



Fields and Farms | Child Safeguarding and Protection Policy

Named staff and contacts

Designated Safeguarding Lead: Jo Dudek - 07759312511

Deputy Designated safeguarding lead – Nicki Jempson - 07802 585069

Prevent Single Point of Contact (SPOC): Jo Dudek

Safeguarding and Improvement Unit contacts:

Safeguarding and Improvement Unit Service Manager

Paul Dowd 01163059084

LADO / Allegations:

Kim Taylor/Lovona Brown - 0116 305 7597

Child protection team

County Hall

Championship Way

Glenfield

LE3 8RF

First Response Children's Duty (Tier 4 Same-day referrals)

Telephone 0116 3050005

Email childrensduty@leics.gov.uk

Address First Response Children's Duty

County Hall

Championship Way

Glenfield

LE3 8RF

Countysafeguarding.co.uk

Simon Genders m: 07928 144864

Ann Prideaux m: 07845 552449

office@countysafeguarding.co.uk

All other referrals including Early Help Services

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line 0116 3059521 3

Family Information Service 0116 3056545 email family@leics.gov.uk **Contact to learn outcome of referrals** 0116 3050005

1 Introduction

1.1

Fields and Farms fully recognises the contribution it can make to protect the student within the provision. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance.

1.2 This policy is consistent with:

The legal duty to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]

The Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", 2023



“Working Together to Safeguard Children”, 2023

The Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;

1.3 There are four main elements to our Child Protection Policy:

Prevention (e.g. positive provision atmosphere, teaching and pastoral support to young people, safer recruitment procedures);

Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);

Support (to students and staff who may have been abused);

Working with parents (to ensure appropriate communications and actions are undertaken).

2 Safeguarding Commitment

2.1 The provision adopts an open and accepting attitude towards children and young people as part of its responsibility for pastoral care. Staff encourage students and parents to feel free to talk about any concerns and to see the provision as a safe place when there are difficulties. Student's worries and fears will be taken seriously, and students are encouraged to seek help from members of staff. Staff are all aware that it could happen anywhere and to anyone.

2.2 Our provision will therefore:

Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to;

Ensure that students know that there are adults in the provision whom they can approach if they are worried or are in difficulty;

Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;

Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools. etc.

Have a zero tolerance attitude towards any behaviour that could cause any student to feel unsafe or insecure.

3. Roles and Responsibilities

3.1 General

All adults working with or on behalf of students have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. It is everyone's responsibility to protect children and young people.

The names of the Designated Safeguarding Leads are listed at the start of this document.

All staff will have annual safeguarding training, in house and also NSPCC online training.

3.2 Manager

The Manager of the provision will ensure that:

The policies and procedures are effectively implemented, and followed by all staff;

Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings.

Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations Manager



All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

3.3 Designated Safeguarding Lead

DSL on site at all times.

DSL will undertake training from the Local Authority every two years, the deputy DSL will also do this.

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping children safe in education" and include:

Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.

Liaison with the Local Authority on any deficiencies and how these should be rectified without delay.

Management and Referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed)

Act as a source of support, advice and expertise within the school

Be alert to the specific needs of children in need, those with special educational needs and disability and young carers

To attend and contribute to child protection conferences when required

Ensure each member of staff has access to and understands the provision's child protection policy especially new or part-time staff who may work with different educational establishments;

Ensure all staff have induction training covering child protection.

Staff will be trained to recognise and report any concerns immediately they arise and will be provided with Part 1 of "Keeping children safe in education"

Keep detailed, accurate and secure written records of concerns and referrals;

4 Records, Monitoring and Transfer

4.1 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 provision. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

