



New Staff, Governors, Volunteers

As a new member of staff or volunteer (including Governors) you may be in regular contact with children & young people, develop trusting relationships, observe changes in behaviour, and share their confidences or concerns.

Safeguarding and promoting the welfare of children and young people is everyone's responsibility:

- Protecting children from maltreatment
- Preventing impairment of their health & development
- Ensuring they grow up with the provision of safe and effective care
- Taking action to enable them to have the best outcomes.

How can you contribute?

- Put the welfare of the child/young person **first**
- Understand your safeguarding procedures & the role of Designated Safeguarding Lead & Deputy
- Behave appropriately at all times
- Provide a safe environment for pupils to learn
- Identify pupils who may be in need of extra help
- Act immediately if abuse is alleged or suspected
- **Never** investigate concerns yourself

Always ensure that the volunteer role:

- Is defined and understood by all
- Does not involve providing personal or intimate care to children & young people

If you receive an allegation of abuse against a member of staff, a carer or a volunteer, (from any organisation) including yourself, you must:

- Inform your Head Teacher, Principal or Senior Manager **immediately**
- If it is about the Head Teacher, Principal or Senior Manager, you must go directly to the Chair of Governors and inform them
- Do not discuss the matter with anyone else
- Document what you have been told and give the record to the Head, Principal, Senior Manager or Chair of Governors as appropriate.

If a child or young person tells you something that concerns you:

- Allow them to speak without interruption
- Accept and remember what they say
- **Never** agree to keep information confidential

Tell them that you:

- Will try to help them
- Must always pass safeguarding concerns to the Designated Safeguarding Lead or Deputy (DSL/D)

Always write down what you have been told (using the actual words said to you) and give the record to the DSL or DSD **immediately**.

Do not keep a copy for yourself.

Staff & volunteers should also be able to raise concerns about poor or unsafe practice and potential failures through their setting's **whistleblowing procedures**.

Recruitment checks:

Depending on the type of education setting, anyone in paid or voluntary work may need to complete the following:

- Identity, DBS, teacher prohibition and barred list checks
- A Childcare Disqualification declaration.

For further information go to: [Keeping Children Safe in Education DfE 2016](#), Part 3).

You should have **Safeguarding Induction** from the Designated Safeguarding Lead or Deputy at your setting as soon as you start, which includes:

- **Your safeguarding policy & procedures**
- **Whistleblowing procedures**
- **Staff behaviour policy (safeguarding)**
- **The role of Designated Safeguarding Lead and Deputy (DSL/D)**
- **Keeping Children Safe in Education, DfE 2016 (Part 1 as minimum)**
- **Using mobiles, cameras & IT equipment**

All staff must receive 'Basic' safeguarding children training from the Sheffield Safeguarding Children Board every 3 years, and regular updates from the DSL/D within the setting.



One to One Working

Situations of one-to-one working between staff & students are sometimes appropriate, depending on your role within the education setting, e.g. finishing work after class, support for vulnerable children and young people, disciplinary situations, etc.

However one-to-one working should only take place with the explicit agreement of your Head Teacher, Principal or Senior Manager and the mothers, fathers, or carers of the child or young person, as appropriate.

Before this situation arises, adults **must** be given appropriate 'Safeguarding Induction' about:

- Safeguarding children and young people
- The use of any areas of the workplace which may place themselves or children/young people in vulnerable situations.

All reasonable and sensible precautions must be taken to ensure the safety and security of both the child or young person and the adult.

If one-to-one contact is appropriate and/or necessary then the setting is responsible for assessing any risk the situation presents and judge how best to avoid or minimise it. This risk assessment should be reviewed regularly.

If the risk is viewed as unacceptable then staff and students should not be put in that position.

Staff involved in one to one working should:

- Ensure a risk assessment has been completed and that safeguards are in place
- Inform someone about the activity, location, & likely duration & when it has ended
- Avoid working in isolated parts of the building, and leave the door ajar if possible so you and the child can be seen or use a room with visibility through a window or door panel
- Where this is not possible then alternative safeguards should be put in place
- Consider issues of gender, religion and cultural issues for the child/young person

It is important to ensure that the child or young person feels at ease at all times and that they do not misconstrue people's actions or intentions:

- Make sure the child or young person is comfortable with the arrangement, e.g. environment, gender or cultural issues about the supervising adult, etc.
- Avoid unnecessary physical contact, e.g. sitting too close
- Any incidents of distress, anger or other concerns which arise during a one-to-one activity should be reported to a member of the senior leadership or management team **immediately**
- All incidents should be followed up with a detailed written report including names, dates, and times etc.

Volunteers who are left unsupervised with students are considered to be in 'regulated activity' and would need appropriate DBS and other checks before this happens.

If a volunteer is to work alone with a student this must be agreed with a senior manager, the student and the parents or carers beforehand.

Useful web resources:

- [Keeping Children Safe in education, DFE 2016](#)

Related policies can be found on the Safeguarding Sheffield Children website, schools and other education settings section, [policies and procedures](#):

- **Behaviour guidelines for staff & volunteers, Sept 16**
- **Allegations of Abuse against Teachers and Staff in Education, Sept 16**
- **Recording & File Transfer, Sept 16**
- **Personal Care, Sept 16**
- **Transporting Pupils, Sept 16**
- **New Staff, Governors and Volunteers, Sept 16**



Parental Responsibility

Parental responsibility (PR) is defined in law as being the rights, duties, powers and responsibilities a parent has to their child and the child's property.

They include providing a home, financial support, protecting and maintaining the child, disciplining, choosing and providing for education, agreeing to medical treatment, naming the child and agreeing to any change of name and looking after their property.

Who has parental responsibility? (England & Wales):

The **birth mother** has parental responsibility unless it has been taken away by a court order.

The **birth father** has parental responsibility:

- If he was married to the mother at the time of birth, or they got married after that date
- By jointly registering the birth of the child with the mother (after 1/12/2003)
- By getting a parental responsibility agreement with the mother or a parental responsibility order from a court

Same-sex partners who:

- Were civil partners at the time of donor insemination or fertility treatment
- Weren't civil partners at the time of treatment but have:
 - applied for parental responsibility if a parental agreement was made
 - become a civil partner of the other parent and made a parental responsibility agreement
 - jointly registered the birth

Who else could have parental responsibility?

- An adult who has been granted a Child Arrangements or Special Guardianship Order by the court
- The child's legally appointed guardian or adoptive parents
- The local authority if it is named in the care order for a child.

Applying for Parental Responsibility:

- If you're not the mother, you can apply to court to get parental responsibility
- You need to be connected to the child, e.g. as their father, step-parent or second parent.
- More than 2 people can have parental responsibility for the same child.

If someone new gets parental responsibility, do others lose it?

Not necessarily, several people can have parental responsibility at the same time.

Adoption and care proceedings can take parental responsibility permanently away in the final stages.

