

# A Good Practice Guide to Safeguarding in Education

## A positive preventative curriculum, teaching students:

- To make healthy & safe lifestyle choices
- What to do if they think their health or safety is threatened
- What to do if they are worried about someone else

## A safe learning environment where students know:

- It is okay to talk
- They will be listened to
- They feel safe and secure
- They don't face bullying or discrimination
- Their medical needs are met

## Partnership with parents and carers:

- Open & honest relationships
- Involvement at all stages of a student's education & care
- Somewhere for adults to talk and get advice & support from

## Inclusive practice:

- Helping all students to fulfil their potential
- Developing a culture where all students feel included & don't face discrimination
- Explain in clear jargon-free language with interpreter if needed

## Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children', DfE 2018 as:

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

**Safeguarding our students is more than child protection – we will promote their health & well-being and ensure their personal and emotional development**

## Safeguarding policies, procedures and guidance:

- Accessible for parents, carers, students and staff
- Following national and local guidance
- Updated annually to reflect best practice

## Early help:

- Identification of students with additional needs
- Multi-agency support and intervention
- Safe & secure information sharing & communication
- Early help assessment of need

## Well trained volunteers, staff & management:

- High quality training & support
- Clarity & confidence about day-to-day expectations
- Working together to safeguard & support students & their families

## Safe recruitment, selection & management practices:

- Ensure unsuitable people do not work with children & young people
- Following national & local guidance
- Positive culture and environment

## To promote good practice we will follow these guidelines when working with children & young people and their parents & carers:

- Be clear about our safeguarding duties & responsibilities with all staff, volunteers, children, young people, parents & carers
- Discuss all safeguarding needs of a child or young person with their parents and carers (where appropriate) openly, honestly and as early as possible
- Ensure that all decisions that are made with the family put the safety & well-being of the child first
- Arrange meetings at times & locations that enable parents and carers to attend & consider their wishes about who else should attend
- Provide a comfortable and confidential room to meet in
- Ensure that people feel they will be listened to and their viewpoint valued
- Ensure that discussions are easily understood, using appropriate means of communication & interpretation, without relying on family members
- Recognise that age, development & culture can affect a person's understanding of an issue
- Ensuring that young people with sufficient understanding know they can talk to you without the knowledge or involvement of their parents & carers
- Ensure that children and young people know the limits of confidentiality
- Support & advise parents & carers about how to discuss issues with children and young people
- Work with other practitioners to intervene quickly to provide support and assessment to meet a child, young person and their family's needs
- Discuss and agree requests for support with the child and family as appropriate
- Consider support networks and coping strategies for the child or young person
- Ensure our support complies with ethical & diversity guidelines for our service
- Inform children, young people & their families about our setting's complaints procedure

## Our education setting will:

- Follow all policies and procedures with regard to individual and organisational safeguarding roles and responsibilities
- Clearly identify our Safeguarding Children Team to students, parents, volunteers and staff & ensure they have the appropriate resources to fulfil the role
- Ensure all supply, temporary & permanent staff & volunteers are appropriately trained to safeguard children, know their responsibilities & who to refer concerns to
- Monitor & support children & young people who have safeguarding needs and ensure they have effective support to communicate with staff and feel valued
- Provide curriculum-based awareness education of abuse, neglect, online safety, healthy relationships, bullying, exploitation, etc.
- Ensure that parents & carers can understand & fully access all of our safeguarding policies and procedures & include a summary of our safeguarding responsibilities in the prospectus and on our setting's website
- Develop an understanding of other practitioner and agency roles and responsibilities to safeguard children, young people and vulnerable adults
- Keep confidential & securely stored safeguarding records, share information & communicate appropriately with other agencies & attend meetings & conferences as required
- Ensure all staff are aware of how to deal with allegations of abuse made against members of staff & volunteers, and are supported to do so

## Useful resources:

- [Working Together to Safeguard Children, DfE 2018](#)
- [Keeping Children Safe in Education, DfE 2019](#)
- [SCSP Child Protection & Safeguarding Procedures Manual](#)

## Useful policies on the [Safeguarding Sheffield Children website](#), Education: policies, procedures & guidance:

- [Behaviour Guidelines](#)
- [Training Pathway](#)
- [Allegations of Abuse against Teachers and Staff in Education](#)



**Abuse & neglect are rarely standalone events covered by one definition or label.**  
**In most cases, multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

They may be abused by an adult or adults or another child or children.

**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 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 the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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 frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect may occur during pregnancy, for example, 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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

*[Keeping Children Safe in Education, DfE 2019](#)*

**Useful learning briefs on the [Safeguarding Sheffield Children website, Learning from Practice](#) include:**

- [Intrafamilial Sexual Abuse, June 16](#)
- [Sexually Harmful Behaviour, March 14](#)
- [Neglect \(2\) March 2017](#)
- [Neglect & Weight Gain, March 16](#)

**A relationship of trust applies to staff and volunteers in a position of power or influence over a person who is attending and/or receiving education at their setting.**

This could mean someone who provides training, care and/or supervision for a person.

The 'person' (in this case a pupil) could be someone who is under 18 years old, or who is over 18 and considered to be a 'vulnerable' adult, e.g. they have a serious disability or mental ill-health.

This power or influence might be abused to persuade, encourage or intimidate a child or young person into certain behaviours or activities.

All education setting staff must recognise the responsibility they have to ensure they do not abuse their positions of trust.

The [Sexual Offences Act 2003](#) helps to protect people from sexual harm.

Whilst the legal age of consent to sexual activity is 16 years, 'position of trust' offences were extended in this legislation to protect 16 and 17 year olds and vulnerable adults from sexual abuse by people in positions of trust and authority.

