on schooling and education • Increased vulnerability **• Longer-term risks include:** • Long-term drug dependency / alcohol dependency • Crime • Homelessness • Disengagement from education • Child sexual exploitation • Poor physical and/or mental health.

**Children Missing from Education (CME)**: all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect.

With this in mind and considering the particular context of students and their families or carers attending Lodge Farm, we are sensitive to the backgrounds, needs and circumstances affecting **student attendance.** We have close links to support issues as they arise and to resolve barriers to attending, but we will also follow the required procedures for unauthorised absence and for protecting children who go missing from education, including appropriate notification to the Local Authority. We will challenge the reasons given for unauthorised absence and follow the correct Local Authority and other protocols where relevant. We will also ensure staff are alert to the potential risks of poor or non-attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as travelling to war zones, FGM and forced marriage. In the event that attendance is not reported by parents or carers and a clear procedure of contact visits remains unsuccessful, we will contact the emergency contacts for the student and escalate the concern.

**Child criminal exploitation (CCE): county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

• can affect any child (male or female) under the age of 18 years.

• can affect any vulnerable adults over the age of 18 years.

• can still be exploitation even if the activity appears consensual.

• can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.

• can be perpetrated by individuals or groups, males or females, and children or adults;

• is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**If you are concerned about CCE or County Lines,** talk to the DSL. Concerns can be passed to the Police via 101. In Leicestershire, CCE is covered by the CSE team on the CSE Consultation line – 01163059521.

**If you discover that FGM has taken place, or a student is at risk of FGM**

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **student under 18** must **immediately report this to the police, personally.** This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children’s social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

**Any member of staff** who suspects a student is *at risk* of FGM or suspects that FGM has been carried out [or discovers that a **student aged 18 or over** appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures.

**If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

**Figure 1 on page 14 illustrates the procedure to follow if you have any concerns about a child’s welfare.**

Where possible, speak to the DSL / DDSL first to agree a course of action.

If in exceptional circumstances the DSL/DDSL is not available, this should not delay appropriate action being taken. Take advice from local authority children’s social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ below). Share any action taken with the DSL as soon as possible.

**If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL/DDSL is not available, this should not delay appropriate action being taken. Seek advice from local authority children’s social care. Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](https://www.gov.uk/government/publications/channel-guidance), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which staff and the Advisory Board can call to raise concerns about extremism with respect to a student. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

* Think someone is in immediate danger
* Think someone may be planning to travel to join an extremist group
* See or hear something that may be terrorist-related

**If a child makes a disclosure to you:**

If a child discloses a safeguarding issue to you, you should:

* Listen to and believe them. Allow them time to talk freely and do not ask leading questions
* Stay calm and do not show that you are shocked or upset
* Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
* Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
* Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it.
* Sign and date the write-up and pass it on to the DSL/DDSL; ensuring that you discuss this with them as soon as possible. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly and tell the DSL as soon as possible that you have done so.

**Notifying Parents/Carers**

Where appropriate, we will discuss any concerns about a child with the child’s parents or carers. The DSL/DDSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL/DDSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

**Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the Farm will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

**Referral**

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

**Support to students**

Lodge Farm recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children the Farm may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our Farm seeks to remove any barriers that may exist in being able to recognise abuse or neglect in students experiencing Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

**Child on Child Abuse**

**We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.**

All staff should be aware of safeguarding issues can manifest themselves via **child-on-child abuse**. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiation/ hazing type violence and rituals. **Should staff members have any concerns about child-on-child abuse, they can raise concerns with the DSL or DDSL.** If any concerns regarding **child on child** abuse is reported, both the victim and the perpetrator will be supported to understand what has occurred and the implications that it has for each individual. Records should be thoroughly completed and regularly looked at / analysed by key workers and the Senior Leadership Team to spot patterns which may then be safeguarding concerns.

Most cases of students hurting other students will be dealt with under the Farm’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

* + Is serious, and potentially a criminal offence
  + Could put students at the Farm at risk
  + Is violent
  + Involves students being forced to use drugs or alcohol
  + Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
  + Is ‘up skirting’

If a student makes an allegation of abuse against another student:

* + You must tell the DSL/DDSL and record the allegation, but do not investigate it
  + The DSL/DDSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
  + The DSL/DDSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
  + The DSL/DDSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child on child abuse by:

* + Challenging any form of derogatory or sexualised language or behaviour
  + Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
  + Ensuring our curriculum helps to educate students about appropriate behaviour and consent
  + Ensuring students know they can talk to staff confidentially by
  + Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

**Up skirting**

Under the Voyeurism Act 2019, ‘Upskirting is a criminal offence and typically refers to the taking of a photo under someone’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm’.

Children with Special Educational Needs (SEN) are more vulnerable, and there may be barriers in recognising abuse in this group of children. In addition, children who are perceived by their peers to be LGBT or identify themselves as LGBT may be more vulnerable.

**Honour Based Violence (HBV) (including Female Genital Mutilation (FGM), Forced Marriage (FM) and breast ironing)**

HBV includes all incidents or crimes which have been committed to protect or defend the honour of the community and/or the family, and commonly involve practices such as FGM, forced marriage and/or breast ironing. Abuse often involves a wider network of family or community pressure and therefore it is important to be aware of this dynamic and consider risk factors when deciding on action. If staff have a concern that a child may be at risk of Honour Based Violence, they should alert their DSL immediately.

**FGM**

FGM is abuse that encompasses all procedures involved in the partial or total removal of female external genitalia and is illegal in the UK. Whilst all staff should speak to the DSL (or deputy DSL) with regard to any concerns about FGM, there is a specific legal duty on teachers under the FGM Act (2003) to report FGM. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, it is mandatory that the teacher must report this to the police using the telephone number 101.

**Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. FM is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. The FM Unit provides more guidance, which can be found here. Multi-Agency guidelines, which focus on the role of schools, can be found here.

**Breast ironing**

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear. It is typically carried out by the girl's mother, who will say she is trying to protect the girl from sexual harassment and rape to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education, rather than be forced into early marriage.

**Sexting**

Lodge Farm will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, *“Sexting in schools and colleges: responding to incidents and safeguarding young people”* will be used to guide the Farm’s response on a case by case basis.

The key points being:-

* + Inform the DSL/DDSL as soon as possible
  + Support the victim as appropriate and in accordance with their best interests
  + Inform all parents of involved children unless by doing so you put a child at risk
  + Images will **not** be viewed by Farm staff, unless it is required in order to safeguard the young person
  + If the Farm is to deal with the matter, involve parents and carers in ensuring the images are deleted
  + If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

**Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate Farm staff. This meeting will consider the initial evidence and aim to determine:

* Whether there is an immediate risk to student(s)
* If a referral needs to be made to the police and/or children’s social care
* If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
* What further information is required to decide on the best response
* Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
* Whether immediate action should be taken to delete or remove images from devices or online services
* Any relevant facts about the students involved which would influence risk assessment
* If there is a need to contact another provision, setting or individual
* Whether to contact parents or carers of the students involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

* The incident involves an adult
* There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
* What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
* The imagery involves sexual acts and any student in the imagery is under 13
* The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the DDSL and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care.

**Further review by the DSL**

If at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review. They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.

**Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

**Referring to the police**

If it is necessary to refer an incident to the police, this will be done through a police community support officer, local neighbourhood police, or dialling 101.

**Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording incidents of sexting.

**Curriculum coverage**

Students are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

* What it is and how it is most likely to be encountered
* The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive
* Issues of legality
* The risk of damage to people’s feelings and reputation

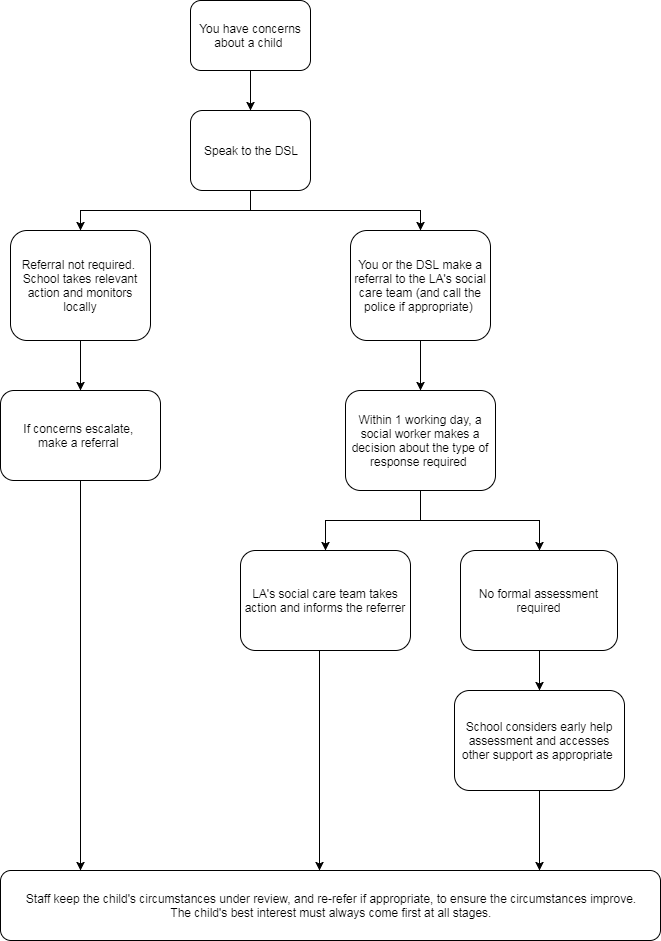
Students also learn the strategies and skills needed to manage specific requests or pressure to provide (or forward) such images, and the receipt of such images.

This policy on sexting is also shared with students so they are aware of the processes the Farm will follow in the event of an incident.

**The PSHE/RSE curriculum** also teaches students how to positively interact with their peers, which includes how to be kind to one another. Students are taught about safeguarding at the Farm. The following areas are among those addressed in PSHe/RSE and in the wider curriculum: - Bullying/Cyberbullying, Drugs, alcohol and substance abuse, E Safety / Internet safety, Fire safety, Road safety, Domestic violence / Relationships / Consent, Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM), Sexual exploitation of children (CSE) Extremism and Radicalisation

**Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSLDDSL is unavailable, this should not delay action. See section on ‘Referral’ for what to do.)



Figure

**B. A safe Farm culture**

**1. Confidentiality**

*You should note that:*

* *Timely information sharing is essential to effective safeguarding*
* *Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children*
* *The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe*
* *If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk*
* *Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests*
* *The government’s* [*information sharing advice for safeguarding practitioners*](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) *includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information*
* *If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)*
* *Confidentiality is also addressed in this policy with respect to record-keeping, and allegations of abuse against staff*

**2. Safer** **recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the Farm’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

**New staff**

When appointing new staff, we will:

* Verify their identity
* Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
* Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
* Verify their mental and physical fitness to carry out their work responsibilities
* Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff’s employment and for 2 years afterwards
* Verify their professional qualifications, as appropriate
* Ensure they are not subject to a prohibition order if they are employed to be a teacher
* Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
* Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that the information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

* Responsible, on a regular basis in an educational establishment, for teaching, training, instructing, caring for or supervising children; or
* Carrying out paid, or unsupervised unpaid, work regularly in an educational establishment where that work provides an opportunity for contact with children; or
* Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

**Existing staff**

If we have concerns about an existing member of staff’s suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We also have a legal duty to make a referral to the DBS under specific circumstances, and we believe a person has caused harm or poses a future risk of harm to vulnerable groups, including children.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

* We believe the individual has engaged in [relevant conduct](https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#relevant-conduct-in-relation-to-children); or
* The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009](http://www.legislation.gov.uk/uksi/2009/37/contents/made); or
* The ‘harm test’ is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
* The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

**Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

**Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the Farm has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

* An enhanced DBS check with barred list information for contractors engaging in regulated activity
* An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the Farm.

**Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

**Volunteers**

We will:

* Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
* Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
* Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

**Members of the Advisory Board**

All members of the Advisory Board and the Proprietor will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All Proprietors, trustees, and members will also have the following checks:

* Identity
* Right to work in the UK
* Other checks deemed necessary if they have lived or worked outside the UK

**Staff working in alternative provision settings**

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

**Adults who supervise students on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

**3. Training of staff**

All members of staff (including teaching and non-teaching) receive training on safeguarding and child protection, including the arrangements at the Farm and the Local Authority multi-agency procedures for the Local Authorities in which our students are based. The training includes basic concepts of child protection, recognition and handling a disclosure, which may or may not be verbal. Training will also include the Farm’s behaviour policy and procedures for children missing education as well as the staff code of conduct and this CP / safeguarding policy.

Safeguarding and Child Protection Awareness Training is delivered as part of the induction programme and as a refresher every year to all staff, including DSL and DDSL. (This includes identifying the DSL and DDSL). Additional training sessions are delivered by an external consultant to cover specific safeguarding topics annually. These topics can include but are not limited to: Prevent Duty, FGM and Ethnic Diversity, and Key Changes to ‘Keeping Children Safe in Education’. The DSL and DDSL attend Level 3 training every 2 years.

Each child’s individual care plan (EHCP) is incorporated in their behaviour plan and student profile sheets along with individual risk assessments. All of these form part of the full and comprehensive record of their chronology and circumstances.

**Training and development of staff**

Lodge Farm ensures all staff complete safeguarding and child protection training as part of their induction. The Farm also has a commitment to updating training for all staff each year and for appropriate staff to attend Local Authority and Inter-Agency Safeguarding Board Meetings. To achieve this:

* Time will be given to enable this commitment to be met
* The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training every year
* All staff and volunteers new to the Farm will be given appropriate Safeguarding training as part of their induction programme. Updates will feature regularly in all staff meetings, as appropriate
* All staff will be expected to evidence their learning and uptake of this training through questionnaires or assessments as appropriate, and follow up activities with be offered or directed as necessary
* All Farm staff and members of the Advisory Board will undertake the training at least every two years as organised by the DSL
* Newly recruited staff will complete the training as part of their induction and will receive Farm specific training including being made aware of local risk factors for extremism
* The DSL will attend Local Authority and other training courses as necessary and other appropriate inter-agency training every year
* The DSL will attend complete Prevent training as provided by the Home Office and disseminate as required

**Training Objectives**

* + To ensure that Lodge Farm team members observe and monitor students’ routine behaviour on a regular basis.
  + To ensure staff across the organisation understand their responsibility to raise concerns and how they can raise concerns.
  + To support staff members in recording of observations so that any confidential information pertaining to a child is precise, objective and professionally documented.
  + To handle information in a sensitive and confidential way and on a “need to know” basis referring to the latest Government guidance Information Sharing 2019, as necessary.
  + To ensure that referrals are handled correctly and consistently.
  + To serve as a reminder to staff members to remain alert and aware of child protection issues.
  + To identify the safeguarding and child protection leads across the organisation
  + The safeguarding and protection leads have full training in child protection, safeguarding and multi-agency working which is refreshed at least every two years.
  + All other staff receive annual training in child protection and/or safeguarding.

Refresher training for all staff is also delivered throughout the academic year. In addition, all staff are required to read ***Keeping children safe in education September 2023*** and ***What to do if you’re worried a child is being abused, March 2015*** and to discuss with one of the designated staff if they have any queries.

Annual staff training will also include information on Child-on-Child abuse, Female Genital Mutilation, Preventing Radicalisation, Safeguarding and child protection, online safety and anti-bullying.

**4. Roles and Responsibilities**

**All staff** (including visiting staff) working in the organisation are required to:

* Read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education June 2022, and review this guidance at least annually.
* Observe and comply with the staff Code of Conduct (September 2019)
* Attend all relevant training and development provided by the Farm
* Know how to deal with a disclosure; if a student discloses to a member of staff that they are being abused, the staff member should follow the guidance set out in this policy
* Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy, in line with the Child Protection Procedures and legal duty for reporting FGM, set out in this policy.
* Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child-on-child abuse as outlined in this policy.
* Know the Designated and Deputy Safeguarding Lead’s name and contact details including telephone numbers and email.
* Know how to report and raise concerns, including those concerning other members of staff.
* Be aware of the Early Help process, this includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment as necessary.

**The Head of School will:**

* Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored.
* Ensure that whilst the activities of the DSL and DDSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL
* Meet regularly with the DDSL
* Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns and can make appropriate referrals, including to early help services
* Ensure that all staff and volunteers are trained sufficiently so that they have the skills, knowledge and understanding necessary to keep students safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning
* Appoint a designated teacher to promote the educational achievement and welfare of students who are looked after and to ensure that this person has appropriate training
* Communicate clearly to Farm visitors, parents and students so everyone understands the Farm’s safeguarding policy and procedures
* Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences
* Report to the Advisory Board regularly regarding the effectiveness of safeguarding and implementation of related policy
* Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff
* Ensure the Farm offers a safe environment via a robust health and safety policy to meet the statutory responsibilities for the safety of students and staff at the Farm.