Parental responsibility can be lost where:

- The parent dies
- The child is formally adopted
- A person was given parental responsibility through a court order, and the order was later revoked by the court
- A local authority has a Care Order and the order was later revoked by the court
- A guardian is replaced in court by another guardian

For further information about children born in Scotland, Northern Ireland or outside the UK, go to:

Parental Rights & Responsibility, Gov.UK

Advice & support about fostering & adoption:

Families, Adopters & Carers Team (FACT)

Tel 2734998, Mon–Fri, 1.00–4.00pm

Email: adoptionsupport@sheffield.gov.uk

For further information (practitioners only) contact:

Safeguarding Sheffield Children Advisory Service

Tel 2053535, Mon – Fri 9-4.30pm



It is important that settings are aware that parents may be recognised differently under education law than under family law.

For the purpose of education, the Education Act 1996 (s576) defines a 'parent' as:

- All biological parents, whether married or not
- Any person who has parental responsibility for a child or young person e.g. a step-parent, guardian or other relative
- Any person who has **care** of a child or young person i.e. if they are the person with whom the child lives and who looks after the child, irrespective of what their relationship is

Staff must treat all parents equally, unless there is a court order limiting an individual's exercise of parental responsibility.

Everyone who is a parent (as above) has a right to participate in decisions about a child's education and receive educational information about the child, even if the main contact is a different parent e.g. with whom the child lives on school days.

Individuals who have parental responsibility for, or care of, a child have the same rights as natural parents, for example:

- To receive information, e.g. pupil reports
- To participate in statutory activities, e.g. vote in elections for parent governors
- To be asked to give consent, e.g. to the child taking part in school trips
- To be informed about meetings involving the child, e.g. parents evenings or a governors' meeting to discuss the child's exclusion.

Useful web links & resources:

- [Parental Rights & Responsibility, Gov.UK](#)
- [Understanding and dealing with issues relating to parental responsibility, DfE 2016](#)
- [Family Lives helpline \(formerly Parentline\): tel. 0808 800 2222](#)
- [Relationships - Citizens Advice](#)
- [Splitting Up? Put Kids First](#)
- [Children And Family Court Advisory and Support Service \(CAFCASS\)](#)

Changing a surname:

A change of surname is a private law matter and should be resolved between parents. Where the parents have divorced, settings should ensure that a child's surname is not changed without written consent of the 'other parent' or by anyone else who has parental responsibility for the child.

Where a child is subject to a Special Guardianship Order, no-one can change the child's surname without either the written consent of every person who has parental responsibility for the child, or the agreement of the court.

Top Tips:

- Certain decisions about children and young people can only be made by the parent or carer with 'PR' e.g. non-emergency medical treatment
- As well as the full contact details of all parents, keep a record of who has 'PR' e.g. on your admissions register and pupils' records and ensure that they are forwarded to any education setting that a pupil moves to
- Do not get involved in child arrangement disputes between parents, this is not your role
- If parents cannot agree arrangements informally, direct them back to court to determine exactly what decisions each parent can make in respect of the child
- Ensure that details of court orders are noted in pupils' records
- Ensure that you have full contact details of who to contact in the case of an accident or medical emergency

'The welfare of the child must be the paramount consideration for schools. In the event of a concern being raised where the school is unclear how to act, independent legal advice should be sought to ensure that a parent's rights and responsibilities are not infringed and the actions of the school are compliant with education'

Understanding and dealing with issues relating to parental responsibility, DfE 2016



Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults and sexting.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical.

School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use the guidance on this page to help.

Other useful policies in the [Schools & other education settings section of the Safeguarding Sheffield Children website:](#)

- **E-Safety & Cyber-bullying, Sept 16**
- **E-Safeguarding, Sept 16**
- **Photographs, Video's & Other Images, Sept 16**
- **Mobile Phone Use by Pupils, Sept 16**

Recognising peer abuse:

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Cyber-bullying & sexting happens 'online' through information technology with a widespread audience & devices to communicate through.

This form of bullying can occur at any time in or outside of school or college but should be assessed by staff if it involves a student.

Taking Action:

- **Always take complaints seriously**
- **Never ask a student for a written statement, it can interfere with a criminal investigation**
- **Assess needs of victim and perpetrator**
- **Consider referral to Police or Social Care**
 - **Contribute to multi-agency assessments**
 - **Convene a risk management meeting**
 - **Record all incidents and all action taken**



Governors should ensure that their policy:

- Includes procedures to minimise the risk of peer abuse
- Sets out how allegations will be investigated and dealt with
- Reflect the different forms this abuse can take and make clear that it is abuse and should not be tolerated
- Is clear to parents, students & staff so they are able to respond to incidents quickly
- Is clear about how victims and perpetrators will be assessed and supported
- Is regularly evaluated and updated
- Identifies resources to help with particular problems
- Addresses effective staff training which helps staff to understand their legal responsibilities, how to resolve problems, and where to seek support
- Makes it easy for pupils to report all forms of bullying so that they are assured that they will be listened to and incidents acted on
- Ensures that disciplinary processes are applied fairly, consistently and reasonably and take account of special educational needs, disabilities and vulnerability of students

Schools & colleges should:

- Have an ethos where students & staff treat each other with respect and understand how their actions affect others
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between pupils which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students & parents to ensure they know what to do to prevent & report concerns
- Create an inclusive, safe environment where pupils can openly discuss issues without fear
- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual and transgender pupils
- Work with the wider community & agencies to tackle issues that occur outside the setting

Multi-agency approach:

If a child or young person has harmed someone, all agencies must be aware of their responsibilities to both the victim and the alleged abuser.

The needs of the victim/s must always be paramount and separate multi-agency management and assessment of both the victim and the alleged abuser is essential.

Multi-agency assessments of both the victim and perpetrator should consider the:

- Nature and extent of the abusive behaviour, using expert professional advice if required
- Context of the behaviour including unmet developmental and behavioural needs
- Child or young person's family and social circumstances
- Risk to self and to others, including household, extended family, school, peer group or wider social network

Decisions for local agencies include:

- What is the most appropriate course of action within the criminal justice system?
- Whether the victim/abuser should be the subject of a child protection conference
- What action is required from agencies to address the needs of the young abuser

Remember: If child or young person has or is likely to suffer significant harm, refer to Police and/or Social Care immediately

A young abuser should be the subject of a child protection conference if considered to be at continuing risk of significant harm.

Useful links and resources:

- [SSCB Child Protection & Safeguarding Procedures](#)
- [Working Together to Safeguard Children, DforE 2015](#)
- [Bullying UK](#)
- [Childline \(NSPCC\) at: 0800 1111](#)
- [Bullying at School](#)
- [Stonewall - various resources](#)
- [Anti-Bullying Alliance](#)
- [Child Exploitation & Online Protection Centre](#)



Personal Care

The need for personal care of a child or young person may occur from time to time in education settings.

This guidance is for general purposes. Where regular, specialist care or equipment is needed this should be subject to an **individual care plan**.

The provision of personal care is routine in early years settings particularly for the youngest children.

It is also part of the routine care for some children and young people with a disability.

It is good practice to permit and promote the greatest level of self-care and independence for each child and young person.

Personal care issues should never be a barrier to a child attending any education setting.

Personal care includes:

- Body bathing (including showering) other than to arms, face and legs below the knee
- Toileting and incontinence care
- Menstrual hygiene
- Dressing and undressing
- Application of medical treatment other than to arms, face and legs below the knee
- The safe disposal of pads/nappies and waste into appropriate bins

Disabled children often receive intimate personal care, possibly from a number of carers, which may increase the risk of exposure to abusive behaviour. For more information go to:

[NSPCC – Safeguarding deaf & disabled children](#)

Education settings with provision for under-fives must ensure there are suitable hygienic changing facilities for children who are in nappies.