## **All settings should ensure that staff have:**

- Access to and understanding of the policy about 'Abuse of Trust'
- An explanation of the relationship between the Code of Conduct and Abuse of Trust
- An explanation of their responsibilities in a relationship of trust and the sanctions for abuse of that trust
- An full understanding of how to report any suspicions of abuse of trust

## **Some signs to look out for:**

- Staff member giving pupil extra attention; spending time with them on their own in private or isolated areas, and/or outside working hours
- Staff member giving gifts, money etc.; being affectionate with pupil; visiting at home, making friends with parents or carers
- Staff member flirting with or making suggestive remarks or sexual comments around pupil
- Other pupils making jokes or references about a member of staff & a specific child

## **'Position of Trust' offences include:**

- Causing or inciting a child or young person into sexual activity
- Engaging in sexual activity in the presence of a child or young person
- Causing a child or young person to watch a sexual act

## **There are 2 exceptions to this application:**

- Where a person is legally married to, or in a civil partnership with, the young person
- Where a lawful sexual relationship existed before the position of trust arose

## **Staff and volunteers should ensure that:**

- All relationships remain professional and are appropriate to the child or young person's age & understanding
- Their language and conduct do not give rise to speculation

**Sometimes staff or volunteers may meet children, young people or vulnerable adults who display attention-needing behaviours, or profess to be attracted to them.**

- Staff should deal with those situations sensitively and appropriately
- Ensure that their own behaviour cannot be misinterpreted
- Ensure that a senior colleague is made aware of the situation immediately

## **Useful links/resources:**

- [Sexual Offences Act 2003](#)
- [NSPCC Sexual Abuse guidance](#)
- [NSPCC Protecting children from abuse of position of trust](#)
- [Working with Sexually Active Young People, Sheffield Children Safeguarding Partnership](#)
- [Keeping Children Safe in Education, DfE 2019](#)
- [Care Act 2014](#)

[Safeguarding Sheffield Children website, education, policies, procedures & guidance:](#)

- 'Allegations of Abuse against Staff/Volunteers
- 'Safeguarding Adults',



The Care Act 2014 places a legal requirement on all agencies to ensure that all adults (aged 18 & over) can live without the risk of, or actual, harm or abuse.

Adults with care & support needs, e.g. visual or hearing impairment, physical or learning disability, physical or mental ill health, may be less able to protect themselves and struggle to tell anyone.

Education settings sometimes have concerns about an adult pupil, and /or adults in a pupil's family.

The duty to safeguard applies to an adult who:

- Has needs for care and support, and
- Is experiencing, or at risk of, abuse or neglect
- As a result of their care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect

#### Examples of adult harm are:

- **Physical:** e.g. hitting, slapping, pushing, kicking, mishandling of medication, restraint, sanctions
- **Sexual:** e.g. rape, sexual assault, forcing adults into sexual acts they don't want/can't consent to
- **Psychological:** e.g. threats, humiliation, blaming, controlling, intimidation, harassment, verbal abuse, cyber-bullying, isolation
- **Financial or material:** e.g. theft, fraud, internet scamming, coercion with financial affairs, misuse of property, possessions or benefits
- **Neglect & acts of omission:** e.g. ignoring medical, emotional or physical care needs, stop access to health, social care or educational services, inadequate heating, self-neglect
- **Domestic violence:** psychological, physical, sexual, financial, emotional abuse, 'honour' based violence, forced marriage
- **Discrimination & hate crime:** e.g. harassment, bullying, violence due to gender, gender identity, age, disability, sexual orientation, religion
- **Modern slavery:** trafficking & being forced into abuse, servitude, inhumane treatment
- **'Mate' crime:** befriending someone to control money, steal food, hurt or intimidate them
- **Hate Incidents:** actions that are not crimes, but cause upset and harm
- **Organisational abuse:** poor care, neglect, staff behaviour; restricted contact, lack of choice about when to eat, get up, go to bed etc.
- **Exploitation by radicalisers:** persuaded or bullied into terrorist actions

#### Procedure for responding to concerns:

If you are concerned that an adult:

- Is in need of services
- Has had their capacity to provide adequate care to a child affected by their vulnerability
- May be suffering abuse or exploitation

#### The staff member, student or volunteer should:

- Ensure the safety of everyone involved
- Obtain the necessary information to make an informed referral
- Discuss immediately with your Designated Safeguarding Lead (DSL) or Deputy (DSD)
- Document the incident & actions in writing and keep in the related child's safeguarding file

#### Do not:

- Make promises or agree to secrecy
- Investigate yourself
- Ask leading questions

#### Your DSL/DSD should seek advice from:

**Adult Safeguarding tel. 0114 2736870**

**If appropriate, pass on the concerns to one of the referrer agencies:**

**Adult Access Team (2734908)**

**South Yorkshire Police (101)**

**In an emergency ring 999**

The '[Safeguarding Adults – Guide for the Public](#)' leaflet includes a concern form for reporting adult harm & abuse

#### Useful links:

- [Adult Safeguarding Partnership, Sheffield City Council](#)
- [Care Act 2014 – Safeguarding Adults](#)
- [Care and Support Statutory Guidance, DoH \(updated 2018\)](#)
- [Care Act Fact Sheets, DoH](#)

# Allegations of abuse against staff & volunteers

## These procedures apply to an adult who works (paid or unpaid) in an education setting & has:

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

[Working Together to Safeguarding Children, DfE 18](#)  
[Keeping Children Safe in Education, DfE 19](#)

## All allegations should be:

- Dealt with by the Head Teacher, Principal, Proprietor, Chair of Governors/Management Committee (i.e. the Case Manager)
- Responded to quickly, fairly & consistently, protecting the child or young person whilst supporting the person subject to the allegation
- Systematically recorded by the LADO & Case Manager, detailing all decisions & actions

The Case Manager should inform the LADO **within one working day** of an allegation that may meet the criteria above, to consider the nature, content & context & agree a course of action (see process checklist overleaf).

## Employers have a 'duty of care' and should:

- Act to minimise the stress in this process
- Inform employees as soon as possible unless the police object
- Provide appropriate support to employees
- Appoint a named person to keep the employee informed of the progress of the case
- Advise employee to contact their trade union
- Give access to welfare counselling or medical advice if provided by the employer
- Maintain confidentiality
- Advise all parties about reporting restrictions preventing the publication of material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil/student from the same school or college

## Considerations:

- Apply procedures with common sense & judgement
- If the allegation is about physical contact, the strategy discussion should consider whether 'reasonable force' has been used
- All options to avoid suspension should be considered prior to taking that step
- If investigation by the police or children's social care is unnecessary, the Case Manager should consider further options with the LADO
- Resignation/ceasing service provision should not prevent an allegation being followed up
- 'Compromise agreements' must **never** be used
- Referral to the [Disclosure & Barring Service](#) (DBS) must be made if the criteria are met
- Cases in which an allegation was proven to be false, unsubstantiated or malicious should **not** be included in employer references
- A phased return and/or the provision of a mentor may be appropriate if staff have been away from work during investigation

At the end of a case where the allegation is substantiated, the LADO should review the case with the case manager and Safeguarding Children Advisor, Education, to identify any improvements that are required.

