



HACKNEY CITY FARM.CO.UK

1a Goldsmiths Row, London E2 8QA

TEL: +44 20 7729 6381

farm@hackneycityfarm.co.uk

- The School at Hackney City Farm –

Safeguarding and Child Protection Policy including Adults at Risk

INTRODUCTION AND RATIONALE FOR THIS POLICY

All young people and vulnerable adults at the Farm have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe.

Any young person or vulnerable adult visiting the Farm could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'.

The Farm is therefore committed to providing an environment where young people and vulnerable adults can learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity but these issues should never be a barrier to sharing and reporting concerns about a young person or vulnerable adult.

The Trustees and Staff at Hackney City Farm fully recognise the contribution we make to safeguarding children and vulnerable adults.

All staff (teaching and non-teaching), temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with young people, vulnerable adults and families in the community, have a statutory responsibility to safeguard and promote the welfare of young people and vulnerable adults and must be aware of and fully conversant with this policy. Adherence to this policy is therefore mandatory for all staff and volunteers, and its use is not subject to discretion.

For the purposes of this document, the term 'staff' will apply to those listed above.

All staff must have access to the policy and follow the Farm's procedures and guidance at all times. We recognise that all staff have a full and active part to play in protecting our children, volunteers and visitors from harm: where somebody is suffering significant harm, or is likely to do so, we will take action to protect them; we will also promote the welfare of someone in need of additional support, even if they are not suffering harm or are at immediate risk. The Farm is committed to ensuring that all members of its community are aware of procedures and their responsibilities. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children and vulnerable adults in need or enquiring into allegations of abuse.

KEY REQUIREMENTS

Child Protection

This policy responds to the requirements of statutory guidance issued by the Department for Education in [Keeping Children Safe in Education \(2021\)](#) which requires all schools to have regard to such guidance when carrying out their duties to safeguard and promote the welfare of children.

Our procedures for safeguarding children are in line with the London Borough of Hackney and City and Hackney Safeguarding Children Partnership (CHSCP) procedures. When reviewing and updating this policy and responding to safeguarding incidents, the [Hackney Child Wellbeing Framework](#) is an important point of reference.

Adults at Risk

Safeguarding of adults outlined here respects the role of the local authority as detailed in the Care Act 2014. The implementation of this policy with regards to adults is led by the principles of the Mental Capacity Act 2005.

Most importantly, a person must be assumed to have capacity unless it is established that they lack capacity. If there is concern that a person lacks capacity, then we will consult with the Local Authority to carry out a mental capacity assessment and establish an approach to supporting them in their role at the Farm. In line with our person-centred approach, in all cases, all effort will be taken to ensure the adult is the primary decision maker.

Underpinning our approach to supporting adults are the following values:

Empowerment

People are supported and encouraged to make their own decisions and informed consent. "I am asked what I want as the outcomes from the safeguarding process and this directly informs what happens."

Prevention

It is better to take action before harm occurs.

"I receive clear and simple information about what abuse is. I know how to recognise the signs, and I know what I can do to seek help."

Proportionality

The least intrusive response appropriate to the risk presented.

"I am sure that the professionals will work in my interest and they will only get involved as much as is necessary."

Protection

Support and representation for those in greatest need.

"I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."

Partnership

Services offer local solutions through working closely with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

"I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me."

Accountability

Accountability and transparency in delivering safeguarding.

“I understand the role of everyone involved in my life and so do they.”

SAFEGUARDING

This policy reflects the Government’s broader definition of safeguarding children and adults as:

How we protect adults and children from abuse or neglect. It is an important shared priority of many public services, and a key responsibility of local authorities. Safeguarding is about protecting certain people who may be in vulnerable circumstances. These people may be at risk of abuse or neglect due to the actions (or lack of action) of another person. In these cases, it is vital that public services work together to identify people at risk and put steps in place to help prevent abuse or neglect.

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.