For further information about the 'Safeguarding and Welfare Requirements' for under 5's, go to Section 3:

[Early Years Foundation Stage 2014](#)

General principles for personal care:

- Needs vary between individuals – personal care should always be provided sensitively
- Personal care is a 'regulated activity' – all staff designated to carry out this work should have all appropriate pre-employment and vetting (including DBS checks) completed and in place
- All staff involved in personal care should receive appropriate guidance & training
- This area of work should **never** be provided by volunteers
- Where possible the pupil should consent to the care being carried out
- The pupils preferences should be considered and their privacy, dignity and appropriate confidentiality seen as paramount
- Consider gender, religious & cultural issues
- Care should be provided at the point of need and undue delay should be avoided
- Where possible provide the pupil with supervision & guidance, intervening only where necessary or if the pupil asks for help
- Where concerns exist about staff vulnerability during personal care, a risk assessment should be completed and appropriate safeguards put in place

Best practice is to assess the needs of the pupil on a regular basis

Related policies on the [Safeguarding Sheffield Children website](#):

[> Early years and childcare section:](#)

- Personal Care (Early Years)

[> Schools & education settings > policies & procedures section:](#)

- First Aid and Medicines, Sept 16
- Behaviour guidelines for staff and volunteers, Sept 16
- Vetting, Barring & Recruitment, Sept 16
- Showers & Changing Rooms, Sept 16



Photographs, videos, & images

The increasing use of digital technology presents a number of risks for children, young people and their families; mainly due to the way it is used rather than the technology itself.

There are a number of things to consider when taking and using images of children and staff to ensure that safeguarding issues are taken into account, e.g. children and families (pupils and staff) fleeing domestic abuse may be recognised via photos & their whereabouts revealed to an abusive partner.

Steps that must be taken:

- Get **informed written consent** of everyone appearing in the photograph, video image etc. including staff, parents and carers of pupils, **before** it is created
- Be clear about the **purpose & audience** for the image
- If you use images from another agency, you need to check that agency has obtained informed consent
- Only use secure equipment provided by the setting to take, store and download images – **never use personal devices**
- When an image is transferred to your workplace network they should be erased **immediately** from their initial storage location
- **Do not** use full names or personal contact details of the subject of any image you use
- No images of a **looked after child** should be created or used without prior consent from Children's Social Care
- **Be careful** about using images of children in swimming costumes or other revealing dress
- **Always** destroy images once consent has expired or the child or young person has left your setting
- **Young people** may be able to give consent themselves if they are considered able to make an 'informed' choice; however, there may be safeguarding issues that the young people themselves are unaware of.

Questions to consider

CCTV and webcams:

- Are they sited where they may compromise the privacy of individuals, e.g. toilet or changing areas?
- Have you displayed clear signs that they are in operation?

Images:

- How public are your display boards?
- Who and what have you created the images for?
- Are all of your images and media securely stored at your workplace?
- Is it appropriate for images on websites and in other publicity to become public?
- Are there any implications of using images for lessons or offsite work?
- Have you demonstrated an inclusive approach by including images from different diverse groups e.g. people of different ethnicity or disability?
- Have you checked any copyright implications?
- The press are exempt from the Data Protection Act, if you invite them to your premises or event; you need to obtain prior consent from staff, parents and carers involved.

The Information Commissioner's Office guidance advises that photographs taken for personal use e.g. by parents & carers during sports day are not covered by the Data Protection Act. However this does not include them being put online.

Useful links/resources:

- [Data Protection: Gov.uk](https://www.gov.uk)
- [Sheffield Safeguarding Children Board: Online Safety](https://www.safeguardingsheffieldchildren.org.uk/online-safety)
- [Sheffield Safeguarding Children website: Education Policies & Procedures](https://www.safeguardingsheffieldchildren.org.uk/education-policies-procedures)



Preventing Extremism & Radicalisation

The 'Prevent' duty:

All education settings must try to prevent people from being drawn into terrorism & extremism, whilst carrying out your usual educational functions.

Extremism is defined as:

- Opposition to fundamental values, e.g. democracy, law, liberty, respect & tolerance of other faiths & beliefs;
- Including e.g. far right views, animal rights activism, & some religious fundamentalism

Protecting pupils/students from these risks is similar to protecting them from harm and abuse.

The Prevent programme must not involve any covert activity against people or communities, but specified authorities may need to share personal information e.g. to ensure that a person at risk of radicalisation is given appropriate support.

Factors making students vulnerable include:

- Pressure from peers & others or the internet
- Crime against them or involvement in crime
- Anti-social behaviour and bullying
- Family tensions
- Race or hate crime
- Lack of self-esteem or identity
- Personal or political grievances

If you think a student might be at risk:

- Inform your DSL/D immediately
- The DSL/D can assess the needs of the student & their family with their consent with the Family Common Assessment (FCAF)
- If needs are identified, support e.g. within school, the Multi-Agency Support Teams (MAST) & a 'team around the family' meeting
- If the concern is serious and/or immediate, the DSL/D will refer this straight away via Children's Social Care
- If necessary, a strategy meeting will be held with Social Care, the Police & other agencies
- Where necessary, accessing additional support to reduce vulnerability through the [Channel Programme](#) will be considered

Education settings should ensure that:

- They are alert to changes in behaviour which may indicate that a learner needs help or protection
- They discuss & challenge ideas via the curriculum, debates, outside speakers, etc.
- They have clear procedures in place to assess & protect learners at risk
- Designated Safeguarding Leads & Deputies:
 - undertake mandatory 'Workshop for Raising Awareness of Prevent' (WRAP) training
 - provide briefings, awareness, advice and support to staff & volunteers
- Learners are safe from terrorist & extremist material when accessing the internet
- They give a proportionate response to this risk
- They work with all services, e.g. Youth Justice, Social Care, & Community Youth Teams, to ensure the welfare of learners, staff & visitors.

'Prevent' does not:

- Stop learners from debating 'risky' issues
- Require staff to intrude unnecessarily into family life
- Override your legal duties of ensuring freedom of speech within legal boundaries

Be careful that you do not stereotype – any group or community can be drawn to extremist ideas & put a child at risk.

Practitioners in need of advice can contact:

Children, Young People & Families Single Point of Contact:

Steven Hill, Tel: 0114 2734934

Useful resources:

- [Prevent Duty Guidance, DfE 15](#)
- [Keeping Children Safe in Education, DfE 16](#)
- [Terrorism Act 2000](#)
- [Channel Guidance, HO 2015](#)
- [SSCB Child Protection & Safeguarding Procedures](#)



Private Fostering

Private fostering is defined in law as an arrangement that is made privately without the involvement of the local authority.

It applies to the care of a child under the age of 16 (or under 18 if disabled) by someone **other than** a parent or close relative, with the intention it should last for 28 days or more.

A **'close relative'** is a grandparent, brother, sister, aunt or uncle, step-parent, whether of 'full blood' or 'half-blood' or by marriage.