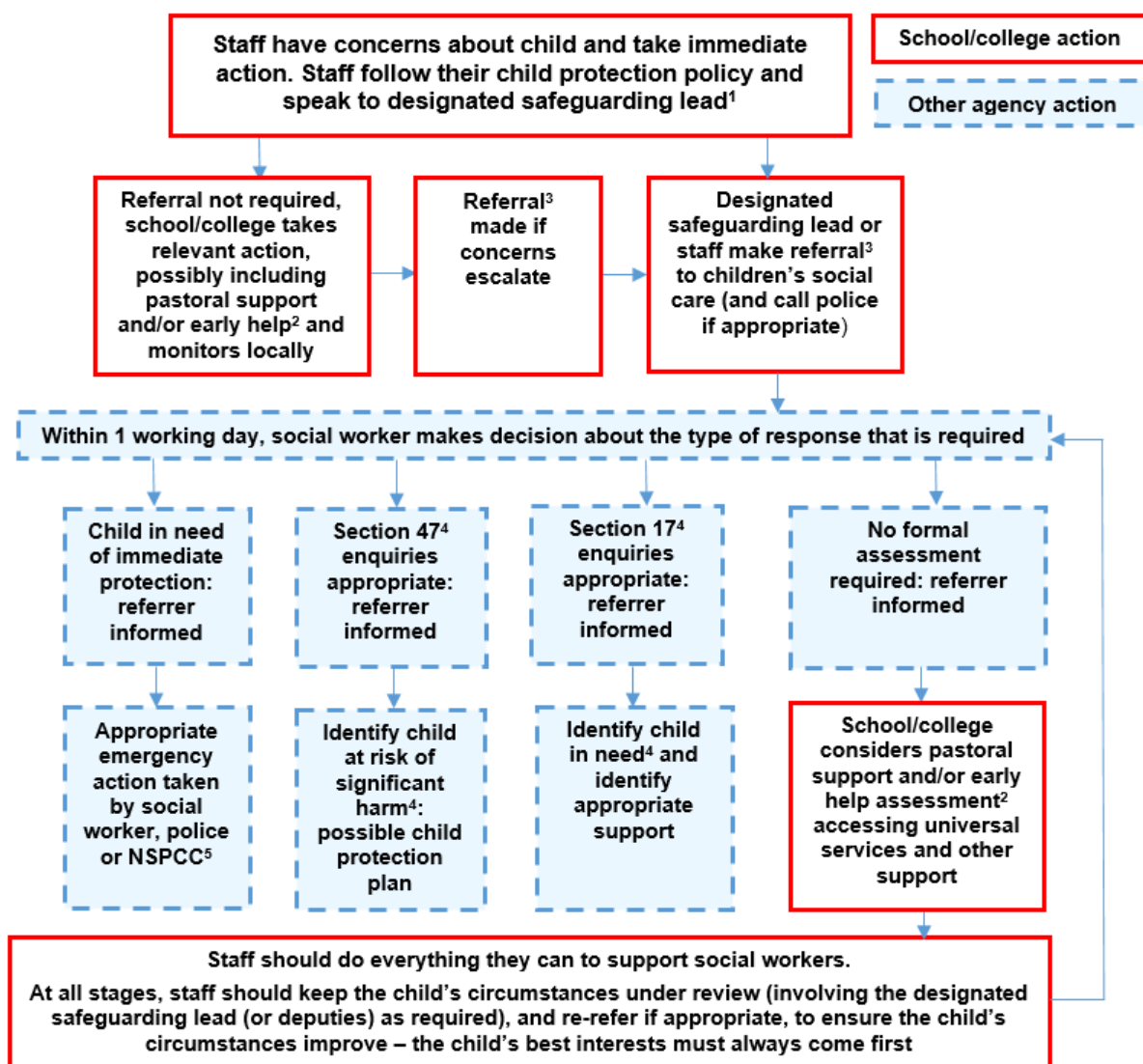
4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the provision manager.

4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

4.5 When children transfer their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead with any necessary discussion or explanation

and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new provision. 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.



5 Support to students and school staff

Definition of abuse: Child abuse happens when someone harms a child. It can be physical, sexual or emotional, or involve neglect. Children who experience abuse may struggle to speak out, so it's vital that anyone working with children or young people is able to recognise the signs of abuse.

5.1 Support to students

Our provision 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 students, alternative provision 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, a care-leaver or previously looked after, or are experiencing



some form of neglect. Our provision seeks to remove any barriers that may exist in being able to recognize 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.

5.2 Child on Child Abuse

This provision recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. We have a zero tolerance approach to any forms of sexism, misogyny, misandry, homophobia, biphobia.

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and students and to offer appropriate support.

5.3 Sexting

The provision 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 provision’s response on a case by case basis.

The key points being:-

Inform the DSL 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 provision staff

If the provision is to deal with the matter, involve parents in ensuring the images are deleted

If there is evidence of exploitation or the targeting of a vulnerable student, inform the police.

5.4 Sexual violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

Responding to an incident:

The provision will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018

We will liaise with the police, social care and parents as appropriate.

We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

5.5 Child sexual exploitation

Is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children’s Duty if appropriate.



5.5b Child Criminal exploitation

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.

5.6 So-called 'honour-based' violence

(HBV) encompasses crimes which have been committed to protect or defend the so-called "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 concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.7 Private fostering arrangements

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

5.8 County Lines

Staff should be aware of the signs that a student maybe involved in county lines, being friends with older people, spending time away from home, coming into the provision tired after being out late, new phones/gifts that cannot be explained. Any suspicious behaviour must be reported to the DSL.

5.9 PREVENT

Staff should be aware of the dangers of extremism and the vulnerability of some of the students in our care due to their learning difficulties and mental health difficulties which can leave them open to influence.

Signs of concern - Everyone is different, and there is no checklist that can tell us if someone is being radicalised or becoming involved in terrorism. But these signs may mean someone is being radicalised:

- accessing extremist content online or downloading propaganda material
- justifying the use of violence to solve societal issues
- altering their style of dress or appearance to accord with an extremist group
- being unwilling to engage with people who they see as different
- using certain symbols associated with terrorist organisations

5.9 Complaints

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the provisions' complaints process.

5.9 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.



6 Working with parents/carers

Fields and Farms will:

Ensure that parents/carers have an understanding of the responsibility placed on the provision and staff for child protection by setting out its obligations on the website.

Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 The provisions statutory responsibility for safeguarding the welfare of students goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- • Behaviour Policy
- • Staff Code of Conduct
- • Anti bullying Policy
- • First aid Policy
- • SEN policy
- • Fire protection
- • Safeguarding Adults at risk (18 +)
- • Health and Safety
- • Data protection
- • Equal Opportunities
- • e-safety

8 Recruitment and Selection of Staff

8.1 The provision's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2020, Part Three: Safer recruitment*.

8.2 The provision has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

9. Safeguarding and SEND

The provision are aware of the complexities around the area of safeguarding students and young people with SEND. The staff have undergone specific SEND safeguarding training and are aware of the vulnerable nature of these young people. Although they all display a wide variety of needs the warning signs can be familiar such as becoming withdrawn, physical marks or coming to the provision without the correct clothing/dirty clothing. When young people with additional needs rely so much on their carers they will not recognise the behaviour as abuse, some of our students also have additional learning needs meaning that's they do not understand what is abuse and what is not. These factors make it unlikely that they will disclose and therefore we must be extra vigilant to notice any changes in their behaviour or physical/mental state.



APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated(Including the day) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) Early help – we will use this process when we have some low level concerns but have had no reports of safeguarding concerns. The referral to early help will then lead to support for the family including access to useful courses and resources.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible make a dated,(including the day)timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the manager must be informed.
- 4) If the allegation is about the Manager, the information should normally be passed to the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, refer to the separate guidance. "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.



7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving provision, take advice from the First Response Professionals Consultation line (for instance about difficulties if the provision day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING MANAGERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

Behaved in a way that has harmed a child, or may have harmed a child;

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.

Relevant documents:

DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2019 (part 4: Allegations of abuse made against teachers and other staff)

Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Manager.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Manager, report immediately to the provision directors. Pass on the written record. (If there is difficulty reporting to the provision directors, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

APPENDIX 3

Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the provision.

All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on provision premises or when on outings. (This includes visitors, volunteers and students)

Only provision equipment should be used to record classroom activities. Photos should be put on the computer system as soon as possible and not sent to or kept on personal devices

All telephone contact with parents or carers must be made on the provision phone and a note kept

Parents or carers are permitted to take photographs of their own children during a provision event. The protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 4

PREVENT - Safeguarding students who are vulnerable to extremism and radicalisation

Our provision recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

Assessing the risk of pupils being drawn into terrorism (see Appendix 5)

Working in partnership with relevant agencies under the LSCB procedures



Appropriate staff training

Appropriate online filtering

Our provision is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our provision seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or manager) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

APPENDIX 5

Radicalisation and Extremism Risk Assessment

| | Yes/No | Evidence |
|---|--------|---|
| Does the Provision have a policy? | Yes | Within Child Safeguarding policy |
| Does the Provision work with outside agencies on radicalisation and extremism e.g. Channel? | Yes | Training through LEBC |
| Have staff received appropriate training? | Yes | In house training and e-learning course |
| Has the Provision got a trained Prevent lead? | Yes | Jo Dudek |
| Do staff know who to discuss concerns with? (Single point of contact - SPOC) | Yes | |
| Is suitable filtering of the internet in place? | N/A | No internet access for students on the farm |
| Do children know who to talk to about their concerns? | Yes | |



| | | |
|---|--|----------------------------------|
| Are there opportunities for children to learn about radicalisation and extremism? | Yes | Open discussions when they arise |
| Have any cases been reported? | No | |
| Are individual students risk assessed? | Yes | |
| What factors make the Provision community potentially vulnerable | All students have additional needs and/or SEMH | |

APPENDIX 6

Female Genital Mutilation

Starting in October 2015, section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 placed a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM.

The provision's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 7

Physical abuse - including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.

Sexual abuse - including rape and sexual assault or sexual acts to the child.

Psychological abuse - including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or material abuse - including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Neglect and acts of omission - including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.



Discriminatory abuse - including race, sex, culture, religion, politics, that is based on a persons disability, age or sexuality and other forms of harassment, slurs or similar treatment, hate crime, sexism, misogyny, misandry, homophobia, biphobia,

Institutional abuse - Institutional abuse although not a separate category of abuse in itself, requires specific mention simply to highlight that children placed in any kind of care home or day care establishment are potentially vulnerable to abuse and exploitation. This can be especially so when care standards and practices fall below an acceptable level as detailed in the contract specification.

Multiple forms of abuse - Multiple forms of abuse may occur in an ongoing relationship or an abusive service setting to one person, or to more than one person at a time, making it important to look beyond single incidents or breaches in standards, to underlying dynamics and patterns of harm. Any or all of these types of abuse may be perpetrated as the result of deliberate intent and targeting of vulnerable people, negligence or ignorance.

Domestic abuse - Home Office Definition 2004 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are, or have been intimate partners or family members, regardless of gender or sexuality.' This can also include the children in the household.

The policy is to be reviewed annually
Next review date: Jan 2026

Signed – Jo Dudek
Nicki Jempson