This policy sets out our procedures and provisions to support the delivery of these outcomes. It defines the roles and responsibilities of staff in safeguarding children. To ensure our safeguarding efforts link to other agencies with a role in safeguarding children, we follow the government guidance on Working Together to Safeguard Children. Further guidance on how to best support adults can be found at the London Multi-Agency Adult Safeguarding Policy and Procedures.

YOUNG PEOPLE AND ADULTS WITH SPECIAL VULNERABILITIES

We recognise that young people and adults with special educational needs, disabled children and adults, missing persons including children missing from care, children and adults with particular spiritual or religious beliefs, migrants, victims of trafficking, domestic violence, bullying, children and vulnerable adults involved in gangs, those at risk of sexual exploitation and unaccompanied asylum seeking children may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other young people.

CONFIDENTIALITY AND INFORMATION SHARING

All matters relating to Safeguarding and Child Protection are confidential.

The Designated Safeguarding Lead will disclose information about a young person or vulnerable adult to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and adults and responsibility to share information that could impact the safety of the general public.

All staff must be aware that they cannot promise a child or vulnerable adult to keep secrets.

Non-emergency referrals to the police are discussed with service users and community partners.

Pupil Information

The school’s record-keeping policy for child welfare and child protection is consistent with Hackney Education’s guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the child is or has been subject to a child in need, child protection or care plan;
- Name and contact details of GP;
- Any other factors which may impact on the safety and welfare of the child.

The Designated Safeguarding Lead will collate, securely store and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will be transferred to the school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead as soon as is practicable but no longer than one working week.

ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead (DSL) – Chris Pounds - Farm Manager and Adrian Johnson are the Farm's Designated Safeguarding Leads and have responsibility for Safeguarding and Child Protection and undertake regular training for this role. Their certification is updated every two years, with appropriate updates.

Responsibilities of Designated Safeguarding Lead:

To ensure that members of staff:

- Have access to and understand the Farm's safeguarding and child protection and behaviour policies and procedures.
 - Have read and understood Keeping Children Safe in Education (2021)
 - Are aware of the Farm's Whistleblowing Policy
 - Where appropriate undergo full child protection training at two yearly intervals, with updates as necessary
 - Ensure that all relevant staff receive appropriate and regular safeguarding and child protection training and that they are up to date with current legislation, policy and practice
 - Link with the local CHSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - Ensure all staff and volunteers working with children or/and adults at risk have had an enhanced check through the Disclosure and Barring Service (DBS) before working without supervision.
 - Ensure all staff and volunteers working with children or/and adults at risk have an enhanced DBS check every 3 years.
 - Keep a record of DBS checks in accordance with section 11 of this policy.
-

- Keep a record of staff safeguarding and child protection training.
- Ensure that all staff new to the Farm receive the safeguarding and child protection policy in their induction pack.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Encourage a culture of listening to children and vulnerable adults and taking account of their wishes and feelings among all staff, in any measures the Farm may put in place to protect them.
- Monitor and record concerns about young people and vulnerable adults at an early stage and as a matter of course.
- Refer all cases of suspected abuse to the Hackney Multi-Agency Safeguarding Hub (MASH), following statutory guidelines and CHSCP protocols
- Keep detailed, accurate, chronological, confidential, secure written records of concerns and referrals even if there is no need to make an immediate referral.
- Ensure the Farm's Safeguarding Policy is reviewed annually, and that procedures and
- implementations are updated and reviewed regularly.
- Ensure the Safeguarding Policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Farm in this.

Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

Following any information raising concern, the Designated Safeguarding Lead will:

- Consider the child's wishes and feelings, but not promise confidentiality;
- Consider any urgent medical needs of the child;
- Have an immediate consultation with Hackney Children and Family Services' Multi-Agency Safeguarding Hub (MASH) (or the Children's Social Care team where the child is resident) if there has been a disclosure and/or allegation of abuse, including peer on peer harm, or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of [Children and Families Service's MASH](#) if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm (Appendix 1) or Early help and threshold criteria for intervention.