A 'private' foster carer is:

- Extended family e.g. a cousin or great aunt
- A friend of the family
- The parent of a friend of the child
- Someone unknown to the child or young person's family

The period of care should be longer than 28 days and continuous, but this can be broken by occasional short breaks.

How is responsibility shared?

- The private foster carer is responsible for providing day-to-day care of the child or young person & promoting & safeguarding their welfare
- Private foster carer's rights come from the voluntary agreement made with the parent
- Responsibility for safeguarding and promoting the child or young person's welfare remains with the person(s) with parental responsibility.

Host families:

If your setting arranges for students under 18 to live with a host family e.g. as part of a school trip or exchange programme, this could be considered as a **"private fostering"** arrangement under the Children Act 1989 and/or the Safeguarding Vulnerable Groups Act 2006.

The Children Act 1989 places a duty on:

- Parents
- Any person who proposes to privately foster a child
- All professionals involved (including education settings)

... to notify the local authority of an intention to begin a private foster care arrangement immediately or within 6 weeks of it starting.

Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- parents have moved away but the child e.g. stays at school to finish their exams
- teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

- children brought to the UK for adoption
- children at independent boarding schools placed with host families for holidays
- trafficked children

Research shows there are 10,000 children & young people in Britain living in informal fostering arrangements unknown to local authorities.

This can make them vulnerable to abuse.

All notifications to the Local Authority should be made by ringing the service below and giving them all known relevant details of the child, their parents and the carers

Families, Adopters & Carers Team (FACT)

Tel 2734998

Mon–Fri, 1.00–4.00pm

If unsure, ring the above number for advice or email: adoptionssupport@sheffield.gov.uk

Useful web links/resources:

- [Private Fostering, Sheffield City Council](#)
- [The Children \(Private Arrangements for Fostering\) Regulations 2005](#)
- www.privatefostering.org.uk
- [Private fostering: better information, better understanding \(Ofsted 2014\)](#)



Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact with pupils:

- **'Force'** is used either to control or restrain; e.g. breaking up a fight, or restraint to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive, e.g. standing between pupils, or active, e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

Who can use reasonable force?

- All staff can legally use reasonable force
- Volunteers or parents accompanying students on an education trip, if authorised by the Head

Staff should use their professional judgement to make a decision to physically intervene or not and avoid causing injury, pain or humiliation.

Settings do not require parental consent to use force on a student.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or causing disorder; some examples are:

- **Removing** disruptive pupils if they have refused an instruction to leave class, or
- **Preventing** pupils from:
 - Disrupting an event, trip or visit
 - Leaving the classroom where this would risk their safety or disrupt others
 - Attacking someone
- **Restraining** a pupil at risk of harming themselves through physical outbursts
- **Stopping** a fight

Governors should ensure that staff, volunteers, parents, carers & pupils understand the settings' behaviour policy, including the use of reasonable force, and make appropriate adjustments for pupils with special education needs or disability.

All education settings should:

- Speak to parents and carers about serious incidents involving the use of force & consider how to record them, taking into account the:
 - Pupil's behaviour and level of risk presented at the time of the incident
 - degree of force used
 - effect on the pupil and member of staff
 - pupil's age
- Risk-assess all situations where a pupil has behaved disruptively
- Develop strategies to manage the behaviour, involving parents and carers
- Brief the staff and ensure that additional support is available
- Consider the needs of pupil's when deciding whether staff require training to carry out their responsibilities
- Understand there are occasions when physical contact with a pupil is proper & necessary e.g.
 - providing comfort, praise or congratulation
 - demonstrating the use of a musical instrument
 - showing techniques during PE lessons
 - giving first aid

Education settings cannot use force as a punishment – this is always unlawful

The [Early Years Foundation Stage Framework, DfE 2014](#) states that you must always record physical interventions used for a child under 5 years old and inform parents and carers on the same day if practicable.

For further information:

- [Use of reasonable force - Advice for Head Teachers, staff and governing bodies, DfE 2013](#)
- [Keeping Children Safe in Education, DfE 2016](#)
- [Early Years Foundation Stage Framework, DfE 2014](#)



Recording & File Transfer

Recording safeguarding concerns is vital to the effective safeguarding of children/young people.

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

All records 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.
- Letter of confirmation if a student is made or is no longer, subject to a Child Protection Plan

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
- All action 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 until the subject person reaches 85 years old

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, this can be over-ridden by your IT technicians
- Tightly manage access & permissions, disable promptly when staff leave or change role
- Archived e-files may have digital continuity & password protection limitations
- If using [on-line 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 appropriately by the DSL/D or Head with staff and other settings 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 recorded delivery, to the DSL/D of the new setting (including 16+ provisions) and a receipt obtained
- You may need to keep copies of significant documents for future use
- 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



Referring to Children's Social Care

Children's Social Care fulfils the statutory responsibility of the Local Authority to:

- Assess 'Children in Need' who have complex unmet needs requiring support
- Investigate and assess children and young people at risk of or who have suffered significant harm

The **Prevention & Assessment Teams (PATs)** provide a combined MAST and Children's Social Care response in the 3 areas of Sheffield, providing a streamlined process to prevent unnecessary interventions and reduce duplication.

If you require support for child with complex unmet needs, i.e. a 'Child in Need', you must:

- Complete a Family Common Assessment (FCAF) with the child or young person and their family
- Obtain consent to share this information with services they may require
- Send the FCAF to the relevant MAST Manager to discuss at the weekly Multi-Agency Allocation Meeting (MAAM)

Each MAAM is attended by managers from Children's Social Care and MAST and will discuss services available to offer support

If you need to refer a child that is 'at risk of significant harm':

- Ring the Social Care Area Office for child or young person's home address (see below)
- Give the social worker the information described in the next column

They will:

- Decide if further assessment is required
- Collect & share information from all involved agencies
- Contact the referrer within 24 hours to inform them of action to be taken

Regularly updated contact details 'MAST, Social Care & other resources, V10, Sept 16' is available from:

- [Safeguarding Sheffield Children](#) website
- [Schools and education settings](#)
- [Education Toolkit](#)

Making a referral:

- Ensure you have all of the pupil/student's education & safeguarding information with you
- Call from a place where you will not be interrupted or overheard inappropriately

You will need to describe the incident or your concern and provide information about:

The child/young person:

- Name, address, date of birth
- Presentation, hygiene, home environment
- Academic ability and achievement
- Attendance, punctuality, how long on roll
- Behaviour, response to rules & boundaries
- Relationships, bullying, discrimination
- Child/young person's view about their home life
- Health issues, learning difficulties/needs

The family:

- Who has parental responsibility for the pupil
- Who do they live with?
- If anyone involved has any special needs
- Who accompanies the pupil to school events
- Other significant friends or relatives
- Parenting concerns such as domestic abuse, mental health, substance misuse
- Mothers, fathers, carers care, safety, guidance, protection & emotional support
- Family history, functioning
- Environmental issues, housing, finance, unemployment, social & community integration

Early Intervention:

- What support are you currently offering?
- Have you tried other support and did it work?
- Other services involved with the child/family
- Previous education settings attended
- Previous/current FCAF and/or other assessment

You will be asked to follow up your phone call in writing within 24 hours.

Children's Social Care must respond to your referral in writing within 72 hours, saying what they have done.



