Peopleton Brook Farm

Safeguarding and Child Protection Policy

Peopleton Brook Farm will review this policy annually and assess its implementation and effectiveness throughout the school.

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| Signed (Chair): | Name: Shani Payne | Date: Sep 2022 |
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| Author: Jake Payne – Business & Operations Manager |
| Review Date: Mar 2023 | Next Review Date: Sep 2023 |

1. Key Contacts

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| --- | --- | --- |
| Role | Name | Contact details |
| Designated Safeguarding Lead (including responsibilityfor E-Safety) | Joanne Shurety | 07758 247118shani@peopletonbrookfarm.co.uk |
| Deputy Designated Safeguarding Lead | Shani Payne |
| South West Child Protection Procedures | [www.proceduresonline.com/swcpp](http://www.proceduresonline.com/swcpp) |

Legal Duties

It is the responsibility of all staff to immediately inform the Designated Safeguarding Leads of any concerns they may have relating to any potential child protection incidents. We recognise the need for all staff to be alert to the risks posed by those who may wish to harm children, and to maintain an attitude that “it could happen here” where safeguarding is concerned.

Our policy draws on all relevant legislation and guidance including:

* + The Children Act (1989 and 2004).
	+ Working Together to Safeguard Children (2018).

Rationale

At Peopleton Brook Farm we are committed to creating and maintaining a safe environment for all where students and adults feel confident about sharing any concerns which they may have about their own safety and well-being and that of others.

As a Care Farm we have clear expectations about the absolute right of all students, regardless of any protected characteristic, to feel safe and to be safe both inside and outside of our environment. We recognise the vital contribution we can make in safeguarding students from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

The four main elements to our approach are:

* + Striving to prevent harm through the development of a positive ethos, a safe environment, a range of alternative learning and the offer of pastoral support to students and their families.
	+ The farms child protection infrastructure and procedures for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns.
	+ Support for students and their families who may have suffered abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect.
	+ Staff recruitment, management and support systems to protect learners.

This Safeguarding and Child Protection policy draws on the advice from the South West Child Protection Procedures and South Gloucestershire Safeguarding Board.

In taking account of this advice at Peopleton Brook Farm we will:

* + Ensure we have a Designated Safeguarding Lead, who will be trained. The Designated Safeguarding Lead will be a member of the senior leadership team.
	+ Ensure we have at least one deputy Designated Safeguarding Lead, also trained.
	+ Ensure every adult at Peopleton Brook Farm (including temporary and supply staff, and volunteers) knows the names of the Designated Safeguarding Lead and deputy Designated Safeguarding Lead/s responsible for child protection.
	+ Ensure members of staff receive whole setting training every three years which covers:
		- their personal responsibilities in relation to child protection;
		- child protection procedures;
		- identifying signs of abuse/suspected abuse;
		- how to support a child, young person or adult who discloses abuse;
		- current national and local issues in safeguarding and child protection;
		- relevant legislation related to child protection.
	+ Ensure all matters relating to child protection are confidential. Information about a student will only be disclosed to members of staff on a need to know basis, in line with information sharing guidance.
	+ Ensure all staff are aware that they should never promise a learner that they can keep secrets for them.
	+ Foster an inclusive care farm community which promotes the voice of the student and seeks to reduce the barriers that students from vulnerable backgrounds may have, and which may in turn affect their mental health and wellbeing, as well as their ability to share information about maltreatment and abuse.
	+ Ensure all members of staff recognise that statistically student with behavioral difficulties and disabilities are most vulnerable to abuse; staff who deal with students with profound and multiple disabilities (e.g. cerebral palsy, sensory impairment

and or emotional and behavior problems) will be particularly sensitive to signs of abuse.

* + Ensure that parents/carers are aware of the responsibilities of staff with regard to child protection and that good communication between parents/carers and the care farm is vital to this.
	+ Notify Social Care if there is an unexplained absence of a student who is on the child protection register.
	+ Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences.
	+ Keep written records of concerns about students, even where there is no need to refer the matter immediately and ensure these records are kept securely.
	+ Ensure such records are passed to new settings immediately should a student leave.
	+ Follow South Gloucestershire procedures where an allegation is made against a member of staff or volunteer
	+ Ensure safe recruitment practices are always followed.
	+ Ensure that all adults (including temporary, supply staff and volunteers) undergo a DBS check before being allowed to work unsupervised with children.
	+ Allow parents and carers on site with the permission of Peopleton Brook Farm. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of all.