**The Advisory Board will:**

* Assess the impact of this policy in keeping children safe
* Contribute any local, contextual information that may support children’s safety and welfare
* Appoint a nominated member of the Advisory Board to liaise with the DSL and DDSL on Safeguarding issues.
* Receive and consider regular reports from the Head of School about the effectiveness of safeguarding and child protection at the Farm
* Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children, including those looked after children, safe.

**Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) will have their role explicitly stated in their job description and will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively. The Designated lead will also ensure that all staff are provided with ***Part One of Keeping Children Safe in Education September 2023 guidance*** and assisted to understand and discharge their roles and responsibilities as set out in this guidance.

**The designated safeguarding lead is expected to:**

Receive a full and comprehensive induction to the role and organisation

* Be available term time during Farm hours (or Deputy DSL in their absence) for staff or volunteers to discuss any safeguarding concerns. Being aware of the latest national and local guidance and requirements and keeping the staff informed as appropriate. **Act as a source of support, advice and expertise** for staff and ensure the child protection policies are known, understood and used appropriately.
* Ensure that all cases of suspected or actual problems associated with child protection are **referred to the appropriate agencies** in line with procedures set out in this policy. This may include:
  + Liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
  + Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
  + Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
  + Refer cases where a crime may have been committed to the Police as required.
  + Liaise with key staff to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
  + As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
* Ensure that **effective communication and liaison takes place** between the Farm and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to a student
* Ensure the Farm’s **safeguarding policy and practice is relevant and consistent** with the most recent statutory guidance, is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Advisory Board regarding this
* Attend **accredited, enhanced training**. The DSL will undergo training to provide them with the knowledge and skills required to carry out the role, updated at least every two years and will include Prevent awareness training.
* **Ensure that all staff have an understanding** of child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND)
* Ensure that **appropriate training** for staff is organised according to the agreed programme and renewed through ongoing professional development. Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
* **Ensure families are fully aware** of the Farm policies and procedures and kept informed and involved. Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the organisation in this;
* Maintaining details of any looked after child’s social worker and the name of the Virtual School Head (in the authority that looks after the child)
* Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the Farm and meet the needs identified in the student’s personal education plan
* Support the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if **Early Help** is appropriate
* Ensure that adequate **reporting and recording** systems are in place
* Ensure **relevant records are passed on appropriately** when students transfer to other provisions, or are being educated at alternative provision or off site education
* Liaise with the Advisory Board’s nominated governor for Safeguarding
* Be aware of children who are or who may be living in a **private fostering** arrangement.
* Undertake the Leicester, Leicestershire and Rutland Children and Safeguarding Board (LLSCB) **annual safeguarding audit**
* To lead on termly internal safeguarding **supervision**
* The Designated and Deputy Safeguarding Leads will meet regularly to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff meeting.

**Designated Safeguarding Lead (DSL)/Deputy Safeguarding Lead (DDSL)**

Lodge Farm DSL and DDSL are the first source of support and guidance over concerns raised internally or by visitors to the site. The DDSL works with the DSL to ensure the effective management and response to concerns raised within the organisation. The DDSL is a key point of contact, ensuring that records are accurate; and that actions are taken and reported to the DSL. Should the DSL be unavailable, the DDSL will deputise on their behalf. The DDSL has the level 3 Safeguarding training in the same way as the DSL, and is also responsible for the recording and updating of incidents and their follow up, and completion and updating of student records, including key documents and reports received from external partners and agencies. As such, the DDSL may be required to undertake tasks listed above under the DSL heading, yet the fully designated role is undertaken by the Safeguarding Lead.

**5. Observation and Monitoring**

**It is the responsibility of all staff members to report any disclosures, changes in behaviour and/or observations of marks or bruises and to ‘alert’ the DSL and DDSL to any concerns that arise verbally.** Safeguarding concerns could be as a result of the action or inaction of staff, parents, visitors, transport providers or others in contact with the student. It is the DSL’s responsibility to follow up reports including asking parents. If the explanation is not satisfactory, the DDSL should discuss the issue with the DSL. The DSL can support the DDSL to ask parents if needed. The DSL/DDSL should ensure incidents/injuries are recorded correctly and, similarly, the reason given for the incident/injury should be recorded and witnessed. The record should show times and dates of any such observations and conversations with parents/carers. These accounts should be written up promptly.

**Observation and monitoring is particularly important** for children with learning and/or communication challenges as they may not be able to verbally disclose an experience of abuse and it is more likely to be as a result of a member of staff being vigilant and noticing unusual behaviour or marks or bruises. Any child may benefit from early help, but all Farm staff should be particularly alert to the potential need for early help for a child who:

* + is disabled and has specific additional needs.
  + has special educational needs (whether or not they have a statutory education, health and care plan);
  + is a young carer.
  + is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups.
  + is frequently missing/goes missing from care or from home.
  + is misusing drugs or alcohol themselves.
  + Is at risk of modern slavery, trafficking, or exploitation.
  + is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
  + has returned home to their family from care.
  + is showing early signs of abuse and/or neglect.
  + is at risk of being radicalised or exploited.
  + is a privately fostered child.

**In addition to monitoring and recording signs or indicators of abuse,** **all staff have a responsibility to pass on ANY concerns at the earliest opportunity,** in order that early help can be offered to the child and/or their family to reduce the risk of problems escalating. The Department of Education has provided advice ***What to do if you are worried a child is being abused (March 2015) for practitioners***. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf>

**Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional.** Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services if the child’s situation does not appear to be improving or is getting worse.