Safeguarding Adults

Staff & volunteers sometimes have concerns about someone who is over 18 years who is involved with a pupil at their setting or who is a pupil themselves.

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

Definitions of abuse of vulnerable adults:

- **Physical** e.g. hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate physical sanctions
- **Sexual** e.g. Rape, indecent exposure, sexual harassment, sexual photography, subjection to pornography, sexual assault, sexual acts not consented to or pressured into consenting to
- **Psychological** e.g. emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber-bullying, isolation including from services or support networks
- **Financial or material** e.g. theft, fraud, internet scamming, coercion in connection with wills, property, inheritance or other financial affairs, the misuse or misappropriation of property, possessions or benefits
- **Neglect & acts of omission** e.g. ignoring medical, emotional or physical care needs, not providing access to appropriate health, social care or educational services, withholding medication, adequate nutrition, heating, self-neglect
- **Domestic violence:** psychological, physical, sexual, financial, emotional abuse, 'honour' based violence including forced marriage
- **Discrimination & hate crime** e.g. harassment, slurs or similar treatment, violence based on gender or gender identity, age, disability, sexual orientation, religion
- **Modern slavery:** human trafficking including being coerced, deceived and forced into a life of abuse, servitude and inhumane treatment

Procedure for responding to concerns:

If a member of staff working has concern 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 and actions taken 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. 2736870, or

**Sheffield Safeguarding Children
Advice Service**

Mon-Fri, 9-4.30 pm tel. 2053535

**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

Useful links:

- [Safeguarding Adults Policies, Procedures & Guidance, Sheffield City Council](#)
- [Care Act 2014 – Safeguarding Adults](#)
- [Care and Support Statutory guidance, DoH 2016](#)



Safeguarding Supervision for Staff

[Working together to safeguard children, DFE 2015](#) (p 53 & 54) says that:

- Designated professional roles should always be explicitly defined in job descriptions
- Professionals should have sufficient time, funding, supervision & support to fulfil their safeguarding responsibilities effectively
- Professionals should have regular reviews of their own practice to ensure they improve over time

Effective supervision:

- Provides support, coaching & training for the practitioner & promotes the interests of children
- Should foster a culture of mutual support, teamwork & continuous improvement
- Encourages the confidential discussion of sensitive issues
- Regular one-to-one meetings that support professionals to reflect critically on the impact of their decisions
- Should be a safe environment where trust and confidentiality are maintained (as appropriate)
- Promotes equal opportunities and anti-discriminatory practice

Supervision should provide opportunities for staff to:

- discuss issues
- identify solutions
- receive coaching to improve their personal effectiveness

The purpose, venue, timing, specific responsibilities, recording, sickness arrangements, complaints & reviewing processes should be agreed by both parties in a 'supervision agreement'.

Frequency - at least every 8 weeks and reflect:

- The level of experience & competence (not necessarily length of service) of staff
- Particular circumstances e.g. difficult work, risk levels, personal difficulties, performance issues and levels of stress

Changes to supervision should be by agreement between the two parties and be clearly recorded.

Agency and temporary staff should receive supervision in the same way as permanent staff.

The four main functions of supervision are:

Management:

- Quality of performance
- Discussion of relevant policies & procedures
- Safeguarding roles and responsibilities
- Development and monitoring of workload

Learning and Development:

- Identifying learning style and barriers, development needs and learning opportunities
- Giving and receiving constructive feedback
- Reflective practice through case discussion

Personal Support:

- Clarifying boundaries
- Allowing staff to express their feelings about the impact of their safeguarding work
- Monitoring their health
- Obtaining appropriate health support when appropriate

Mediation:

- ensuring that staff, the setting, the agency and other organisations are working together effectively
- dealing sensitively with concerns
- consulting and briefing staff on changes and developments that affect their area of work
- advocating between worker or team and other parts of the agency or with outside agencies

Who needs supervision?

Supervision should be offered to all staff whose work brings them into contact with children, young people and their families.

Whilst the main focus may be on the safeguarding team members, other staff will need support either on an ongoing or specific basis.

Staff should be made aware that supervision is available if they want it and to contact the Designated Safeguarding Lead to discuss further.



Recording:

This is the supervisor's responsibility & should:

- Allow an issue to be revisited at a later date and still be understood
- Record all decisions, the reasons for them, agreed actions who will take responsibility and the timescale for carrying out these actions
- Be typed where possible
- Be signed and dated by both parties
- Be copied to the supervisee
- Be access restricted

If there is disagreement about the content of the record this should be recorded by both parties.

If a pupil/student is discussed, a summary of the discussion & agreed actions & timescales must be put in the pupil/student's safeguarding file.

Supervision records are the property of the commissioning organisation, not the individual.

Supervisors may need to discuss the content of supervision sessions with e.g. their line manager; this should always be with the knowledge of the supervisee.

When a supervisee leaves the organisation the records should be retained for two years after the member of staff has left and then shredded.

Where a member of staff transfers to another section or supervisor within the organisation their records should be passed onto the new supervisor.

Who should provide formal safeguarding supervision?

One of the purposes of safeguarding supervision is to provide specialist guidance and advice in relation to safeguarding and child protection matters.

This means that the person providing supervision needs to be fully trained and experienced in safeguarding children as well as being trained in providing supervision itself.

This may mean that an education setting will need to use the supervision skills of people outside the setting, either across other areas of the organisation, or from private or independent organisations.

If this is the case for your setting you must ensure that the supervisor follows appropriate confidentiality and data security processes.

Types of supervision:

One to one supervision:

- The most common supervision method
- Takes place in private, pre-arranged time and an agreed agenda
- Having the same supervisor develops trust, openness and honesty and confidentiality

However, other methods can complement, rather than replace, one to one supervision.

Group supervision:

- A group of staff involved in the same task, meeting together with a supervisor to discuss issues about their work
- May be done a regular team meeting or as a separate session to look at specific issues.

Unplanned or "ad-hoc" supervision:

- Allows staff to discuss, obtain a decision or gain permission to do something quickly
- Staff who work closely with their supervisor may communicate daily but will still need regular one to one supervision

Peer supervision:

- A systematic approach where colleagues discuss professional issues and key topics with one another
- Should result in solutions that are helpful to the person who presented his or her problem.

It may be necessary to supplement supervision for practitioners who are experiencing trauma, e.g. where staff have been involved in providing information for a Serious Case Review or coming to terms with serious injury or death of a child or young person.

In these situations practitioners may need extra support from their line manager, the Safeguarding Team and Occupational Health.

Useful web links:

- [Working together to safeguard children, DFE 2015](#)
- [Maintaining a Safe Culture: Supervision, SSCB Child Protection and Safeguarding Procedures Manual](#)
- [Statutory Framework for the early years foundation stage, DFE 2014](#)



Showers & Changing Rooms

Children and young people are entitled to respect and privacy when changing clothes or taking a shower.