There are numerous signs to look for that may indicate a student is possibly at risk. Staff are to remain vigilant in their knowledge and observations of students and note any changes, or patterns that may require further investigations.

Information Sharing

Peopleton Brook Farm’s information sharing policy is based on the guidance document ‘Information Sharing: Advice for Practitioners Providing Safeguarding Services’ (DfE, 2018).

Keeping Children Safe in Education: ‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.’, ‘This includes allowing practitioners to share information without consent...’

The Designated Safeguarding Lead

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the Designated Safeguarding Lead. This responsibility should not be delegated.

At Peopleton Brook Farm the role of the Designated Safeguarding Lead is to:

* + Manage referrals:
		- Refer cases of suspected abuse and neglect to Social Care as required and support staff who make referrals.
		- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and in liaison with the Head of Personnel.
		- Refer cases where a crime may have been committed to the Police.
	+ Work with others:
		- Act as a point of contact with the three safeguarding partners (Local Authority Social Care, The Clinical Commissioning Group (CCG) and the chief officer of police for an area any part of which falls within the council area).
		- Liaise with the senior team 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 in cases which concern a staff member.
		- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
		- Work closely with the deputy Designated Safeguarding Lead/s so they may act effectively in the absence of the Designated Safeguarding Lead.
		- Act as a source of support, advice, and expertise for all staff.
	+ Have a working knowledge of how the Local Authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
	+ Ensure each member of staff has access to, and understands, the care farm’s Safeguarding and Child Protection policy and reporting procedures.
	+ Remain alert to the specific needs of children in need, those with special educational needs and young carers.
	+ Understand the unique risks associated with online safety
	+ Check the attendance of students subject to a child protection plan and notify Social Care in the event of either a fixed-term or permanent exclusion or an unexplained absence of more than one day.
	+ Ensure the care farms Safeguarding and Child Protection policy is reviewed annually and is known, understood, and used appropriately.
	+ Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
	+ Keep detailed, accurate, secure written records of concerns and referrals.
	+ Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the care farm may put in place to protect them.
	+ Report a summary of anonymised safeguarding concerns and actions taken.

During term time, the Designated Safeguarding Lead will be available during core hours for staff to discuss any safeguarding concerns.

All staff will be made aware of who the Designated Safeguarding Lead is and what their role is.

Safeguarding Profile

Peoplton Brook Farm will be alert to the potential needs of the following vulnerable students in relation to safeguarding and child protection.

* + students with special educational needs and disabilities can face additional safeguarding challenges because:
		- there may be assumptions that indicators of possible abuse such as behavior, mood and injury relate to the student’s disability without further exploration;
		- students with SEND can be disproportionally impacted by things like bullying without outwardly showing any signs; and,
		- difficulties may arise in overcoming communication barriers.

Our internal support processes will ensure that learners with SEND have adequate pastoral care.

Other vulnerable groups that we monitor closely and that may need Early Help processes in place are:

* + Students who have English as an additional language.
	+ Young carers.
	+ Students who have previously suffered peer on peer abuse.
	+ Students showing signs of engaging in anti-social or criminal behavior.
	+ Previously looked after students now adopted from care or those who have returned home after being in care.
	+ Privately fostered students.
	+ Students at risk of modern slavery, trafficking and or exploitation, such as county lines.
	+ Students in a family circumstance presenting challenges, such as substance abuse, adult mental health problems or domestic violence.
	+ Students showing early signs of abuse and/or neglect.
	+ Students where contextual safeguarding issues are known.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside of the care farm and can occur between students outside of school. All staff, but especially the Designated Safeguarding Lead, will consider the context when such behaviours occur. This is known as contextual safeguarding, which simply means assessments of students should consider whether wider environmental factors are present in a student’s life that are a threat to their safety and welfare. We will ensure that such information forms part of the referral we make to the social care teams.