In consultation with Hackney Children and Family Services' MASH or children's social care in the borough the child resides, decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- Contact the designated officer for safeguarding in another agency if that agency is working with the family;

OR

- Not to make a referral at this stage, but retain the information in written notes on the child's school file;
- If further monitoring is necessary agree who and how this will be undertaken;
- If it would be appropriate to undertake an assessment and/or make a referral for other services including Early Help.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Hackney Children and Family Services for children living in Hackney needs to be completed using the [Multi-agency Referral Form](#) (Appendix 3). For children living outside Hackney the local authority where the child is resident will be contacted.

Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. The [CHSCP Escalation Policy](#) defines the process for resolving such professional differences and should be read alongside the London Child Protection Procedures and relevant internal policies on escalating matters of concern.

Professional disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need;
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of children and young people is the paramount consideration in any professional activity;
- Resolution should be sought within the shortest time scale possible to ensure the child is protected;
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest);
- Disagreements should be resolved at the earliest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children and Families Service (MASH) if they consider the response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
 - Contact the line manager in Children and Families Service if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;
 - Use the [CHSCP Escalation Policy](#) if this does not resolve the concern.
-

Responsibilities of staff:

All staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the young people and vulnerable adults. In doing so they should seek advice and support as necessary from the DSLs or their deputy.

All staff working with children or adults at risk are expected to:

- Be able to identify signs and symptoms of abuse and exploitation.
- Be able to identify signs and symptoms of possible radicalisation and extremist behaviour.
- Report concerns (including concerns about other staff/professionals) to the DSL or other senior staff members as appropriate.
- Be aware of the relevant local procedures and guidelines.
- Monitor and report as required on the welfare, attendance and progress of all pupils and volunteers.
- Keep clear, dated, factual and confidential records of safeguarding and child protection concerns.
- Respond appropriately to disclosures from children and vulnerable adults - see Appendix A
- Provide a safe and caring environment in which people can develop the confidence to voice ideas, feelings and opinions. Everyone should be treated with respect within a framework of agreed and understood behaviour.
- Ensure that their behaviour and actions do not place children, vulnerable adults or themselves at risk of harm or of allegations of harm. In particular, the conduct of staff when in a 1:1 situation with a child or vulnerable adult is managed in a way that would not lead any reasonable person to question their motives or intentions.
- Understand the Farm's Whistleblowing Policy and procedures.
- Take appropriate action, working with other services as needed.
- Support social workers to make decisions about individual children or adults.
- In an emergency, where there is a risk of immediate serious harm to a child or vulnerable adult.
- Staff may refer to children's social care or social services directly.
- Read and understand Part 1 of the most recent Keeping Children Safe in Education statutory guidance.

Responsibilities of the Governing Body:

Whilst the Trustees hold overall responsibility for the child protection and safeguarding functions of the Farm, the day to day operational responsibility rests with the Farm Manager.

- The Trustees will ensure that:
 - The Farm has a safeguarding and child protection policy.
 - The Farm operates safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and volunteers.
 - There is a senior member of staff acting as a Designated Safeguarding Lead and supported by a deputy Designated Safeguarding Lead.
 - The Designated Safeguarding Lead attends appropriate refresher training every two years, with annual updates as a minimum requirement.
 - All other staff undertake training at three yearly intervals, with annual updates as a minimum requirement.
-

- Temporary staff and volunteers are made aware of the Farm's arrangements for safeguarding and child protection.
- Any deficiencies or weaknesses in the Farm's arrangements for safeguarding and promoting the welfare of young people and vulnerable adults are addressed and remedied without delay.
- The Farm has procedures for dealing with allegations of abuse against staff/volunteers.
- A Trustee is nominated to be responsible for liaising with the Local Authority in the event of allegations of abuse being made against the Farm Manager.
- Seek advice from and work in partnership with the Hackney Education in fulfilling its safeguarding and child protection responsibilities.
- The Safeguarding and Child Protection policy is reviewed annually.
- Ensure that the Farm follows all current online safety advice to keep the students and staff safe.
- Support the Farm in encouraging parents and the wider community to become engaged in safeguarding and online safety activities.