- They need appropriate **supervision** to ensure their welfare, health & safety is considered and to see that bullying does not occur
- Supervision should be appropriate to their gender, needs and age
- Supervision should be sensitive to the potential for embarrassment
- Consider the **gender balance** of the adults supervising - if this is problematic for some establishments, adequate alternative arrangements **must** be put in place
- In public swimming pools & leisure centres take care to ensure that children and young people are **not sharing the changing areas with the public** – you should ensure separate facilities or different times of use
- Separate changing facilities should always be provided for each gender of child or young person
- Particular consideration must be given to the needs of **transgender** children or young people
- Individual coaching needs to be carefully managed so that staff and children or young people are not usually alone together
- **If one-to-one work is required** ensure that the situation is risk-assessed and suitable safeguards are put in place prior to commencement
- Where physical contact between staff and a child or young person is necessary, it must be appropriate and comfortable for both parties
- Staff need to be aware of gender, cultural or religious issues prior to initiating physical contact
- Staff need to be vigilant about their own behaviour and ensure they follow agreed guidelines

The owners/managers of swimming pools are responsible for ensuring that:

- They comply with all health & safety regulations
- Their setting & equipment is fit for purpose
- They have an up-to-date safeguarding and child protection policy
- Their staff are trained in safeguarding children and have appropriate DBS and other recruitment checks completed
- Have a designated member of staff for safeguarding/child protection
- Staff and children/young people are aware of who to report any concerns to

Staff should:

- **Avoid physical contact with the child or young person when they are in a state of undress**
- **Avoid any visually intrusive behaviour**
- **Announce their intention to enter changing rooms**
- **Avoid remaining in the changing room unless required by the child/young person's needs**

Staff should not:

- **Change in the same place as the children or young people**
- **Shower or bathe with the children or young people**
- **Assist with any personal care that the child or young person can do themselves**

Useful Websites:

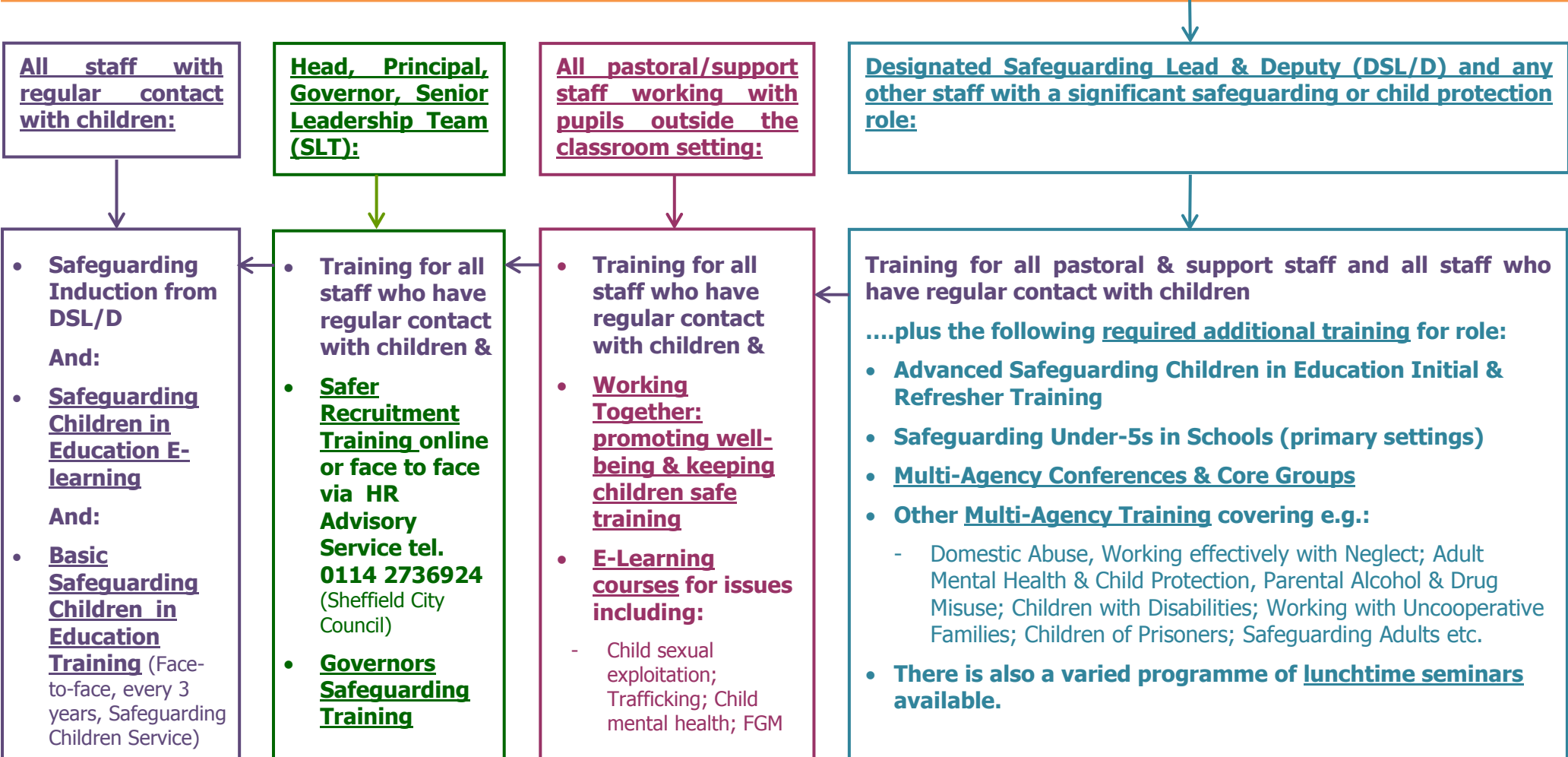
- [Keep Children Safe in Sport, NSPCC Child Protection in Sport Unit](#)
- [Child Protection and Safeguarding in Sport, sportanddev.org](#)



Safeguarding Children in Education Training Pathway

Further Training and Booking Information at: [Training for Education Settings](#)

All staff in Early Years and Foundation Stage school settings should follow this training pathway. Foundation Stage Leads who are Designated Safeguarding Deputy's in primary schools should complete the education training pathway for DSL/D's **unless they solely** work with children 5 years old and under. In this case only they should attend the **Early Years Advanced Safeguarding and Child Protection Training**





Transitions

Moving between education settings, whether from early years', between primaries or to a secondary or FE College, is a hurdle in every student's life.

Friendships & familiar staff change & familiar learning environments are replaced with different organisations and buildings.

There are many reasons why pupils move, e.g. a disabled pupil transferring to a special school or adult services, children fleeing domestic abuse, eviction, family breakdown, debts, changed immigration status, neighbourhood nuisance, becoming a 'looked after child'.

They may also arrive mid-term, have no friends, fear bullying, have had previous moves.

This can affect their ability to settle & learn & they may need a lot of support.

Where a pupil has safeguarding issues, you will need discussions, meetings plans and reviews between the Designated Safeguarding Lead/Deputy (DSL/D) and other involved agencies.

All safeguarding information must be **clearly & quickly** communicated between DSL/D's at the previous and next setting, particularly if this is an unplanned move. This can be done by:

- **Telephone discussion – do not assume** that the previous setting knows where the pupil/student has moved to – if you know a student is starting with you, you **must** ring the previous setting to check if the pupil/student has any safeguarding needs
- **Face to face meetings** – to allow staff to thoroughly share information about a pupil/student's background, current situation or future risks
- **Secure electronic transfer** – allowing easy and quick transfer of sensitive information between settings

All discussions should be recorded on the child/young person's individual safeguarding file.