Child Protection Procedure

If a member of the Peopleton Brook Farm’s community believes that a student may be suffering, or at risk of suffering, significant harm they must always refer such concerns to the Designated Safeguarding Lead who will immediately refer the matter to Social Care. Concerns should be forwarded to the Designated Safeguarding Lead. Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

If the Designated Safeguarding Lead or deputy Designated Safeguarding Lead is not available, staff should speak to Social Care. This should not delay appropriate action being taken by the member of staff.

Allegations against a member of staff should be reported to the Joanne Shurety. Where the concern is relating to the Joanne Shurety, the deputy Designated Safeguarding Lead should be contacted.

It is important to remember that options in response to staff raising a concern may not lead to a referral being made.

Making a Referral

In the event that you are not satisfied with the response from the Designated Safeguarding Lead, it is your duty to make a referral yourself.

1. Make the referral by telephone.
2. Follow up in writing using referral form.
3. Submit referral by secure e-mail.
4. Ensure there is an outcome to your referral and escalate this if you are dissatisfied.
5. Carefully note your concerns within CPOMS and add this report to any existing chronology that may be held for this learner.

Record Keeping

Any member of staff at Peopleton Brook Farm receiving a disclosure of abuse should: listen carefully; use TED questions (tell me/explain to me/describe to me), followed by who, what, when, where and how, or noticing possible abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time, and location. All records must be dated and signed and discussed with the Designated Safeguarding Lead.

All hand-written records will be retained, even if they are subsequently typed up in a more formal report and these will be saved.

Written records of concerns about students should be kept, even where there is no need to make an immediate referral. Where concerns do not meet the threshold for a referral to social care, consideration should be given to the appropriateness of completing an Early Help assessment.

In line with the South Gloucestershire CSE strategy, the Designated Safeguarding Lead will be alert for any indicators that a learner is at risk of child sexual exploitation and, if required, will

conduct a SERAF (sexual exploitation assessment) and pass concerns directly to Social Care or the CSE MARAC board.

All records relating to child protection concerns will be kept in a secure cabinet and will remain confidential. They are not required to be disclosed to parents/carers, except by agreement with the care farm.

Site Security

The following measures are in place at Peopleton Brook Farm.

Dismissal and Arrival

* + The main gate is staffed from 9:00 am each morning, to safeguard students from leaving site after drop off.
	+ Attendance records are completed by 10:00am each morning and any unexpected absence is investigated through contact with parents/carers and/or schools.
	+ Students are supervised on exit to ensure they are handed safely to adults on the agreed collection list.
	+ Learners are not permitted to leave alone during agreed hours, they must be collected by an adult.
	+ Gates to Peopleton Brook farm will be locked again at 4:30pm

Visitors to School

Before visitors come to Peopleton Brook Farm either they or the staff member arranging the visit must inform one of the management team about the visit including the date/time, the visitor's name and organisation and the person to contact on their arrival. The management team will then update the diary with the information as a note for staff.

In the event that we feel it appropriate that an individual without current enhanced DBS disclosure should be in our farm whilst the DBS check is being carried out, then a risk assessment will be put into place to allow this to happen safely. Visitors coming into contact with children on more than three occasions in the year must have an enhanced DBS disclosure carried out.

Building Security

* + Internal and external security measures prevent access to the site for anyone not authorised to enter.
	+ CCTV cameras are in operation.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

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

Key indicators of learners being criminally exploited can include:

* + Appearing with unexplained gifts or new possessions;
	+ Associating with others involved in exploitation;
	+ Suffering from changes in emotional well-being;
	+ Missing for periods of time or regularly coming home late; and
	+ Regularly missing school or education or not taking part in education.

Child Sexual Exploitation (CSE)

CSE is a form of child abuse which involves children receiving something in exchange for sexual activity. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Perpetrators of CSE are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the Designated Safeguarding Lead if there are concerns.