The Designated Safeguarding Lead/Deputy should **ONLY** liaise with the "case manager" & LADO about child protection concerns and **NOT** about employment issues concerning the staff member or volunteer.

## Local Authority Designated Officer (LADO):

tel. 0114 2734850

### To make a referral:

- download & complete the [LADO request form](#)
- **securely** email to [lado@sheffield.gcsx.gov.uk](mailto:lado@sheffield.gcsx.gov.uk)

**Do not investigate this matter yourself before getting advice and support from the LADO**

## Potential outcomes:

- **Substantiated:** sufficient evidence to prove allegation
- **Malicious:** sufficient evidence to disprove the allegation & a deliberate act to deceive
- **False:** sufficient evidence to disprove the allegation
- **Unsubstantiated:** insufficient evidence to prove/disprove allegation, not implying guilt or innocence



## Process checklist:

### Action required to secure the immediate safety or well-being of child/young person:

- Does the child/young person need medical attention, to be removed from the scene of an incident, a member of staff to look after them until their mother, father or carer arrives?
- Report incident/concern to Head Teacher, Principal, Chair of Governors, Head of Service etc immediately

### Action required from Head Teacher, Principal, Chair of Governors, Head of Service etc:

- Do the **police** need to be involved immediately, e.g. if there is an immediate risk to children or if an offence has been committed?
- Record dates/times of alleged incidents, details of those involved and any potential witnesses
- Gather & secure any already existing evidence, but **do not take statements**, this is a police role
- Listen to the child/young person, encourage them to speak but do not lead or probe
- Verify that the alleged event(s) could have happened: e.g. was the member of staff on duty and present when the alleged incident took place? Are there potential witnesses?
- **Contact the LADO immediately** if advice is needed, otherwise email the information via LADO request form using **secure email** (e.g. encrypted attachment) or fax.

**The LADO will determine the nature and scope of the investigation and consultation with the police/social care; responsibility for employment matters rests with employer but will form part of the advice given.**

- After consultation with the LADO, inform the accused person, providing them with as much information as possible, unless the police and Children's Social Care are involved and need to agree what information to disclose
- Consider whether suspension is needed or if an alternative arrangement can be made until the allegation is resolved
- Inform mothers, fathers or carers as soon as possible (or as advised, if police/social care need to be involved or a strategy discussion is required)
- Contact your Human Resources Service, especially if suspension or other action is being considered pending an investigation
- Decide what, if anything, you can tell other staff members, considering confidentiality, the views of the member of staff and their representative
- No details should be discussed with other people – all staff must observe confidentiality
- All parties should be advised about reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil/student from the same school or college

## Useful web links/resources:

- [Keeping Children Safe in Education, DfE 2019](#)
- [Working Together to Safeguard Children, DfE 2018](#)
- [Sheffield Children Safeguarding Partnership Safeguarding & Child Protection Procedures](#)

**Related documents:** [Safeguarding Sheffield Children website, education, policies, procedures & guidance:](#)

- |                        |  |
|------------------------|--|
| • Abuse of Trust       | • Designated Safeguarding Lead & Deputy Role |
| • Behaviour Guidelines | • Governing Body Safeguarding Role           |

Sheffield Local Authority (SCC) oversees & maintains the Alternative Provision Network (APN) to support schools who direct a pupil off-site for education to improve behaviour, by offering a number of programmes for key stage 1 to 4 pupils.

Alternative provision (AP) should identify & meet the needs of the student to overcome barriers to attainment and improve motivation, self-confidence, attendance & engagement.

Responsibility for safeguarding pupils in alternative provision rests with the referring school or college.

Many of these students will be vulnerable & all will require good safeguarding practices to be in place.

## Supporting students - school should:

- be satisfied that the alternative provider is meeting the needs of the pupil
- obtain written confirmation from the provider that all necessary vetting & barring checks have been carried out on provider staff

[Keeping Children Safe in Education, DfE 2019](#)

All students should have a regular opportunity to talk to someone from the school or college about their placement & any issues that concern them, in a safe, private and comfortable environment.

## Personalised plans:

- The nature, objectives & timescales of the intervention should be agreed, clearly defined, recorded, monitored and shared appropriately with the provider, school, parents and student where appropriate
- Pupil progress should be regularly reviewed including frequent visits to the provider
- Where reintegration to the school is an objective, there should be an assessment of when the pupil is ready to return and an appropriate package of support provided by the school to assist their reintegration
- Plans should also be linked to other relevant information e.g. 'Education, Health & Care Plans' for children with [Special Educational Needs and Disability](#)

Visit our new web pages for

['Alternative Education Providers \(SCC\)'](#)

to find out more about training, the DSL/D role and online-safety provision

All providers **must** have safeguarding policies & processes which include:

- A robust process for all staff to record safeguarding concerns for students
- This information should be kept in a secure, individual paper or electronic safeguarding file
- The safeguarding file should include all information & actions for the student where safeguarding issues have been identified
- An **immediate** process for:
  - Staff to pass on all safeguarding concerns to their Designated Safeguarding Lead/Deputy (DSL/D) or Provider Manager
  - The DSL/D or Manager to refer all concerns about a student at risk of significant harm, to Children's Social Care
  - The DSL/D or Manager to share all concerns with the school DSL/D and record that this has been done
  - Referring any child or young person not on school roll to the **Children Missing from Education Team** tel.: 2736462 (see policy ['Children Missing from Education'](#))

All documentation **must** follow data protection guidance, be jargon free and address all special educational needs, literacy & safeguarding issues.