**6. When to report**

**In an acute emergency when the child’s life and health seem seriously at risk, dial 999 and call for an ambulance. DO NOT wait to discuss this with the DSL/DDSL but do report it immediately afterwards.**

For specific procedures, see section 9 below. If any member of staff has **concerns about suspected child abuse** the initial point of contact would be the DSL/DDSL. All concerns should be reported immediately to the DSL/DDSL and recorded. (They can refer to the “Journey of a Cause for Concern Form” flowchart to aid decision making - see Appendix B). Allegations against staff are to be dealt with in accordance with section 7 below. Issues to report are any concerns regarding the safeguarding or welfare of children. Concerns will include any incident that could have a bearing on the welfare of a child as well as signs or indicators of abuse, disclosures from children or their parents/carers or concerns about the interaction of any person in contact with a child. Any information is handled in a sensitive and confidential manner on a “need to know” basis. If a child discloses physical abuse, neglect or emotional abuse and/or if a member of staff observes signs that are consistent with such abuse, the member of staff should immediately inform the DSL and record it. The DSL may ask for an explanation from the child’s parents/carers. Unless the explanations given are totally plausible and consistent with a non-abusive event the DSL at Lodge Farm should then inform the Social Services team for the student’s home local authority in line with their referral procedures.

**If the child discloses sexual abuse and/or if a member of staff observes signs that are consistent with such abuse,** that disclosure should not usually be shared with the parent/carer at that point in case the parent or carer may be the perpetrator. The staff member should inform the DSL who will inform Child Social Services immediately and a record will be made. If a child makes an allegation against another child, we will follow the Leicestershire Safeguarding Children’s Board Procedures. So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead**. If it is discovered that a student has been a victim of FGM, it is the discovering staff’s duty** to report it to the police.

**Staff working with children are advised to maintain an attitude of ‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL/DDSL.

**7. Allegations against staff or volunteers**

All allegations of abuse made against a member of staff in relation to a student must be brought to the attention of the Head of School immediately. Allegations against the Head of School should be reported to the Chair of the Advisory Board immediately to establish (as outlined in KCSIE 20) ‘the nature, content and context of the allegation’ and agree the appropriate course of action. If an allegation is made against the Chair of the Advisory Board, then it is reported directly to the Proprietor. Allegations against the Proprietor should be reported to LADO. In some cases, allegations may be so serious that they will require immediate intervention by the police and/or children’s social care services (see page 2, or below, for contact details, including LADO).

This section of the policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

* Behaved in a way that has harmed a child, or may have harmed a child, or
* Possibly committed a criminal offence against or related to a child, or
* Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place on the Farm. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police. We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

**Suspension**

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

* Redeployment within the Farm so that the individual does not have direct contact with the child or children concerned
* Providing an assistant to be present when the individual has contact with children
* Redeploying the individual to alternative work at the Farm so that they do not have unsupervised access to children
* Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

**Definitions for outcomes of allegation investigations**

* **Substantiated:** there is sufficient evidence to prove the allegation
* **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
* **False:** there is sufficient evidence to disprove the allegation
* **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
* **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

**Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Head of School, (or - where the Head of School is the subject of the allegation) – the ‘case manager’ – will take the following steps:

* Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
* Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
* Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the Farm is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
* **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the Farm and their contact details
* **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
* **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action at the Farm and/or liaise with the police and/or children’s social care services as appropriate
* Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. This will include signposting and providing access to Trade Union Representatives and other internal and external sources of support.
* Inform the parents/carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents/carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent/carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
* Keep the parents/carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
* Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If Lodge Farm is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Advisory Board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the Farm’s disciplinary process, should this be required at a later point.

**Timescales**

* Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
* If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
* If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

**Specific actions**

**Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority’s designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children’s social care services.

**Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the Farm ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the Farm’s personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

**Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual’s contact with the child or children who made the allegation, if they are still attending the Farm.

**Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Head of School, or other appropriate person in the case of an allegation against the Head of School, will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

**Confidentiality**

Lodge Farm will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority’s designated officer, police and children’s social care services, as appropriate, to agree:

* Who needs to know about the allegation and what information can be shared
* How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
* What, if any, information can be reasonably given to the wider community to reduce speculation
* How to manage press interest if, and when, it arises

**Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual’s confidential personnel file for the duration of the case. Such records will include:

* A clear and comprehensive summary of the allegation
* Details of how the allegation was followed up and resolved
* Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the Farm will retain the records of the case on the individual’s confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual’s personnel file.

**References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated, or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

**Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority’s designated officer to determine whether there are any improvements that we can make to the Farm’s procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

* Issues arising from the decision to suspend the member of staff
* The duration of the suspension
* Whether or not the suspension was justified
* The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

**8. Staff making allegations against other staff**

Such allegations must be made to the Head of School immediately**.** There are two exceptions to this. Firstly, if the allegation is against Head of School/DDSL inform Chair of Advisory Board. Secondly if the allegation has been reported to the Chair of the Advisory Board and no action has been taken, staff need to report their concerns to the Proprietor. If having done this the staff member still has concerns about another member of staff and they still consider children to be at risk, they must take their concerns to the **LADO – Kim Taylor (0116 305 5641).** Similarly, if the concern is about the Proprietor, the person with the concern will report this directly to the LADO.

**Complaints and concerns about Lodge Farm safeguarding policies**

**Complaints against staff** that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. Other complaints will be considered by the Head of School, Proprietor or Advisory Board as appropriate. **Whistle-blowing –** Please see the separate Whistle-blowing policy.

**9. Effective Recording and Reporting**

We will hold records in line with our records retention schedule. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, **must be recorded in writing.** If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the Farm.

**Records, Monitoring and Transfer**

Well-kept records are essential to good child protection practice. All staff are clear about the need to record, and report concerns about a child or children within the Farm. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies. Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere - this is to protect individuals from accidental access to sensitive material by those who do not need to know. Child protection records are stored securely, with access confined to specific staff, i.e., DSL and DDSL.