Key indicators of learners being sexually exploited can include:

* + Going missing for periods of time or regularly coming home late;
	+ Regularly missing school or education or not taking part in education;
	+ Gang-association and/or isolation from peers/social networks;
	+ Appearing with unexplained gifts or new possessions;
	+ Increasing secretiveness around behaviours;
	+ Excessive receipt of texts/phone calls;
	+ Concerning use of internet or other social media;
	+ Associating with others involved in exploitation;
	+ Having older boyfriends or girlfriends;
	+ Suffering from sexually transmitted infections;
	+ Mood swings, self-harm or changes in emotional wellbeing;
	+ Evidence of/suspicions of physical or sexual assault;
	+ Frequenting areas known for sex work;
	+ Drug and alcohol misuse; and
	+ Displaying inappropriate sexualised behaviour.

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

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

Staff should also be aware that many children who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

In the case of suspected sexual exploitation, a Sexual Exploitation Risk Assessment (SERAF) will be carried out.

Children Missing Education (CME)

Knowing where students are during school hours is an extremely important aspect of safeguarding. Missing for the care farm can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including criminal exploitation of children.

At Peopleton Brook farm, we monitor attendance carefully and address poor attendance or irregular attendance without delay. We report this back to parents/cares and/or the school or association they come here from.

In response to the guidance in Keeping Children Safe in Education, Peopleton Brook Farm has:

* + Staff who understand what to do when students do not attend regularly.
	+ Appropriate policies, procedures and responses for students who go missing (especially on repeat occasions).

We will ensure that students who are expected to attend the care farm but fail to take up the place will be referred to the Local Authority.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other forms of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Honour-based Abuse

So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a learner might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Private Fostering

A private fostering arrangement is one that is 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) by someone other than a parent or close relative, in their own home, with the intention that it should last for twenty-eight days or more.

A close 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.

Parents and private foster carers both have a legal duty to inform the relevant Local Authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the Local Authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern- day slavery.

We have a mandatory duty to report to the Local Authority where they are aware or suspect that a learner is subject to a private fostering arrangement. Although we have a duty to inform the Local Authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the learner involved to check that they are aware of their duty to inform the Local Authority. We have a duty to inform the Local Authority of the private fostering arrangements. On admission to Peopleton Brook Farm, we will take steps to verify the relationship of the adults to the student who is being registered.

Domestic Abuse

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial and emotional.

All students can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on learners. In some cases, a student may blame themselves for the abuse or may have had to leave the family home as a result.

Mental Health

All staff at Peopleton Brook Farm are aware that mental health problems can, in some cases, be an indicator that a learner may put themselves at risk or has suffered or is at risk of suffering from abuse, neglect or exploitation.

Staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be or concern.

Where staff have a mental health concern about a learner that may also be a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead through the normal safeguarding referral processes.

Peer on Peer Abuse - including sexual violence, sexual harassment and up skirting

Staff should be aware that children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to):

* + Bullying (including cyberbullying).
	+ Sexual violence and sexual harassment.
	+ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
	+ Sexting (also known as youth produced sexual imagery).
	+ Initiation/hazing type violence and rituals.

At Peopleton Brook Farm we aim to prevent and address peer on peer abuse by:

* + Looking for behaviours which may indicate peer on peer abuse e.g:
		- Not attending the care farm.
		- Having injuries, like bruises.
		- Feeling anxious.
		- Becoming withdrawn or shy.
		- Complaining of being ill.
		- Not being able to sleep, sleeping too much or getting nightmares.
		- Using alcohol or drugs.
		- Changing looks to look much older.
		- Being abusive to someone else.
		- Describing inappropriate relationships.

Sexual violence and sexual harassment can occur between two students of any age and sex. It can also occur through a group of students sexually assaulting or sexually harassing a single student or a group of students. Students who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both verbal and physical) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, students with SEND and LGBT learners are at greater risk.

Staff should be aware of the importance of:

* + Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not part of growing up.
	+ Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”, or “boys being boys”.
	+ Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting skirts.

At Peopleton Brook Farm, we believe that all students have the right to attend our farm in a safe environment. Students should be free from harm by adults at the farm and other students.

At the care farm we will support students by seeking advice from Social Care on the best way to proceed with peer on peer abuse. The Designated Safeguarding Lead should be informed of any concerns relating to peer-on-peer abuse.