**The Quality Assurance & Involvement Service (QAIS) supports & trains the Alternative Provider Network.**

**However, if a school sets up a contract with an independent provider it is the schools responsibility to ensure it is:**

- Registered & of good quality
- Delivered by high quality staff with suitable training, experience and safeguarding checks in line with DfE regulations.

For further information contact the Progression Team via: [Daina.Cummings@sheffield.gov.uk](mailto:Daina.Cummings@sheffield.gov.uk)

## Safeguarding students over 18 years old:

People who are over the age of 18 who have safeguarding issues are called '[vulnerable adults](#)'.

Issues for students over 18 and for e.g. their parents or carers, must be discussed with the school DSL/D & referred to:

[Report Adult Abuse](#) tel. 2734908



### The school or college should ensure that:

- All students considered for alternative provision should be discussed with your Designated Safeguarding Lead/Deputy (DSL/D) prior to referral to identify historic & current safeguarding needs & placement suitability
- Your DSL/D has shared all **appropriate** safeguarding information about the student with the provider DSL and parents or carers before the placement begins
- The student is visited at the provider setting **regularly** by safeguarding trained staff who are aware of the safeguarding needs of the student
- Staff accompanying primary school pupils must have had appropriate safeguarding training and be aware of the pupils safeguarding needs
- Where safeguarding concerns are raised, visits should be more frequent and all concerns and actions followed up appropriately
- The student has a regular opportunity to talk **privately** to school staff about their placement & any issues that concern them
- Pastoral support is provided to all students on placement as needed
- All students on the school roll are supported to feel part of the school whether they attend the school regularly or not
- **Daily** checks of student attendance at the provider are made through the online register and concerns & absences followed up

### The school & the provider should:

- Have an up-to-date safeguarding children policy that staff can access & easily understand
- Provide Sheffield Safeguarding Children Board (SSCB) 'basic' training for all staff every 3yrs
- Provide SSCB 'Advanced' initial & refresher training to their Designated Safeguarding Lead/Deputy each year
- Have regular internal staff safeguarding briefings from their DSL/D's
- Ensure good safeguarding communication between the DSL/D's for both settings throughout the placement period with agreed appropriate mechanisms of challenge

### The SCC Progressions Team ensures that:

- All contractual requirements concerning safeguarding policies, training and recruitment are complied with by the provider
- All provider staff have access to Basic Safeguarding Children in Education training every 3 years
- A Designated Safeguarding Lead (DSL) is appointed from the provider management team & has access to regular advanced training
- Staff receive regular briefings about general safeguarding issues from the DSL
- The Provider Manager or DSL will share safeguarding information with their staff **only** on a 'need to know' basis

### Alternative provision to improve behaviour:

Governing bodies of maintained schools can direct a pupil off-site for education to improve their behaviour. They must ensure that:

- parents are given clear information about the placement and how it will be reviewed
- the local authority (where the pupil has a statement of special educational needs) is given clear information about the placement
- the placement is regularly reviewed and parents are involved
- Issues about attendance are discussed immediately with the school the pupil is on roll with and shared with the school DSL/D

Although this does not apply to academies, it is an example of good practice.

### Useful resources:

- [Keeping Children Safe in Education, DfE 2019](#)
- [Working Together to Safeguard Children, DfE 18](#)
- [Special Educational Needs and Disability \(SEND\), DfE](#)
- [Alternative Provision, DfE 2016](#)

**Other useful safeguarding policies & procedures relating to education settings are available from:**

**[Safeguarding Sheffield Children website, education section](#)**

**Staff & volunteers should read these guidelines alongside their employer's code of conduct**

## DO NOT:

- Use your position to gain access to any information for your own advantage or another persons' detriment
- Intimidate, threaten, bully, coerce or undermine anyone
- Use racist, sexist, homophobic or other language or behaviour that is derogatory, discriminatory or oppressive to others
- Engage in any sexual activity (consensual or otherwise) with a child/young person or a 'vulnerable adult' who is attending your setting (It's against the law if they are under 18 years)
- Play inappropriate games with or have inappropriate physical contact with a student
- Use disproportionate force when addressing student behaviour
- Jump to any personal conclusions or assumptions about staff, volunteer's, student's or their family's behaviour
- Investigate any allegations about the behaviour of staff and/or volunteers yourself
- Make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with students
- Create a personal relationship with a student where one does not already exist
- Give **any** personal details about yourself or others to a student unless you have agreed this with a senior member of staff
- Personally befriend or communicate with a student via internet accounts, social networking, apps or other electronic medium
- Rely on your good name or reputation to protect you if you behave inappropriately - it may not be enough

## DO:

- Encourage discussion about safeguarding amongst staff, governors, volunteers, students and their families
- Report all health & safety issues without delay
- Keep students safe and protect them from physical, sexual and emotional harm & neglect
- Treat **everyone** with respect, and look after yourself
- Be a positive role model and behave in a way that you wish others to follow
- Work with another appropriate adult in all planned activities whenever possible
- Risk-assess all situations when you are working alone with a student and ensure you can be seen and/or heard by others if possible
- Respect peoples' right to personal privacy (unless need to breach in order to safeguard)
- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like
- Report and challenge all inappropriate and/or abusive activities, including ridicule, threats, intimidation, bullying and discrimination
- Familiarise yourself with all aspects of your settings' code of conduct and whistle-blowing policies
- Report any gifts or money you are given as part of your role at work, and ensure they are not of significant value or intention
- Give gifts (never money) to students **only** as part of an agreed reward system
- Report all concerns and allegations of abuse of students or vulnerable adults, directly to your Designated Safeguarding Lead, Head Teacher or Senior Manager as appropriate

**Remember:** someone may misinterpret your actions, however well intentioned

**Ask yourself:** are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?



Documenting safeguarding concerns is vital to the effective safeguarding of children and young people.

Safeguarding records are kept for many years & must be fully understood even after they have left your education setting.

## All documents should:

- Be factual, evidenced, concise, complete, accurate and objective
- Include full names, dates, role/relationship to student
- Be securely stored (physically or electronically)

A safeguarding file should be set up for each student when a safeguarding concern is identified.

## The file should be in date order & have a:

- Front sheet with basic details of the student
- Chronology of the contents
- Record of all discussions and meetings relating to the student and their family
- Copy of any other documents e.g. assessments, minutes of conferences, core groups etc.