Child protection records are reviewed regularly to check whether any action or updating is needed, to ensure that this is an active process and that actions are prompted and followed up to successful completion. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

**Transfers** - **Joiners:** Although it is the duty of the previous provision to transfer the data as soon as possible to the new provision, occasionally this may not occur, perhaps if parents have not shared the name of the new setting. When we admit new students, we will ensure that the previous provision is contacted in writing (even if there had been a gap between placements) to ask for written confirmation whether there are any child protection records or not and asking for any such records to be transferred – including attendance and engagement information as relevant.

**Leavers:** When children transfer, their safeguarding records are also transferred. We will ensure that all relevant records are transferred to the new placement and will seek a confirmation of safe receipt of those records from the new setting. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving provision, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied. In line with government legislation we also inform the relevant Local Authorities of any leavers or starters on a weekly basis.

Home visits policy and procedures- all reports and documents completed on home visits are uploaded into school software system and implemented all safeguarding concerns which may arise will be reported to the DSL as soon as possible. If you need to make a referral as a child is at **IMMEDIATE RISK OF HARM,** please visit the local authority website for where the child is residing and search ‘Children Safeguarding Board’ where you will find information on how to refer online or via telephone. For **Leicestershire**, the First Response Children’s Duty team, including out of hours, can be reached on: **0116 305 0005** Please refer to the home visits policy.

**Incidents and information relevant to Safeguarding**

**An incident report is completed whenever there is a concern regarding the safeguarding or welfare of children no matter how small and even if no further action is required.** It is then used to record to full response, further evidence or incidents as they occur, track staff, stakeholder and student involvement, allocate and follow up actions, and provide a chronology for safeguarding activities and their outcomes.

Other records are kept such as attendance information and behavioural information.

**In the event that a visitor would like to raise a concern, they can use a Cause for Concern form (Appendix B) which can be obtained after alerting a DSL/DDSL**.

In the event that staff want to report a Health and Safety Concern, they can complete a **Health and Safety Concern form via the school office,** which will then be actioned by the relevant DDSL. Incident reports when used to report a concern are confidential and only the DSL and DDSL have access to confidential information**. Incident reports must be written as soon as possible after an incident, but definitely before the end of the day** in which the concern is raised, and a DSL/ DDSL notified at a minimum. Historic Cause for Concern forms (prior to academic year 2019/2020) are kept in locked files, which only the safeguarding team have access to. **Careful records must be kept** of all action taken concerning an incident, for example time, date, and name of Duty Social Worker, when reporting suspected child abuse. These records must be kept confidential and held securely. **Referral reports**, using the relevant Local Authority’s own referral form are written by the DSL/ DDSL and it is their responsibility to ensure that **a copy of this report is kept in the Child’s file.** The relevant referral form for each authority is generally available on the authorities’ websites, alternatively the duty social worker will direct the DSL/ DDSL to the referral form that they need to complete and the email address that the referral forms are sent to. Only the DSL/DDSL or cleared and dedicated admin functions have access to the hard copy files and Child Protection drive on the Farm’s computer systems.

**Information sharing: See “Confidentiality”, above.**

Information sharing is vital in identifying and tackling all forms of abuse. Whilst, among other obligations, the ***Data Protection Act 2018*** places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is **not a barrier** to sharing information where the failure to do so would result in a child being placed at risk of harm. **Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. If in doubt, seek advice.**

We will request a minimum of two emergency contact numbers for each child, preferably three, as we acknowledge that this is a protective measure for children to enable swift contact with families when necessary.

**10. Referral**

**In an acute emergency when the child’s life and health seem seriously at risk, dial 999 and call for an ambulance. DO NOT wait to discuss this with the DSL/DDSL but do report it immediately afterwards. The Police Child Protection Team should be contacted, as well as Leicestershire Social Services. For further information about the referral procedure please refer to Leicestershire Safeguarding Children Board procedures and Leicestershire Children’s Contact service on 0116 305 0004.**

[**https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child**](https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child)

**Lodge Farm has a duty to report suspected child abuse to our statutory partner agencies.**

**Any member of staff who has reason to suspect possible abuse, or to be concerned about whether a child is likely to suffer significant harm has a responsibility for raising the issue with the DSL/DDSL – and by completing an incident report.**

It is the DSL/DDSL’s responsibility to advise staff and where necessary telephone social services for further advice. Where the suspected abuse relates to an event at Lodge Farm site, the referral is to Leicestershire as that is where the Farm is located. If the protection concern relates to events elsewhere, specifically the student’s home, then the reporting route is to that home authority. It is also our duty to inform Child Social Services of possible abuse. The DSL and DDSL have specific training in child protection, safeguarding and referral procedures. However, **if any member of staff believes that their concerns are not being taken seriously and that steps are not being taken to protect a child, the member of staff with the concern MUST escalate this to the Proprietor, or Chair of the Advisory Board**

If necessary, **any member of staff can make a referral** to Social Services in line with ***Keeping Children Safe in Education June 2022*** but they should inform the relevant DSL/DDSL as soon as possible that a referral has been made, and complete an incident record. **If in doubt, ask.**

For other instances of referral, staff should make themselves aware of the **‘Offer of Early Help’** document, available on the website, which lists comprehensive routes of advice and support around the child.

For example, we also expect staff to be vigilant against female genital mutilation (FGM), particularly for female students from communities which are known to be most at risk. In the event of any indications that a student may be at risk of FGM staff have **a mandatory duty to report it. Staff must personally report to the police** cases where they discover that an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children’s social care as appropriate. Further information about FGM is available within ***Keeping Children Safe in Education, June 2022*** in Annex A including ‘indicators’, ‘actions’ and the mandatory reporting duty.

We have a duty to prevent the radicalisation of students under the ***CounterTerrorism and Security Act.*** This is often referred to as the **‘Prevent duty’**. Further information is found in ***Keeping Children Safe in Education, June 2022*** which includes information on when referrals to the Channel programme may be required.