Schools can choose when to admit a pupil as long as this is reasonable, e.g. on Mondays.

Top Tips:

- Prepare the student for the change
- Maintain routines & consistent responses
- Involve parents and carers where appropriate
- Identify support and changed behaviour
- Share initial information quickly by phone

Admission forms should include the:

- Pupils name, sex, date of birth
- Name, address & emergency contact no. of parents & adults with parental responsibility
- Where the pupil normally resides
- Date of re/admission
- Details of last education setting attended

A pupil is the responsibility of the education setting from the first day that they **have agreed or have been notified**, that the pupil will attend.

[Every Child & Young Person Matters at...](#) provides a useful summary of a student's emotional, physical & social development.

Safeguarding file is either an individual paper or electronic file for every student who has a Family Common Assessment, 'Child in Need' status and safeguarding or child protection concerns.

- Paper files - transfer **only** by registered post or hand-deliver to the named DSL/D or Head, in the first week at the new setting
- If any sensitive information is transferred electronically it must be done safely & securely & meet data protection security transfer requirements.

Useful links:

- [Young Minds – 'Transitions'](#)
- [School Pupil Admissions, Sheffield Council](#)
- ['Between the Cracks Report' RSA, 2013](#)
- [Recording and File Transfer, Sept 16](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)



Transporting Pupils/Students

Some children and young people are subject to formal transport arrangements between education settings and their home, e.g. school buses or escorted transport for students with a disability or learning difficulty.

However, there are also occasions when staff (and exceptionally, volunteers) may be asked to provide transport for children & young people to attend trips and appointments as part of their employment duties.

These guidelines are designed for occasions when the child or young person is transported by staff in their own vehicle or in transport provided by the organisation.

Before agreeing that a journey can be made, a risk assessment must be undertaken with a member of the senior management team and the Designated Safeguarding Lead or Deputy, to consider whether:

- The journey is necessary and appropriate
- The pupil has behaviour, safeguarding, health or mobility issues or
- The pupil may require medication during the journey
- The number of adults required for a safe journey (usually, minimum 2)
- The adults have had appropriate:
 - Safeguarding and behaviour management training
 - Recruitment checks for 'regulated activity'
- Whether the adults are fit to carry out the journey e.g. have any health issues that may put them or the pupil at risk
- Safeguards can be put in place to reduce any risks identified

Volunteers who transport pupils unsupervised are considered to be in 'regulated activity' and will need appropriate DBS and other checks before they do the transporting.

Education settings must:

- Declare in writing to their insurers that their staff carry pupils in their cars or in transport provided by the setting
- Check:
 - Staff driving licenses in accordance with council policy
 - A driver's suitability if they have any offences e.g. for drink driving
 - That the vehicle insurance is current, fully comprehensive and insured for business use
 - The vehicle has a current MOT certificate, is in a road worthy condition & is appropriate to transport pupils
- Keep a copy of the above documents with their insurance paperwork and complete and update annual checks
- Ensure that only appropriate staff members drive and escort pupils

Top tips:

- **Risk-assess all journeys**
- **Ensure that the vehicle is in a suitable condition to make the journey**
- **Ensure that you are fit and well to make the journey**
- **Ensure all health and safety requirements are in place**
- **If you have any doubts, consult your manager**
- **Never take a child/young person out without letting a member of the senior management team know**

Any organisation or individual who provides transport to children or young people has a legal duty to ensure they carry them safely, called their 'Duty of Care'.



If it is agreed that the journey should go ahead, the organisation must ensure that:

- A risk assessment and any behaviour management or health/care plan is completed for each child/young person
- The risk assessment, behaviour and/or health/care plan are shared fully with the staff members who are driving and escorting **prior** to the journey
- Children/young people should usually travel with a minimum of 2 appropriate adults whether travelling in a car or minibus, to ensure there is sufficient support in e.g. a medical or other emergency, car accident etc.
- No child/young person should travel with only the driver unless it's an emergency and/or cannot be avoided, i.e. all other options have been considered
- Age appropriate seating and seat restraints are in place
- The journey is pre-planned and the written plan is copied and left with a member of the senior management team at the setting
- A contingency plan is included which considers, for example: adverse weather, breakdown, accident and other possible situations

Providing transport for children under 5 years old:

- Staff need to seek medical advice about any medication they are taking to ensure their ability to care for children is not affected.
- If staff might be in sole charge of the children they must hold a current paediatric first aid certificate
- Risk assessments must consider hazards that may arise and identify steps to remove, minimise and manage these risks. The assessment must include consideration of adult to child ratios.
- Vehicles (and their drivers) in which children are being transported must be adequately insured

For further information go to:
[Early Years Foundation Stage, DfE 2014](#)

The staff members who are driving and escorting must ensure that:

- They carry the following up-to-date documents on the journey:
 - An accurate list of all children, young people and adults included in the planned journey
 - The emergency contact details for all children and young people involved in the journey
 - The child or young person's health/care and/or behaviour plans if applicable
- They carry a fully charged mobile phone, provided by the setting, for emergency contact
- They do not carry people or engage in activity that is not work related during the journey
- They are fit and competent to drive or escort children and young people at the time of the journey
- The vehicle is safe and suitable at the time of the journey
- Age appropriate seating and seat restraints are used at all times
- The setting is fully aware of the journey, and has appropriate copies of all documentation
- The setting is aware of and monitoring their expected time of return & they report in to their setting when the journey has ended
- They do not smoke in the vehicle whilst children/young people are present

If you have concerns about the transportation of a pupil you should discuss them with the Designated Safeguarding Lead or Deputy at your setting

Useful links/resources:

- [Children in Cars, RoSPA](#),
- [DVLA – Health conditions and driving](#)
- [Driver Training, RoSPA](#)
- [Smoking in Vehicles, DoH 2015](#)



Uncollected Children

On rare occasions, children and vulnerable young people are not collected from educational settings before the setting closes, often causing anxiety for staff and the child or young person.

These guidelines have been developed in conjunction with Children's Social Care and the Police to support schools to take action when this happens.

They are written to help staff respond sensitively and consistently to ensure the safety and welfare of such children and young people.

Schools should:

- Ensure that full contact & emergency information is received promptly from all mothers, fathers & carers
- Ensure that contact and emergency information is regularly updated
- Inform mothers, fathers & carers that if a child is not collected from the setting by closing time, this procedure will be followed.