## Each file record should include:

- Date and time of:
  - writing the record
  - when an incident and/or concern began
- Details of your concerns, what gave rise to them, and any discussions about this (including with Designated Safeguarding Lead/Deputy)
- All actions you have taken
- The extent and nature of any involvement by other professionals, and their full details

## Storage:

- All individual hardcopy safeguarding files should be stored in a locked cabinet
- Access to child protection information is only via the Head Teacher, Designated Safeguarding Lead or Deputy (DSL or DSD)
- Early intervention information should be securely archived until 25 years after last action
- Child protection information should be securely archived at least until the subject is 85 years old (currently indefinitely until further direction from the Independent Inquiry into Child Sexual Abuse)

## E-storage:

- Always seek specialist advice
- Encryption of files is strongly advised
- If using password protection, ensure the Head, DSL & DSD all have the password, **but do not share it with others**
- Passwords should use a standard formula that is **strong** and **memorable**
- If using 'restricted access' folders, check if they can be over-ridden by your IT technicians
- Tightly manage access & permissions, disable promptly when staff leave or change role
- Check that archived e-files do not have digital continuity and/or password protection limitations
- If using '[cloud software storage](#)' ensure that it is secure, subject to UK law and meets all data protection requirements & handling standards

## Sharing information:

Appropriate levels of information must be shared by the DSL/D or Head with relevant staff and other education settings. This must be done in a timely manner so they can respond effectively to the child or young person's needs.

## Transferring files:

- All safeguarding files must be securely transferred **immediately**, in person or by signed for/special delivery, to the DSL/D of the new setting (including 16+ provisions)
- Always get a receipt for any file that is passed to another setting
- You may need to keep copies of significant documents for future use, e.g. documents that originated from your agency
- If the new establishment is out of city consider if a copy of the whole file should be retained
- Any copying of documents must be subject to personal & sensitive [data processing conditions](#)
- E-transfers **must** be secure, e.g. encrypted, for **both** the sending and receiving IT systems
- Documents may be copied to the file of another child **only** if appropriate
- All DSL's receiving files must **not** dispose of any of the original contents

**All safeguarding files must be professionally written & respectful.**

**People may request access to these files or they may be used for e.g. court, case reviews, etc.**

**DSL/D's should regularly audit files to ensure standards are maintained.**

If a parent requests access to their child's safeguarding file, this is a 'Subject Access Request' and you **MUST** seek Human Resources & legal advice from your organisation. General guidance below:

### Advice in relation to the release of a safeguarding chronology or file to e.g. a Parent:

The request for safeguarding information is effectively a 'Subject Access Request (SAR)' and the Information Commissioners Office website contains useful information about the requirements to release information:

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access/>

### Subject Access Requests

The revised legislation places a duty on a data controller (in this case the education setting) to respond to a subject access request (request for personal data) within one month. The right of access to personal data belongs to the person the data is about (in this case the child). However, as the child is a minor the child's parents can be provided with the personal data if the child does not have the maturity/ability to understand it, or if the child does have maturity/ability and gives express permission for it to be released to the parents.

This would be a judgment call for the setting to make and being mindful of any sanctions that may be imposed by the Information Commissioner's Officer for releasing personal data in breach of these principles.

### Education settings should:

- acknowledge receipt of the correspondence
- confirm that this is considered a subject access request under the General Data Protection Regulation
- explain that as the information relates to the child being subject to or at risk of child abuse/ill-treatment you are lawfully permitted to refuse to release such information to parents where necessary

### In most cases, subject access requests would be dealt with in the following way:

- Send a holding response to acknowledge receipt of the correspondence confirming that a full response will be provided within one month of receipt of the request (or up to a further two months if the request is deemed to be complex)
- Confirm to parents that not all of the information requested may be retained by the setting and that you will confirm which of their questions need to be directed to the Local Authority or other agencies
- Provided free of charge. However, a "reasonable fee" can be charged for further copies of the same information and when a request is manifestly unfounded/excessive or repetitive.

### Checklists:

#### Preparing for subject access requests

- ☐ We can recognise a subject access request and we understand when the right of access applies.
- ☐ We have a policy for how to record requests we receive verbally.
- ☐ We understand when we can refuse a request and are aware of the information we need to provide to individuals when we do so.
- ☐ We understand the nature of the supplementary information we need to provide in response to a subject access request.

#### Complying with subject access requests

- ☐ We have processes in place to ensure that we respond to a subject access request without undue delay and within one month of receipt.
- ☐ We are aware of the circumstances when we can extend the time limit to respond to a request.
- ☐ We understand that there is a particular emphasis on using clear and plain language if we are disclosing information to a child.
- ☐ We understand what we need to consider if a request includes information about others.

If you require any assistance in preparing information for release to pupils or parents following receipt of a Subject Access Request, please make contact as soon as possible (see details below) and arrangements can be made for a member of the Governance Team to visit the education setting to provide practical advice:

**The Governance Team, Legal Services, Sheffield City Council, tel. 0114 273 6784 or**

**Email: [legalservicesgovernance@sheffield.gov.uk](mailto:legalservicesgovernance@sheffield.gov.uk)**

Any Sheffield school or college can contact the Governance Team for advice – there will be a charge unless they have a traded service package with Legal Services. Alternatively you can contact your HR advisor.



Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or 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.

## Like child sexual abuse, CSE:

- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative & non-penetrative) and non-contact sexual activity
- can take place in person and/or via technology
- can involve force and/or enticement, and may include violence or threats of violence
- may occur without the child or young person's immediate knowledge e.g. through copying or posting images or videos on social media
- can be perpetrated by individuals or groups, males or females, children or adults
- can be a single incident, a series of incidents, opportunistic, and/or complex organised abuse
- is typified by a power imbalance in favour of those perpetrating the abuse due e.g. to age, gender, sexual identity, cognitive ability, physical strength, status, and/or access to economic or other resources

## Top tips:

- CSE can occur without any warning signs or risk indicators being present
- The presence of indicators may also be explained by other forms of vulnerability rather than child sexual exploitation
- Clear communication and close multi-agency working is key to effective & timely responses
- Agree the role of each professional
- Planning for transitions for all needs should start early

## Avoid stereotypes:

- CSE can affect any child or young person **male or female** under the age of 18 years
- is perpetrated by men and women from **all ethnic backgrounds**

**CSE is never the victim's fault**

## A key factor is the presence of some form of exchange in return for something:

- **Tangible** e.g. money, drugs, alcohol
- **Intangible** e.g. status, protection, perceived love or affection
- **Prevention** of something negative e.g. a child engages in sexual activity to stop someone carrying out a threat to harm their family.