TYPES OF ABUSE AND NEGLECT

Staff should become familiar with the different types of abuse, neglect and other specific safeguarding issues outlined below. They should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In many cases multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse

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

The following signs may or may not be indicators that physical abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category:

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent.
 - Improbable excuses given to explain injuries.
 - Refusal to discuss the causes of injuries.
 - Untreated injuries.
 - Disclosure of punishment which appears excessive.
 - Withdrawal from physical contact/aggressive behaviour.
 - Arms and legs kept covered in hot weather (excluding for reasons of cultural dress).
 - Fear of returning home.
 - Fear of medical help.
 - Self-destructive tendency.
 - Running away.
-

Emotional abuse

This is the persistent emotional maltreatment of a child or vulnerable adult such as to cause severe and adverse effects on the child or adult's emotional development.

It may involve conveying to a child or vulnerable adult 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 or vulnerable adult 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 or vulnerable adults.

These may include interactions that are beyond a child or vulnerable adult's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child or vulnerable adult from 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 or vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children or vulnerable adults. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

The following signs may or may not be indicators that emotional abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category:

- Physical, mental, emotional or developmental lag.
- Domestic violence.
- Disclosure of punishment which appears excessive.
- Over-reaction to making mistakes or fear of punishment.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate responses to painful situations.
- Neurotic behaviours.
- Self-harm.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug or solvent abuse.
- Running away.
- Compulsive stealing, scavenging.

Sexual abuse

This involves forcing or enticing a child or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child or vulnerable adult 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 or vulnerable adults in looking at, or in the production of, sexual images, watching sexual activities, encouraging children or vulnerable adults to behave in sexually inappropriate ways, or grooming a child or vulnerable adult 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.

The following signs may or may not be indicators that sexual abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category.

- Sudden changes in behaviour.
- Displays of affection which are inappropriate.
- Alleged promiscuity or sexualised behaviour.
- Fear of undressing.
- Regression to younger behaviour.
- Inappropriate internet use and possible 'grooming' concerns.
- Genital itching or other genital/anal pain/injury.
- Distrust of familiar adults.
- Unexplained gifts of money, mobile phones etc.
- Depression and withdrawal.
- Apparent secrecy about social activities or the identity of "special friends."
- Wetting or soiling, day and night.
- Sleep disturbances or nightmares.
- Chronic illness, especially throat infections and sexually transmitted disease.

Neglect

This is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological need, likely to result in the serious impairment of the child or vulnerable adult'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 or vulnerable adult from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

The following signs may or may not be indicators that neglect has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category.

- Self-destructive tendency.
- Running away.
- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness or non-attendance at the Academy.
- Untreated medical problems or unmet special needs.
- Low self-esteem.
- Neurotic behaviour.
- Poor social relationships.
- Deterioration in school performance.
- Compulsive stealing or scavenging.

OTHER SPECIFIC SAFEGUARDING ISSUES

Peer on Peer Abuse

[Peer-on-peer 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). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. See below for more detailed information.

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation 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.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex.

Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCP](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#), published by the Home Office, criminal exploitation is 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 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. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the

harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

County Lines

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

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges 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 an inevitable 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"; and
- Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children;
- 'Upskirting' has now become a criminal offence and therefore requires a safeguarding response if happening in school.

When, we as a school, consider issues of sexual violence and harassment between children we will consult the [governmental guidance](#) and seek support from our Children and Families Service partners.

Contextual Safeguarding

[Contextual Safeguarding](#) is an approach to understanding, and responding to, young

people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore Children and Families Service practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to Children and Families Service.

The Extra-Familial Risk Panel

Hackney [Extra Familial Risk Panel \(EFRP\)](#) coordinates safeguarding interventions in cases where a child, or a group of children are:

- At risk of, or already experiencing harm caused by people outside their family and/or;
- At risk of, or already causing harm to young people outside their family.

Our school will respond to issues of risk or harm outside the family home as child protection issues and consult with and/or refer to the Multi-Agency Safeguarding Hub (MASH) following the same procedures as for any form of harm or abuse.