Sexual Activity and the Under 18s - A précis of the Law regarding Sexual Activity and Under 18s The age of consent for all sex is 16, whether straight, gay, trans or bi-sexual. The Sexual Offences Act 2003 makes it easier to prosecute people who pressure or force others into sexual activity.

Under 16s

If under 16 activity is consensual it may be less serious than if the child were under 13 but may nevertheless have serious consequences for the welfare of the young person. Consideration should be given in every case involving a child aged 13-15 as to whether there should be a discussion with other agencies and whether a referral should be made to children’s social care. The younger the child, and the wider the age gap between participants, the greater the concern (even 3 years’ age difference may be worrying if one of the children is young and/or vulnerable).

Where confidentiality needs to be preserved, a discussion can still take place as long as it does not identify the child (directly or indirectly).

Under 13s

A child under 13 does not, under any circumstances, have the legal capacity to consent to any form of sexual activity. In all cases where the sexually active young person is under the age of 13, there must be a formal recorded consultation with the social care.

16- & 17-Year-Olds

Although sexual activity in itself is no longer an offence over the age of 16, young people under the age of 18 are still offered the protection of Child Protection Procedures under the Children Act 1989. Consideration still needs to be given to issues of sexual exploitation through prostitution, and abuse of power. Although they may be over 16, young people under the age of 18 are not deemed able to give consent if the sexual activity is with an adult in a position of trust/authority, or a family member as defined by the Sexual Offences Act 2003.

Sharing Information with Parents

If a young person is under 16, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so. However parental advice is not needed if a young person under 16 can understand the issues and appreciate the consequences. This also applies to those living in care. Decisions to share information with parent will be taken using professional judgement, and the Child Protection Procedures.

We will always share child protection concerns with the relevant agencies, even if a child or young person asks us not to.

Photographing and Videoing

At Peopleton Brook Farm, we will not allow images of learners to be used on our website, publicity, or press releases, without express permission from the parent/carer. Parents and carers are permitted to photograph and film their own child at Peopleton Brook Farm events. Parents are reminded that any resulting images must be used appropriately and not be uploaded to any social media sites. The care farm cannot however be held accountable for photographs or video footage taken by parents/carers or members of the public at the farms functions.

Photography will be used across the farm as a tool to support assessment and to provide evidence of, and celebration of, curriculum coverage. However, staff will not use personal cameras or mobile phones to take photographs of students; all photographs will be taken on farm cameras.

Staff can bring their mobile devices into the care, but these must be kept out of site during contact time.

Self-injury

Staff at Peopleton Brook Farm have a responsibility to be aware of the definition of self-injury as well as its associated risk factors, defined below, and to report any concerns to the Designated Safeguarding Lead.

Self-injury is any deliberate, non-suicidal behaviour that inflicts physical harm on someone’s own body and is aimed at relieving emotional distress. It can include but is not exclusive to:

* + Cutting
	+ Scratching
	+ Burning
	+ Banging and bruising
	+ Overdosing (without suicidal intent)
	+ Deliberate bone-breaking/spraining.

There are a number of risk factors associated with self-injury which all staff should be aware of. These include, but are not exclusive to:

* + Mental health disorders.
	+ Eating disorders.
	+ Drug/alcohol abuse, (and other risk-taking behaviours).
	+ Recent trauma (including but not exclusive to death of relative or parental divorce).
	+ Negative thought patterns.
	+ Low self-esteem.
	+ Bullying.
	+ Abuse (either sexual, physical and emotional).
	+ Complex Special Educational Needs.

It is important to note that indicators may manifest as sudden changes in behaviour and academic performance.

Support

At Peopleton Brook Farm, we recognise that when learners are the victims of abuse or are witnessing domestic abuse their self-esteem and sense of self-worth will be adversely affected. Our care farm may be the only stable, secure and predictable element in the lives of students at risk. Despite this, their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a student’s behaviour – all behaviour is communication.

We understand that our role is to help students combat the feelings of helplessness and self- blame they may experience in these situations. We can do this by maintaining a positive ethos where students feel valued, safe and secure and are encouraged to talk and are always listened to.