As this exchange occurs within an unequal power dynamic, the receipt of something by a child or young person still makes them a victim.

Consent cannot be given even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Even though the legal age of consent to sexual activity is 16 years, a person between 16 & 18 years old cannot 'consent' to abusive or exploitative sexual activity as they have legal protection as a child.

**Your safeguarding duty to protect and support does not depend on the child or young person's desire to be safeguarded:**

- Always focus on the child/young person
- Help them to understand that they are valued and listened to

## Further information & resources:

- [Sheffield Safeguarding and Child Protection Procedures](#): SCSP fact sheet and guidance
- [NSPCC](#): What is child sexual exploitation?
- [Parents Against Child Exploitation](#)
- [Barnardo's](#): advice for parents, professionals and young people
- [Child sexual exploitation: definition and a guide for practitioners, DfE 2017](#)
- [Child Sexual Exploitation, November 16](#), SCSP Learning Brief
- [Sexualised Behaviour](#), Safeguarding Sheffield Children Website

### Vulnerabilities:

**ALL children and young people can be vulnerable to sexual exploitation, but some are known to be at greater risk if they:**

- have a prior experience of neglect, physical and/or sexual abuse
- lack or have lacked a safe & stable home environment e.g. experiencing domestic violence, parental substance misuse, mental health issues, criminal activity
- have experienced recent bereavement or loss
- experience social isolation or social difficulties
- do not have a safe environment to explore sexuality
- are economically vulnerable
- are homeless or are in insecure accommodation
- have connections with other children and young people who are being sexually exploited
- have family members or other connections involved in adult sex work
- have a physical or learning disability
- are in care (particularly those in residential care and those with interrupted care histories)
- are exploring their sexual identity

### Warning signs:

- acquisition of money, clothes, mobile phones etc. without plausible explanation
- gang association and/or isolation from peers & social networks
- exclusion or unexplained absences from school, college or work
- leaving home or care without explanation and persistently going missing or returning late
- excessive receipt of texts & phone calls
- returning home under the influence of drugs or alcohol
- inappropriate sexualised behaviour or sexually transmitted infections for age
- evidence or suspicions of physical or sexual assault
- relationships with controlling or significantly older individuals or groups
- multiple callers (unknown adults or peers)
- frequenting areas known for sex work
- concerning use of internet or other social media
- increasing secretiveness around behaviours
- self-harm or significant changes in emotional well-being

### What to do next:

Any member of staff who suspects that a child or young person **may be** involved in sexual exploitation or are being groomed or exploited online, should refer their concerns to their Designated Safeguarding Lead or Deputy, who will refer the matter to Children's Social Care.

Children's Social Care will initiate a child protection enquiry and contact the Sheffield Sexual Exploitation Service to consider convening a Sexual Exploitation Meeting based on the indicators of risk.

If there are concerns about the involvement of a person who:

- works with children, and/or
- is in a 'Position of Trust'

...the **Local Authority Designated Officer (LADO)** should be informed, via a [LADO Request form](#)

Where appropriate, the child or young person's wishes and feelings, and those of their parents and carers should be sought and taken into consideration when deciding how to proceed.

However, practitioners should be aware that this may not always be in the child or young person's best interest and may put them at further risk of harm.

Some children or young people may have been trafficked and need support to access services.

[The National Referral Mechanism](#) (NRM) is the framework for identifying victims of human trafficking or modern slavery and ensuring they receive the appropriate support.



## Governors, Management Committees & senior managers need to make clear their commitment to deal effectively with Child Sexual Exploitation (CSE).

### All education settings should ensure that:

- a **trained** and regularly updated **Child Sexual Exploitation (CSE) Lead** is identified to staff & students
- the CSE Lead & the Designated Safeguarding Lead/Deputy (DSL/D) (if they are different people) work closely together
- all staff are made aware of and understand CSE indicators and referral pathways
- students are taught (age-appropriately) about:
  - CSE and how to protect themselves and each other
  - Healthy (including sexual) relationships, peer pressure, bullying, online-safety, gang activity etc. and how these topics can relate to CSE
- students know who to go to for help and support, and who to report CSE concerns to inside and outside the education setting
- relevant staff work in partnership with other agencies
- procedures are in place to gather, record and share CSE information with the Sheffield Sexual Exploitation Service, including data on pupils who run away or go missing
- they consider effective ways of raising awareness of CSE with parents and carers

### Educating children and young people – some important principles:

- **The need for early and continuous education:** students need to be educated about the risk of child sexual exploitation (and other forms of sexual abuse) before perpetrators approach them
- **Effective, age-appropriate education**, which sensitively supports younger children on these issues and which forms part of a planned programme of study across key stages
- Wider **resilience-building** work
- **Use all avenues of communication:** personal, social, health and economic (PSHE) lessons are an obvious route for educating students about the risks of child sexual exploitation and other forms of harm, as are pastoral services and school nurse services
- **Consider** how this message can be delivered outside mainstream education, e.g., in youth clubs, community settings or the family home?
- **Adopt a holistic approach:** the risk of child sexual exploitation should be part of a wider programme about sexuality and sexual development, choice and consent, healthy relationships, harmful social norms and abusive behaviours and online safety
- **Build on existing initiatives** e.g. online safety and ensure messages dovetail across these different programmes of work
- **Engage male and female** students & address the risks of perpetration and victimisation & the potential for overlap
- **Contextual considerations:** education should be delivered in a safe non-judgmental environment by credible individuals who are confident discussing the issues and able to challenge unhelpful perceptions
- **Where specific vulnerabilities** are identified e.g. going missing, gang-association or drug & alcohol misuse, more targeted work should be undertaken, while taking care to avoid stigmatisation or labelling
- **Accessible and appropriate support** should be immediately available should any issues of concern be identified during education activity

All children between the age of 5 and 16 years must be in full time education. Children are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs which they may have.