Modern Slavery and the National Referral Mechanism

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

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Female Genital Mutilation (FGM)

FGM is the non-medical, partial or total removal of the external female genital organs. This procedure is typically carried out on young girls, although it can happen later. FGM is illegal in the UK and particularly affects girls and women from Africa.

High Risk Time: This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks.

Risk Factors include:

- Low level of integration into UK society.
 - Mother or sister who has undergone FGM.
 - Girls who are withdrawn from PSHE.
-

- A visiting female elder from the country of origin.
- Being taken on a long holiday to the family's country of origin.
- Talk about a 'special' event or procedure to 'become a woman.'
- Staff should be alert to the following indicators:
 - Difficulty walking, sitting or standing and may even look uncomfortable
 - Disclosure about pain or discomfort between her legs
 - Spending longer than normal in the toilet due to difficulties urinating
 - Long periods of time away from a classroom during the day with bladder or menstrual problems.
 - Frequent urinary, menstrual or stomach problems.
 - There may be prolonged or repeated absences from school or college.
 - A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
 - Reluctance to undergo normal medical examinations.
 - Confiding in a professional.
 - May ask for help but may not be explicit about the problem due to embarrassment or fear.
- Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation.

Forced Marriage

This is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. A young person who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the young person themselves, the young person's peer group, a relative or member of the young person's local community or from another professional.

Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family conflict, a young person absent from school or a missing young person/runaway.

Forced marriage may involve the young person being taken out of the country for the ceremony, is likely to involve non-consensual or underage sex. Refusal to go through with a forced marriage has often been linked to 'honour killing' or violence. Individuals facing forced marriage may appear anxious, depressed and emotionally withdrawn with low self-esteem.

Warning signs of a victim of forced marriage:

- Absence and persistent absence.
 - Request for extended leave of absence and failure to return from visits to the country of origin.
 - Surveillance by siblings or cousins.
 - Decline in behaviour, engagement, performance or punctuality.
 - Poor exam results.
 - Being withdrawn from the school by those with parental responsibility and not being provided with suitable education at home.
-

- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further education.
- Farm staff should not treat any allegations of forced marriage or honour-based violence as a domestic issue and send the young person back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the young person and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the young person and family, as this will alert them to agency involvement.

Harmful Traditional Practices

The Farm recognises the abuse that people can be subject to as a result of harmful traditional practices. These can be based on tradition, culture, custom and practice, religion and/or superstition and can include abuse linked to a belief in spirit possession, breast ironing and force feeding as well as forced marriage, female genital mutilation, honour-based violence and honour murders.

Staff recognise that these practices can have a detrimental effect on the physical, mental and emotional health of the person and can involve bias against groups of young people, particularly girls and people with disabilities. Many involve physical abuse and pain, leading in some cases intentionally, to death or serious injury. Others involve mental abuse. If a member of staff suspects a person may be at risk of abuse through a harmful traditional practice, they should follow safeguarding and child protection procedures by alerting the DSL promptly.

Further guidance is available on the [City and Hackney Safeguarding Children Partnership website](#).

Radicalisation and Extremism

We acknowledge that protecting people from the risk of radicalisation is part of the Farm's wider safeguarding duties and is similar in nature to protecting people from other forms of harm and abuse. We understand that it is possible to intervene to prevent vulnerable people being radicalised during the process of radicalisation itself.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is defined as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, and these are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alerted to changes in a child or adult's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children or adults who might be at risk of radicalisation and act proportionately. This may include making a referral to the

Channel programme. This is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for making referrals if we are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Young people may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

This list of indicators of vulnerability is not exhaustive nor does it mean that all people experiencing the below are at risk of radicalisation for the purposes of violent extremism:

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

More critical risk factors could include:

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

There are a number of behaviours which may indicate a person is at risk of being radicalised or exposed to extreme views. These may include:

- Spending increasing time in the company of other suspected extremists.
-

- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Significant changes to appearance and / or behaviour.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting and derogatory names for another group.
- Increase in prejudice-related incidents committed by that person, such as physical or verbal assault, provocative behaviour, derogatory name calling, refusal to cooperate, attempts to recruit to prejudice-related organisations or condoning or supporting violence towards other groups.