Staff should also be aware, for the cohort of children at the Farm, of the potential for **faith abuse** and **fabricated or induced illness** to occur. In respect of the latter staff may wish to refer to our **Medical Policy** which deals with situations pertaining to the administration of prescribed medicines and requests to administer other substances including but not limited to food supplements.

Lodge Farm has a mandatory duty to report any instances or suspected instances of **‘private fostering’** to the relevant local authority. A private fostering arrangement is one which has been made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18, if disabled) a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.) If it is deemed that a private fostering arrangement is in place, the Farm should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

**11. Mobile phones and cameras**

Staff are allowed to bring their personal phones to the Farm for their own use, but will limit such use to non-contact time when students are not present. Staff members’ personal phones will remain in their bags or cupboards during contact time with students, as cited in our Acceptable Usage Policy.

Staff will not take pictures or recordings of students on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use on the Farm.

**12. Other related policies**

This policy has clear links to other policies at Lodge Farm, in particular to any policies concerned with the protection of all children at the Farm from various kinds of harm.

* Staff Code of Conduct
* Anti-bullying
* Online safety
* Behaviour Policy and Statement of Behaviour Principles
* Restraint and restrictive practice
* Equality and Diversity
* Health and Safety
* Attendance / absence without permission
* Data Protection and GDPR
* Student information (DfE guidance)
* Safer recruitment
* Whistleblowing
* Acceptable ICT Usage
* Transport
* Visits

**Information sharing - Advice for practitioners providing safeguarding services to children, parents and carers, 2018** [https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/41962 8/Information\_sharing\_advice\_safeguarding\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/41962%208/Information_sharing_advice_safeguarding_practitioners.pdf)

**Use of reasonable force: advice for HTs, staff and governing bodies (DfE 2012)** [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_da ta/file/444051/Use\_of\_reasonable\_force\_advice\_Reviewed\_July\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da%20ta/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**Safeguarding Disabled Children, Practice Guidance, July 2009** <https://www.gov.uk/government/publications/safeguarding-disabled-children-practiceguidance>

**UKCCIS Guidance: Sexting in Farms and colleges, responding to incidents, and safeguarding young people (2017**): [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_da ta/file/609874/6\_2939\_SP\_NCA\_Sexting\_In\_schools\_FINAL\_Update\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da%20ta/file/609874/6_2939_SP_NCA_Sexting_In_schools_FINAL_Update_Jan17.pdf)

**Appendix A: Guidance regarding potential signs of abuse**

**Recognising Physical Abuse**

The following are often regarded as indicators of concern:

• An explanation which is inconsistent with an injury

• Several different explanations provided for an injury

• Unexplained delay in seeking treatment

• The parents / carers are uninterested or undisturbed by an accident or an injury

• Parents are absent without good reason when their child is presented for treatment

• Repeated presentation of minor injuries (which may represent a ‘cry for help’ and if ignored could lead to a more serious injury.

• Family use of different doctors and A&E departments

• Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

• Any bruising to a pre-crawling or pre-walking baby

• Bruising in or around the mouth, particularly in small babies which may indicate force feeding

• Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)

• Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally

• Variation in colour possibly indicating injuries caused at different times

• The outline of an object used e.g. belt marks, hand prints or a hair brush

• Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

• Bruising around the face

• Grasp marks on small children

• Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

• Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)

• Linear burns from hot metal rods or electrical fire elements

• Burns of uniform depth over a large area

• Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)

• Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

• The history provided is vague, non-existent or inconsistent with the fracture type

• There are associated old fractures

• Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

• There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

• Withdrawal from physical contact

• Fear of returning home

• Self destructive tendencies

• Aggression towards others

**Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

• Developmental delay

• Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment

• Aggressive behaviour towards others

• Scape-goated within the family

• Frozen watchfulness, particularly in pre-school children

• Low self-esteem and lack of confidence

• Withdrawn or seen as a ‘loner’ – difficulty relating to others

• Over-reaction to mistakes

• Fear of new situations

• Inappropriate responses to painful situations

• Neurotic behaviours

• Self harming

• Running away

**Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

• Failure by parents or carers to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene and medical care

• A child seen to be listless, apathetic, and unresponsive with no apparent medical cause

• Failure of child to grow within normal expected pattern, with accompanying weight loss

• Child thrives away from home environment

• Child frequently absent from or late for the Farm

• Child left with adults who are intoxicated or violent

• Child abandoned or left alone for excessive periods

• Compulsive stealing or scavenging

**Recognising Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

• Inappropriate sexualised conduct

• Sexually explicit behaviour, play or conversation, inappropriate for the child’s age

• Continual and inappropriate or excessive masturbation

• Self-harm (including eating disorder, self-mutilation, and suicide attempts)

• Involvement in prostitution or indiscriminate choice of sexual partners

• An anxious unwillingness to remove clothes for e.g., sports events (but this may be related to cultural norms or physical difficulties)