Local authorities must identify children who are living in their area and are missing from education.

A child or young person is considered to be missing from education if they are of compulsory school age and:

- Are not on a school roll
- Are not being suitably educated at home, privately or in alternative provision

Staff should be alert to safeguarding concerns such as sexual, criminal or other forms of exploitation, travelling to conflict zones, Female Genital Mutilation (FGM) and forced marriage.

Some circumstances can leave children and young people at greater risk of being missing from education, including those who are:

- In Gypsy, Roma, & Traveller communities
- Involved in the youth justice system
- Living in a refuge or fleeing domestic abuse
- Part of a homeless family
- Young runaways or missing children
- Asylum seekers, refugees, or new migrant families
- Teenage mothers
- Excluded from or not attending school
- Known to early intervention service

**Ofsted recommends that all schools should:**

- Keep travellers on roll at their 'base school' whilst travelling
- Follow agreed procedures for exclusions
- Maintain communication with the Local Authority about absence, exclusion & removing pupils from role
- Have safeguarding policies & processes that give due weight to children and young people missing from education and their potential vulnerability
- **NOT** advise pupils to stay home without an official exclusion as it is unlawful & places the pupil at risk

All schools must inform the local authority of children who start or leave the school mid-year. This must be done via Anycomms + (secure email).

Schools **must** send a Children Missing Education Team (CMET) Referral Form if they intend to remove a pupil from their admission register and obtain written confirmation from CMET before this is done.

Pupils can only be removed if they meet one of the 15 prescribed grounds by the DfE, which include:

- Registered at another school
- Subject to a school attendance order that has been changed or revoked
- Taken out of school for home education
- Moved too far away to travel to school
- Had more than 20 days unauthorised absence or not returned following agreed leave of absence, and neither the school, nor the Local Authority can locate them
- Health problems that prevent their attendance before ceasing to be of compulsory school age or they have died
- Had a custodial sentence of over 4 months
- Permanently excluded

**Schools must inform the local authority of:**

- Any pupil who fails to attend school regularly
- Has been absent without permission for 10 schools days or more

**Children Missing from Education Team  
Level 5 West Wing, Moorfoot, S1 4PL**

**Tel:** 0114 2736462 **Fax:** 0114 2735470

**Email:** [ed-missingchildren@sheffield.gov.uk](mailto:ed-missingchildren@sheffield.gov.uk)

- Identify, monitor & locate all school-aged children & young people not on a school roll
- Work with all agencies to ensure that pupils missing from education are promptly re-engaged with educational provision
- Implement procedures to locate pupils who leave the city with an unknown destination

**For further information go to:**

[Children Missing from Education, DfE 2016](#)



## **Child Protection Conferences (CPC's) are multi-agency meetings convened & chaired by the Quality Assurance & Involvement Service.**

Their purpose is to determine whether a child or young person has experienced or is likely to experience significant harm, by sharing & evaluating different agency information about:

- family history, the child's health, development & functioning, and the parent's capacity to ensure the child's safety & wellbeing
- Consider circumstances that may increase risk and any areas of disagreement
- Future action needed to safeguard & promote their welfare
- Whether they should be the subject of a 'Child in Need' or 'Child Protection' Plan; as well as:
- Nominating a lead social worker
- Identifying members of & setting the date for the first core group meeting, within 10 working days
- Setting the Review CPC date within 3 months

**An 'Initial' CPC should take place within 15 working days of the strategy discussion which decided to investigate whether or not a child or young person is at risk of significant harm.**

### **The Initial CPC should be attended by:**

- Children's Social Care
- At least two other agencies directly involved with the child or young person
- Agencies who have information about the child, parents or other family members, or with expertise in a particular area
- The child or young person, if of a suitable age & understanding and wanting to attend, and/or their advocate
- All parents, anyone with Parental Responsibility and other family members
- Foster carers (current or former)

The lead social worker must facilitate the constructive involvement of parents by providing information, considering communication needs, disabilities, child care, & the use of an interpreter (not a family member) if needed. Parents can contribute in writing if they do not wish to attend.

A parent may be excluded from the conference or have their participation restricted. If you think this is necessary you must discuss this with the CPC Chair as soon as possible.

## **Part 1 of the conference: Pre-meeting**

- The Chair will meet with the child, parents & supporters to explain the conference process and their contribution
- Professionals meet to share reports, discuss confidential information and decide the date of first core group meeting in case it is needed

## **The main conference will ensure that:**

- Parents can understand, consider & respond to information and contribute to the assessment and planning process to safeguard the child or young person
- Focus on the welfare of the child/ren in the household or wider family is maintained; **their wishes & feelings are clearly presented**; and their full needs are considered
- Strengths, concerns & risks are analysed to decide whether the child is likely to suffer significant harm
- Whether a Child Protection Plan is needed and the category of harm that applies is decided
- If a Plan isn't needed, what further help needed to support the child is considered

## **Children's participation in conferences:**

Younger children do not usually attend their conferences due to the subject matter; however, older children (secondary school age and above) should be supported to do so where appropriate. An 'Advocate' is offered to those over 5 years to help them articulate their wishes & feelings to, & understand the outcome of, the conference.

## **Responsibilities of the DSL/D:**

- Prioritise all CP Conferences
- Provide relevant information in a written report (the template is available on the [Safeguarding Sheffield Children website, education, toolkit](https://www.safeguardingsheffieldchildren.org/education/toolkit))
- Share the report with parents, translated and communicated as needed
- Record parental disagreements in the report
- Confirm whether they can attend
- Be clear about your role & decision-making mandate
- Submit the typed report to CPC Chair two working days before the conference via our secure file exchange (SFX)

**8 further copies should be brought to the conference by the attending professional.**

**The 'Core Group' is responsible for developing in detail, and implementing the 'Child Protection Plan'.**

**The core group includes:**

- The lead social worker
- The child or young person and their family
- Practitioners & carers direct involved

All practitioners are jointly responsible for actions, updates, monitoring the plan & recording the meetings. The social worker should write up and circulate these records to all core group members.