Private Fostering

Privately fostered young people are cared for by someone other than a parent or close relative (e.g. step parents, siblings, siblings of a parent and grandparents) for 28 days or more. School staff have a statutory duty to make a referral to Children's Social Care if, in relation to a young person up to the age of sixteen:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority.
- They have doubts about whether a young person's carers are actually their parents, and there is evidence to support these doubts, which may or may not include concerns about the young person's welfare.

Trafficked and Exploited Young People and Vulnerable Adults

A trafficked young person or vulnerable adult is coerced or deceived by the person who brings them into the country. Trafficked Young People are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Young people and vulnerable adults may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes.

Recognition of trafficked and exploited people will normally rely on a combination of general signs of abuse and neglect and issues concerned with the person's immigration status. These people may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. Farm staff should make a referral to Children's Social Care or the appropriate authority if they suspect a young person or vulnerable adult has been trafficked.

Bullying and Sexually Harmful Behaviour

Bullying between young people and vulnerable adults is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a person's wellbeing and in rare cases has been a feature in the suicide of some young people and vulnerable adults.

All incidences of bullying, including cyberbullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures.

Staff will be aware of the harm caused by bullying and will use the Farm's anti bullying procedures where necessary. However, there will be occasions when a young person's behaviour warrants a response under child protection rather than anti bullying procedures.

Research indicates that up to 30% of child sexual abuse is committed by someone under the age of 16.

The management of young people with sexually harmful behaviour is complex and the Farm will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexualised behaviour should speak to the designated safeguarding lead as soon as possible.

Helping Children and Young People to Keep Themselves Safe

Our approach is designed to help young people to think about the risks they may encounter and, with support, work out how those risks might be overcome. Discussions about risk are empowering and enabling for all young people and promote sensible behaviour rather than fear or anxiety.

Internet Use and Social Media

The purpose of Internet use in Hackney City Farm School is to raise educational standards, to promote student achievement, to support the professional work of staff and to enhance the school's management functions. Internet use is part of the statutory curriculum and a tool for learning. Students use the Internet widely outside school and will need to learn how to evaluate Internet information and to take care of their own safety and security.

Internet access is an entitlement for students who show a responsible and mature approach to its use.

Internet access will include filtering appropriate to the age range of students and monitoring of its use.

Students will be taught what Internet use is acceptable and what is not and given clear guidance for Internet use.

Internet access will be planned to enrich and extend learning activities.

Staff will guide students in online activities that will support the learning outcomes planned for the students' age and maturity.

Students will be taught the reasons for caution in publishing personal information and images online with guidance for appropriate and safe use of social media.

PHOTOGRAPHIC, AUDIO AND VIDEO MATERIAL

Pictures, recorded interviews and video can be useful tools in the monitoring of learning or wellbeing outcomes of students and volunteers. Any such material will only be made public with explicit written consent of the individuals captured, or the parent or guardian in the case of young people under 18 years old. Even when consent is granted, we will not publish material online or in other media if we believe this will in any way increase the risk to safety or wellbeing of the young people or vulnerable adults participating in activities at Hackney City Farm.

SAFER RECRUITMENT

The Trustees recognise and take seriously its responsibility to adopt procedures which minimise risk to our young people and adult volunteers by ensuring that measures are in place to deter, reject or identify people who might abuse, put people at risk or who are unsuitable to work with them.

The Farm follows the most recent statutory guidance set out in Keeping Children Safe in Education 2021.

- We practise Safer Recruitment by undertaking enhanced DBS checks of staff and volunteers who work with young people and vulnerable adults.
-

- In a situation where we allow an individual to start work in regulated activity before the DBS Certificate is available, we ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.
- A check of any prohibition orders preventing a person from carrying out teaching work in schools is also carried out using the Employer Access Online Service where appropriate.
- When appointing new staff, we ensure that:
- We verify a candidate's identity.
- We obtain a certificate for an enhanced DBS check which will include barred list information.
- We obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- We verify the candidate's mental and physical fitness to carry out their work responsibilities.
- We verify the person's right to work in the UK.
- We make further checks if the person has lived or worked outside the UK.
- We verify professional qualifications, as appropriate.

A candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.

We ensure that at least one member in every recruitment panel has had Safer Recruitment training.

HANDLING OF DBS CERTIFICATE INFORMATION

As an organisation using the Disclosure and Barring Service (DBS) to help assess the suitability of applicants for positions of trust, Hackney City Farm complies fully with the code of practice regarding the correct handling, use, storage, retention and disposal of certificates and certificate information.

We also comply fully with our obligations under the General Data Protection Regulation (GDPR), Data Protection Act 2018 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of certificate information and have a written policy on these matters, which is available to those who wish to see it on request.

Storage and access

Certificate information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, certificate information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom certificates, or certificate information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Note: as Hackney City Farm is inspected by Ofsted, we are legally entitled to retain the certificate for the purposes of inspection. In addition, we may retain certificates in order to demonstrate 'safer recruitment' practice for the purpose of safeguarding audits. This practice will be compliant with the Data Protection Act, Human Rights Act, and our approach to ensuring compliance with the General Data Protection Regulation (GDPR). Please see our GDPR policy for more details.

Usage

Certificate information is only used for the specific purpose for which it was requested and for which

the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep certificate information for any longer than is necessary. This retention will allow for the consideration and resolution of any disputes or complaints or be for the purpose of completing safeguarding audits.

Throughout this time, the usual conditions regarding safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any DBS certificate information is immediately destroyed by secure means, for example by shredding, pulping or burning.

While

awaiting destruction, certificate information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

We will not keep any photocopy or other image of the certificate or any copy or representation of the contents of a certificate. However, notwithstanding the above, we may keep a record of the date of issue of a certificate, the name of the subject, the type of certificate requested, the position for which the certificate was requested, the unique reference number of the certificates and the details of the recruitment decision taken.

ALLEGATIONS AGAINST STAFF

All staff are aware that inappropriate behaviour towards young people and adults at risk is unacceptable and that their conduct towards them must be beyond reproach.

The Farm follows the most recent statutory guidance set out in Keeping Children Safe in Education.

We understand that a young person or 3rd party may make an allegation against a member of staff where there is reasonable cause to believe that a young person has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.

If such an allegation is made, the member of staff receiving the allegation, or having the concern, must immediately inform the School Manager. This must be done on the same working day.

The Farm Manager on all such occasions will discuss, on the same working day, the content of the allegation with the Chair of Trustees and where appropriate the Local Authority Designated Officer (LADO).

Allegations regarding person(s) working in or on behalf of the school (including volunteers)

[Keeping Children Safe in Education \(2021\) – Part Four: Allegations of abuse made against teachers and other staff](#)

Where an allegation is made against any person working in, or on behalf of, the school that he or she has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
-

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be based in fact and/or founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff are expected to maintain highly professional behaviours and set appropriate professional boundaries at all times in line with the [Code of Conduct](#). Staff will be encouraged to use the [Whistle Blowing Policy](#) if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

Low level concerns - Keeping Children Safe In Education 2021

As part of our whole school approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold (see [Part Four - Keeping Children Safe In Education 2021](#)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. We will endeavour to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of (insert name of school) are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/setting.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language. 95

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings

Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind;
- Make a written record of the information using the Record Form (Appendix 2) or the school's internal mechanism for reporting concerns, including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to).

Initial Action by the Headteacher (or designated person)

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the [Local Authority Designated Officer \(LADO\)](#) within 1 working day and seek their advice on how to proceed;
- Discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff;
- Inform the Chair of Governors of the allegation.

Subsequent Action by the Headteacher (or designated person)

- In consultation with the LADO conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings and other meetings as required;
- Maintain contact with the LADO throughout the process;
- Ensure clear and comprehensive records regarding the allegation, actions taken and outcome are retained on the staff member's personnel file;
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made.