We will support students in the following ways:

* + Continued monitoring of their development coordinated by the Designated Safeguarding Leads in collaboration with other staff working directly with them.
	+ Keeping records and notifying Social Care as soon as there is a recurrence of a concern.
	+ Continued close collaboration with parents/carers/schools.
	+ Providing appropriate pastoral support and care.

Supporting Staff

At Peopleton Brook Farm, staff who have been involved with a student who has been abused or appears at risk of harm may find the situation upsetting. Support will be given to staff by providing an opportunity to talk about concerns and reflect on possible outcomes with a designated member of staff. Further external support will be sought as appropriate.

Early Help

At Peopleton Brook Farm, we follow the South Gloucestershire ‘Early Help Process’.

Safe Recruitment

In order to ensure that students are protected whilst at Peopleton Brook farm, our staff and volunteers are carefully selected, screened, trained and supervised.

We ensure that the following checks are satisfactorily completed before a person takes up a position:

1. Identity checks.
2. Academic qualification checks.
3. Satisfy conditions as to health and physical capacity.
4. Previous employment history will be examined and any gaps accounted for.
5. DBS checks carried out in line with statutory guidance.

Induction and Training

All new members of staff at Peopleton Brook Farm will receive induction training, providing an overview of the organisation to ensure they understand its purpose, values, services and structure, as well as types of abuse and indicators of abuse, practices for identifying and reporting abuse, confidentiality issues, key personnel, what to do if they have concerns about a member of staff, the requirements of recording and reporting.

New staff (including volunteers) will complete the safeguarding checklist within one week of starting work at the school which will include:

* + The Safeguarding and Child Protection policy.
	+ The role and identity of the Designated Safeguarding Lead.

It is compulsory for staff to attend the provided training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. It is compulsory for staff to attend refresher training every three years, and any staff member assigned to lead training must attend a refresher every two years.

All Staff

Peopleton Brook Farm ensures that professional behaviour applies to relationships between staff and students and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff should be explicitly aware of the dangers inherent in:

* + Working alone with a student.
	+ Physical interventions.
	+ Cultural and gender stereotyping.
	+ Dealing with sensitive information.
	+ Giving to and receiving gifts from students and parents.
	+ Contacting learners through private telephones (including text), email, MSN, or social networking sites.
	+ Disclosing personal details inappropriately.
	+ Meeting students outside of farm hours.
	+ Using their personal phones to take pictures of students, which is not permitted under any circumstance.

If a member of staff has reasonable suspicion that a student is suffering harm and fails to act in accordance with this policy and South Gloucestershire Partnership procedures, this will be viewed as misconduct and appropriate action will be taken by the line Manager.

All members of staff have a duty to attend training on safeguarding that will enable them to fulfil their responsibilities in respect of safeguarding and child protection effectively; this training will be provided by the Designated Safeguarding Lead every year.

Whistleblowing

If members of staff have any concerns about people working with children, in either a paid or unpaid capacity, they have a professional duty to inform the management or, if appropriate, Social Care.

A whistleblowing disclosure must be about something that affects the general public such as:

* + A criminal offence has been committed, is being committed or is likely to be committed.
	+ A legal obligation has been breached.
	+ There has been a miscarriage of justice.
	+ The health or safety of any individual has been endangered.
	+ The environment has been damaged.
	+ Information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government. 0800 028 0285 or help@nspcc.org.uk

ABUSE DEFINITIONS

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or 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 persistent 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 cyber bullying), 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, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person 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.

Neglect

The persistent failure to meet a child’s basic physical and/or psychological and/or emotional needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

* + Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
	+ Protect a child from physical and emotional harm or danger.
	+ Ensure adequate supervision (including the use of inadequate care-givers).
	+ Ensure access to appropriate medical care or treatment.

SIGNS AND SYMPTOMS OF POSSIBLE CHILD ABUSE

Physical Abuse - see also signs of emotional abuse as emotional abuse is present in all forms of physical abuse.