• Concerning changes in behaviour or general presentation

• Regressive behaviour

• Distrust of a particular adult

• Unexplained gifts of money

• Sleep disturbances or nightmares

• Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

• Pain or itching of genital area

• Blood on underclothes

• Pregnancy in a younger girl where the identity of the father is disclosed

• Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing

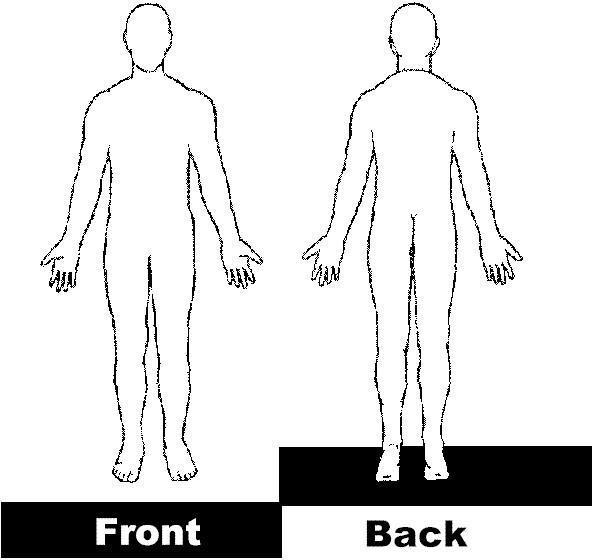
• Wetting or soiling

**Appendix B: Cause for Concern Form**

**Procedure: This form is to be completed on ALL occasions when there is any cause for concern in relation to the welfare or safety of a child. It can be filled in by anyone directly and must be handed to a Designated Safeguarding Lead or the DDSL. If necessary, please indicate cause for concern using the body map over the page.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***To be completed by staff member:*** | | | | | | | |
| **Student’s Full Name:** | | | | **Location:** | | | |
| **Date:** | | | | **Time:** | | | |
| **Staff member Name:** | | | | **Staff member Signature:** | | | |
| **Nature of concern (continue on separate sheet if necessary):** | | | | | | | |
| **Details of any witnesses:** | | | | | | | |
| **Time referred to Designated Safeguarding Lead or Deputy:** | | | | | | | |
| ***To be completed by DSL/DDSL:*** | | | | | | | |
| **DSL/DDSL Name:** | | | **DSL/DDSL Signature:** | | | | |
| **Action taken/Referral made:** | | | | | | | |
| **If the concern is a Health and Safety matter, it should be reported to one of the following: Health and Safety Lead / Head of School / Proprietor (circle if relevant)** | | | | | | | |
| **Also recorded in the following places: (tick if relevant)** | | | | | | | |
| **Farm Injury letter** |  | **Team Teach book** | | |  | **Home/Farm Book** |  |
| **Phone call home** |  | **Chronology CP** | | |  | **Email home** |  |

**Body Map:**



**Appendix C: The journey of a “Cause for Concern”**

**Cause for concern** received from staff member via discussion with DSL/DDSL.

Paper form scanned and kept securely.

**Is action required?** = NO = Feed back to person raising concern and update record.

= YES = **What is the nature of the concern? Follow below.**

**Allegation against a member of staff?**

INFORM Head of School immediately. If against Head of School/DDSL inform Chair of Advisory Board. If against this Chair, member of Advisory Body, or Proprietor, contact the LADO.

Is immediate action needed? = Yes = Follow procedures in Managing Allegations policy

= No = Record decision and justification. Decide what action is needed in respect of the individual against which the allegation was made and those who made the initial allegation.

**Body map / indicator of abuse issue?**

Logged alongside concern form. More information gathered. **Is immediate action required?**

= No = Check previous history and incidence and **look again** – is action required?

= Yes = Treat as **Child Protection** issue – below.

**Child Protection issue?**

Inform DSL and engage DDSL on site, log all information.

**Referral made?** = No = Record outcomes / reasons for decision and communicate.

= Yes = Complete referral. If no further action required, complete all records. **If further action required,** complete actions taken and communicated as they occur; DSL will be updated through system to point of sign off. Upload any incoming relevant documents to secure Safeguarding folder.

**Health and safety issue?**

Complete Health and Safety incident alerting H & S Lead.

Matter resolved? H & S Lead signs off. Matter not resolved? Head of School to chase and involve H & S Lead until actioned and signed off.

**Transport issue?**

Contact parents/carers.

Action needed? Contact home Local Authority transport team or MASH.

Log any referrals made.

**Appendix D: The Thread throughout Lodge Farm**

Safeguarding is a standing agenda item for **all meetings,** this document sets out what is expected to be covered under this item at the different meetings. This does not replace raising and recording concerns but creates an organisation wide environment that is vigilant and responds to need.

**Governors Meeting •** Organisational risk related to safeguarding at the Farm • Review of data – safeguarding concerns and referrals • Training needs • Monitoring and review of policy and procedures • Any concerns as a result of interaction with the services • Allocating staff and other resources to ensure coverage and compliance

**Senior Leadership Team meeting** • Risk related to safeguarding, organisational and per service • Review of data – safeguarding concerns and referrals • Monitoring and review of policy and procedures • Any concerns as a result of interaction with the services • Any concerns as a result of interaction with the staff, students and parents • Training needs • How the curriculum safeguards our students • Allocating staff and other resources to ensure coverage and compliance

**Safeguarding Core Team meetings** (DSL and DDSL) • Risk related to safeguarding, organisational and per service • Review of data – safeguarding concerns and referrals • Monitoring and review of policy and procedures • Any concerns as a result of interaction with the services • Any concerns as a result of interaction with the staff, students and parents • Training needs • Health and safety concerns • Allocating staff and other resources to ensure coverage and compliance • Issues arising

**Teachers and Instructors meetings** • Risks related to safeguarding • Any concerns as a result of interaction with the staff, students and parents • How the curriculum safeguards our students

**Whole Farm meetings** • Safeguarding awareness • Periodic safeguarding questions • Any general or class related concerns as a result of interaction with the staff, students and parents • Risks related to safeguarding • Ensuring the curriculum safeguards our students

**HR meetings** • Monitoring safer recruitment practice • Any concerns as a result of interaction with the Farm • Allocating staff resources to ensure coverage and compliance

**Finance meetings** • Risks related to safeguarding • Any concerns as a result of interaction with the services • Monitoring financial procedures

**Health & Safety meetings** • Risks related to safeguarding • Any concerns as a result of interaction with the services

**All staff 1-to-1 supervision meetings** • Any safeguarding concerns • Training needs • Debriefing