The first core group takes place within 10 working days of the initial CPC and further meetings should be held monthly.

**In the absence of the Social Worker the core group should proceed and report back to the Social Worker or their Line Manager.**

**The detailed child protection plan should:**

- Ensure the child/young person is safe from harm and their needs met
- Promote their health, development and welfare
- Support the family to safeguard and promote the welfare of the child or young person
- Be based on the 'Sheffield Single Assessment' completed by Children's Social Care

**The plan should include:**

- Nature & frequency of contact by practitioners with children and family members
- What therapeutic services are needed
- Specific, achievable child-focused strategies & outcomes : what needs to be done, why, when & by whom
- A contingency plan for significant changes
- How & when progress will be reviewed

**CP Review conferences** are held within 3 months of the initial CPC & then at least 6 monthly and:

- Receive the completed core group assessment
- Review the safety, health & development of the child & ensure they are still safeguarded
- Check that inter-agency co-ordination is functioning effectively
- Consider the child's wishes and feelings
- Consider if the plan should continue or change

**The same attendance & report requirements apply as for the initial conference.**

**The Child Protection Enquiry Team (CPET) does not take referrals.**

CPET will ask the caller if they are concerned that the child is at risk of harm.

If this is the case the caller will be put through to the **Sheffield Safeguarding Hub, tel. 0114 273 4855** to discuss a referral.

Where there are no immediate concerns about the child, CPET will now **only** carry out checks for Probation, Ofsted, CAFCASS, Fostering and Adoption.

Enquiries such as Child Protection Plan and category, previous enquiries & agency contacts, Social Care involvement dates and/or social worker contact details (if an open case) from any other agency should be made to the **Safeguarding Hub**.

**In Sheffield, all schools and colleges should complete and submit the Safeguarding Annual Report from Head Teachers/Principals.**

This report to the Sheffield Children Safeguarding Partnership (SCSP) outlines how they discharge their safeguarding duties, including:

- Attendance, reporting and involvement in CP conferences
- Numbers of children & young people attending their provision that have had a Child Protection Plan

DSL/D's can access the Quality Assurance & Involvement Service area of Schoolpoint to see if their setting has submitted this report.

The DSL/D can also update their safeguarding team details and access their safeguarding training records for the team in this area.

**Useful web links/resources:**

- [Sheffield Safeguarding Children Board Safeguarding & Child Protection Procedures](#)
- [Child Protection Conferences, Safeguarding Sheffield Children website](#)
- [Working Together to Safeguard Children, DfE 2018](#)
- [Safeguarding Annual Report from Head Teachers](#)
- [Schoolpoint365 \(Quality Assurance & Involvement Service area\)](#)



Governing bodies, proprietors & management committees should appoint a senior member of the leadership team as Designated Safeguarding Lead (DSL) & appoint one or more Designated Safeguarding Deputies (DSD's) from teaching, support/pastoral staff.

The DSL:

- Has lead responsibility for safeguarding and child protection (including online-safety)
- Must have the appropriate status, authority, time, funding, training, resources and support

DSD's should have the same training as the DSL and work with the DSL or act in their absence, but lead responsibility stays with the DSL.

**DSL/D's must have this role explicitly stated in their job description.**

**DSL/Ds manage referrals about & support staff that refer:**

- Suspected abuse to Children's Social Care
- Concerns about radicalisation to the Prevent Single Point of Contact, tel.: **0114 2734850**

**The DSL/D should refer:**

- Persons dismissed or left due to risk or harm to a child to the Disclosure & Barring Service
- Cases where a crime may have been committed, to the Police

**Work with others – the DSL should liaise with:**

- The three safeguarding partners (Health, Police, Social Care)
- The Head/Principal about e.g. ongoing section 47 & police investigations
- The "case manager" & Local Authority Designated Officer (LADO) about child protection concerns relating to a staff member
- All staff including support staff, school nurses, IT Technicians, SENCOs etc., about online, digital & other safeguarding issues & referrals
- Relevant agencies about the assessment & protection of children & attendance at strategy discussions & multi-agency meetings

**Useful links/resources:**

- [Working Together to Safeguard Children, DfE 18](#)
- [Keeping Children Safe in Education, DfE 19](#)

Keep your safeguarding team details updated on [Schoolpoint365, Safeguarding Children Teams](#) area so we can add your training records and communicate with you!

**DSLs should raise awareness to ensure that:**

- Parents are aware that referrals about suspected abuse or neglect may be made and understand the role of the setting in this
- The setting liaises with the Sheffield Children Safeguarding Partnership (SCSP) about staff training & local safeguarding policies
- Safeguarding policies & procedures are updated annually with the Governing Body, known, understood & used by all staff & made publically available (e.g. through your website)

**Training:**

DSL/D's **must** attend the Basic, Advanced Initial & annual Advanced Refresher, Prevent & other relevant courses in **Sheffield** and regularly update their knowledge & skills for:

- Staff safeguarding induction & understanding of safeguarding policies
- Early help & statutory assessment processes & children's social care referral arrangements
- Child protection conferences and core groups
- Children in need, with special educational needs & disabilities & young carers
- Data Protection Act 2018, GDPR & information sharing within setting & with outside agencies
- Keeping detailed, accurate, secure records for children with safeguarding concerns & referrals
- The 'Prevent Duty' & radicalisation
- Online safety including risks for SEND children
- Regular staff updates, a 'listening culture' & taking account of children's wishes & feelings

**Safeguarding file:**

When a child transfers to a new education setting:

- The DSL/D should share information with the new DSL/D to allow support to be in place
- All safeguarding files **must** be immediately & **securely** transferred, separately from the main pupil file, and a receipt **must** be obtained.

The current DSL/D should make the receiving DSL/D aware of the child's needs prior to the transfer if appropriate and possible.

Receiving DSL/D's should ensure that their key staff e.g. SENDCo are informed as needed.

**Availability:**

- During term time the DSL/D should be available in person or, exceptionally, by phone to discuss safeguarding concerns with staff
- The DSL/D must arrange cover for out of hours or holiday activities involving children