Possible indicators of physical abuse in a child or young person include:

* + Late reporting of physical injury.
	+ Inconsistency between the story given and the injuries that you see.
	+ A story which changes according to who tells it.
	+ Frequent attendances in Emergency Departments.
	+ Bruising or fracture in a child under the age of one year.

Bruising

Bruising that could suggest the possibility of physical child abuse includes:

* + Bruising in children who are not independently mobile.
	+ Bruising in babies.
	+ Bruises that are seen away from bony prominences.
	+ Bruises to the face, back, abdomen, arms, buttocks, ears and hands.
	+ Multiple bruises in clusters.
	+ Multiple bruises of uniform shape.
	+ Bruises that carry an imprint of an implement or cord.

Fractures

Fractures that could suggest the possibility of physical child abuse includes:

* + Fractures in children less than 18 months of age.
	+ Multiple fractures.

Burns

Burns that could suggest the possibility of physical child abuse includes:

* + Burns at un-common sites.
	+ Appearances of burns inconsistent with the development/ability of the child.
	+ Round red burns on soft, tender, non-protruding parts of the body such as inside of mouth, inside of legs, behind knees, inside of arms or on genitals.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Child Sexual Abuse

Physical signs that could suggest the possibility of sexual child abuse include:

* Symptoms e.g. sore bottom, vaginal bleeding/discharge.
* Behaviours e.g. sexualised, open masturbation or aggressive sex play with peers.
* Psychological symptoms e.g. anger, depression.

Expert medical opinion is vital as some suspicious signs may be caused by poor hygiene or by skin diseases.

Emotional Abuse

Emotional abuse is part of all the other abuses but also occurs without them. Thus, a child witnessing family violence may be physically well cared for but emotionally distraught.

Behaviours/symptoms that could suggest the possibility of emotional child abuse include:

* + Continuous withholding of approval and affection by parent/carer.
	+ Discipline severe and inappropriate, or non-existent, with few or no boundaries set.
	+ Exploitation by parents/carer to fulfil their needs.
	+ Continual self-deprecation.
	+ Fear of new situations.
	+ Impaired ability for play and enjoyment.
	+ Lack of curiosity and natural exploration, air of detachment.
	+ Inappropriate emotional responses to painful situations.
	+ Delayed social and language skills.
	+ Persistent head banging or rocking in a younger child.
	+ Enuresis and encopresis (wetting and soiling).
	+ Compulsive stealing/scrounging.
	+ Drug/solvent misuse.
	+ Low self-esteem, feeling of worthlessness.
	+ Social isolation (including from friends).
	+ Behavioural difficulties including aggression and disruptive behaviour.
	+ Attention seeking.
	+ Eating disturbances, poor growth.
	+ Family history of domestic violence, mental illness of a carer or substance misuse.
	+ Depression, withdrawal.
	+ Frozen watchfulness.
	+ Only happy at school or kept away.
	+ Pseudo mature or explicit sexual behaviour.
	+ Open masturbation or aggressive sex play with peers.
	+ Stomach pains without medical explanation.
	+ Self-harm, mutilation, overdose or attempted suicide.

Neglect

Signs that could suggest the possibility of neglect include:

* + Dirty or inappropriate clothing. Clothing which is too large or too small.
	+ Dirty or smelly body, thick, yellow/dirty nails.
	+ Thin and wispy hair.
	+ Height, weight, mid-upper arm or head circumference demonstrates poor growth.
	+ Failure to thrive. Characterised by delayed development - particularly in language and social skills. May affect reading.
	+ Play is immature and may lack imagination.
	+ Expressive language delayed.
	+ Hearing may be impaired due to neglect of "glue ear".
	+ May have neglected squints and visual impairments.
	+ Behaviour - distractible, short attention span, over friendly, aggressive, withdrawn etc.

School staff members need to be aware of specific safeguarding issues and be alert to any risks. [GOV.UK,](https://www.gov.uk/) has further guidance on a variety of issues including but not limited to:

* + Child Sexual Exploitation (CSE)
	+ Bullying- including Cyberbullying
	+ 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)
	+ Mental Health
	+ Preventing Radicalisation and the Prevent Duty
	+ Sexting
	+ Self-injury
	+ Trafficking