WHISTLEBLOWING

We recognise that children and vulnerable adults cannot be expected to raise concerns in an environment where staff fail to do so.

All staff must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff must also be aware that they are protected by law if they 'blow the whistle'.

- If a member of staff believes a colleague has:
 - Behaved in a way that has harmed a young person or vulnerable adult or may have harmed a young person or vulnerable adult.
 - Possibly committed a criminal offence against or related to a young person or vulnerable adult.
 - Behaved towards a young person or vulnerable adult in a way that indicates they are unsuitable to
 - work with a young person or vulnerable adult.
-

- They should report their concerns to the Farm Manager, who will report to the LADO on the same working day.

If the allegation concerns the Farm Manager, the member of staff will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO). This must be done on the same working day. If the Chair of Governors is not available, the member of staff must make direct contact with the LADO.

PHYSICAL INTERVENTION

Our approach to physical intervention by staff is compliant with the DfE guidance 'Use of Reasonable force' July 2013.

Staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a young person may be considered under child protection or disciplinary procedures. Staff need to be aware that if a child sustains an injury as a result of physical intervention Child Protection processes must be adhered to.

KEY CONTACT DETAILS

Children's Social Care

[Multi-Agency Safeguarding Hub](#): 0208 356 5500

Out of hours: 0208 356 2710

Email: MASH@hackney.gov.uk

[Local Authority Designated Officer \(LADO\)](#)

Email: mi-ipsy@hackney.gov.uk

Tel: 020 8356 4569

[City & Hackney Safeguarding Children Partnership \(CHSCP\)](#)

Tel is 0208 356 4183

CHSCP Email: chscp@hackney.gov.uk

[Hackney Safeguarding Adults Board](#)

for people in Hackney – call 020 8356 5782 or email adultprotection@hackney.gov.uk

If you have concerns about your safety or the safety of others and you live outside of Hackney, please contact your local Safeguarding Adults Board.

If you feel there is an immediate risk to your safety, or the safety of others, call the emergency services on 999.

Reviewed and updated Feb 2022

APPENDIX A

STAFF GUIDE TO DEALING WITH DISCLOSURES

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.
- Reassure
- Reassure the young person or vulnerable adult, but only so far as is honest and reliable. For
- example, don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now'.

Do reassure and alleviate guilt, if the young person or vulnerable adult refers to it. For example, you could say:

- I believe you
- I am glad you came to me
- I am sorry this has happened.
- You're not to blame. You are not alone; you are not the only one this sort of thing has happened to.
- We are going to do something together to get help.
- Do not promise to keep it a secret. You have a statutory duty to report the matter. If you make this promise to a young person and then break it, you confirm to the young person yet again that adults are not to be trusted.

React

- React to the young person or vulnerable adult as far as is necessary for you to establish whether or
- not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example 'what did he do next?' (this assumes he did!), or 'did he touch your private parts?' Such questions may invalidate your evidence (and the young person or vulnerable adults) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the young person or vulnerable adult may care about him/her, and reconciliation may be possible.
- Do not ask the young person or vulnerable adult to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure them that it will be a senior member of staff. Try to see the matter through yourself and keep in contact with the young person or vulnerable adult. Ensure that if a Social Services interview is to follow, that the young person or vulnerable adult has a support person present if they wish it (possibly yourself).

Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
 - Do not destroy your original notes in case they are required by a court.
-

- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the young person or vulnerable adult. If the young person or vulnerable adult uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- To follow the Farm's safeguarding and child protection policy and procedures and share your concerns with your Designated Safeguarding Lead.
 - Refer to Children's Social Care and/or Police if the DSL or his deputy are not available. In an
 - emergency take the action necessary to help the young person, for example call 999.
 - Complete confidentiality is essential.
 - Share your knowledge only with appropriate professional colleague
 - Support the young person or vulnerable adult: listen, comfort, and be available.
 - Try to get some support for yourself if you need it.
-