Education settings with provision for under-fives will have to pay particular regard to the:

[Statutory Framework for the Early Years Foundation Stage, 2014](#)

A summary of this guidance for schools is in our [Education Safeguarding Children Policy & Procedures](#) section:

- **Under 5's in Schools, Sept 16**

Children's Social Care and MAST contact details are regularly updated and available from the [Education Safeguarding Children Toolkit](#):

- **MAST, Social Care & other resources, Sept 16**

If the uncollected child is under 5 years old & has been referred to Children's Social Care, Ofsted must be informed tel. 0300 123 1231

Non-collection of child or vulnerable young person:

If a child or vulnerable young person is not collected within an agreed period of time, e.g. 15 minutes after closing time, the following steps should be taken:

- A check should be made for information about changes to the normal collection routines
- Reasonable attempts should be made to contact:
 - Parents, carers or others with parental responsibility at home or at work
 - Other adults authorised to collect the child or vulnerable young person from the setting
- The child or vulnerable young person should not leave the premises with anyone other than parents, carers or other person with parental responsibility
- If no-one can be contacted to collect the child or vulnerable young person after e.g. one hour, the relevant Children's Social Care Area Team or Police should be contacted
- The child or vulnerable young person should stay at the setting in the care of two [Disclosure & Barring Service \(DBS\)](#) checked staff members until safely collected either by the parent, carer, person with parental responsibility, social worker or police officer
- If necessary Children's Social Care will assess the child or vulnerable young person's situation & find appropriate and safe alternative accommodation if needed
- **Staff should not attempt to look for the parent or carer**
- **Staff should never take the child or vulnerable young person home with them**
- A full written report of the incident and outcome must be recorded in the child or vulnerable young person's safeguarding file



Under 5's in Schools

The [Statutory Framework for the Early Years Foundation Stage, 2014](#), is mandatory for all schools with pupils under 5 years old.

It includes four guiding principles:

- Every child is unique
- Children learn through positive relationships
- Children develop in enabling environments
- Children learn and develop differently

The safeguarding and welfare requirements in this framework cover the steps that providers **must** take to keep children safe & promote their welfare.

The safeguarding and welfare requirements are given legal force by regulations made under [section 39\(1\) \(b\) of the Childcare Act 2006](#).

Schools are not required to have separate policies to cover EYFS requirements if they are already met through an existing policy.

Safeguarding & Child Protection - schools must:

- Be alert to any issues for concern in a child's life at home or elsewhere
- Identify a Designated Safeguarding Lead (DSL) from the leadership team & one or more Designated Safeguarding Deputies (DSD)
- Ensure that the DSL/DSD attend training to undertake their responsibilities to:
 - Liaise with and refer to Children's Social Care and Police
 - Support, advise and guide staff
- Train **all** staff about safeguarding children
- Inform Ofsted of all allegations of serious harm or abuse by a person looking after, living with or working with children at the premises, and any action taken, within 14 days of allegation (failing to comply may be an offence)
- Have regard to the Government's statutory guidance:
 - [Working Together to Safeguard Children, DfE 2015](#)
 - [Keeping Children Safe in Education, DfE 2016](#)

Suitable people – schools must:

- Ensure that people looking after children are suitable to fulfil the requirements of their role
- Have effective systems to ensure that **only** people whose suitability has been fully checked can have regular contact with children
- Undertake an enhanced [Disclosure & Barring Service \(DBS\)](#) check for anyone aged 16 or over and working with children
- Tell staff that they are expected to disclose any convictions, court orders, reprimands and warnings that might affect their suitability to work with children
- Not allow people whose suitability has not been checked to have unsupervised contact with children
- Record all information about qualifications, identity checks, vetting processes and DBS checks (on the single central record)
- Inform [Ofsted](#) within 14 days of all action taken about the disqualification of an employee to ensure the safety of children
- Meet their responsibilities under the [Safeguarding Vulnerable Groups Act 2006](#)
- Make a referral to the DBS where a member of staff is dismissed (or would have been, had they not left first) because they have harmed a child or put a child at risk of harm

Staff taking medication or other substances – schools must ensure that:

- Staff **are not** under the influence of alcohol or any other substance which may affect their ability to care for children
- Staff who are taking medication which may affect child care, seek medical advice
- Any staff medication on the premises is securely stored and out of reach of children at all times



Qualifications, training, support, skills - schools must ensure that:

- **All** staff receive induction training to help them understand their roles and responsibilities
- Induction training includes information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues
- Appropriate arrangements are in place for the supervision of staff who have contact with children and families
- Management and staff have the required qualifications and experience
- At least one trained paediatric first aider is on the premises and available at all times when children are present, and accompanies children on outings
- The number of children, staff and layout of premises is taken into account to ensure a paediatric first aider is able to respond quickly to emergencies
- Staff have sufficient understanding and use of English to ensure the well-being of children in their care
- Each child has an identified 'key person'
- Children are adequately supervised to ensure their needs are being met
- Appropriate child to staff ratios are in place.

Managing behaviour - schools must:

- Manage children's behaviour in an appropriate way
- Ensure that **no** person threatens or gives corporal punishment to a child
- Understand that physical intervention may only be used to avert immediate danger or manage a child's behaviour when absolutely necessary
- Keep a record of any physical intervention and inform mothers/fathers/carers as soon as practicable
- **Not** use or threaten any punishment which could adversely affect a child's well-being.

Health

Medicines – schools must:

- Promote the good health of all children attending the setting
- Have a procedure for responding to children who are ill or infectious
- Take necessary steps to prevent the spread of infection
- Have a policy and procedures for administering prescribed and non-prescription medicines including obtaining written permissions from the children's mothers/fathers/carers
- Ensure medicines containing aspirin **are only given** if prescribed by a doctor
- Provide training for staff where the administration of medicines requires medical or technical knowledge
- Keep a written record and inform mothers/fathers/carers as soon as possible when medicine is administered.

Food and drink – schools must:

- Request and act on a child's dietary and health requirements, prior to admission
- Ensure meals, snacks and drinks are healthy, balanced and nutritious; and fresh drinking water is available and accessible
- Provide suitable facilities and trained staff for the hygienic preparation of food.

Accident or injury – schools must:

- Ensure there is an adequately stocked first aid box accessible at all times
- Keep a written record and inform mothers/fathers/carers as soon as possible of accidents or injuries and any first aid treatment
- Notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care
- Act on any advice from those agencies.

Further safeguarding information is on the [Safeguarding Sheffield Children website](http://www.safeguardingsheffieldchildren.org.uk) at:

- [Early Years and Childcare section](#)
- [Schools & other education settings section](#)



Safety and suitability of premises, environment and equipment – schools must:

Safety

- Ensure premises are fit for purpose and suitable for the age of children and the activities provided on the premises
- Comply with all health and safety legislation
- Take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency
- Have an emergency evacuation procedure
- Have appropriate fire detection and control equipment which is in working order
- Ensure that fire exits are clearly identifiable
- Ensure fire doors are free of obstruction and easily opened from the inside.

Premises

- Ensure there are suitable hygienic changing facilities for changing any children who are in nappies
- Ensure that an adequate supply of spare clothes & any other necessary items is always available
- Ensure that there is an area where staff may talk to mothers/fathers/carers confidentially
- Ensure that children do not leave the premises unsupervised
- Only release children into the care of individuals who have been notified to the provider by mothers/fathers/carers
- Have an agreed procedure for checking the identity of visitors
- Take all reasonable steps to prevent unauthorised persons entering the premises
- Carry public liability insurance.

Outings – schools must:

- Ensure children are kept safe while on outings
- Assess the risks or hazards which may arise for the children
- Identify the steps to be taken to remove, minimise and manage those risks and hazards
- Ensure assessment include consideration of adult to child ratios
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

Risk Assessments – schools must:

- Ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks
- Be able to demonstrate how they are managing risks
- Determine where it is helpful to make some written risk assessments
- Ensure risk assessments identify:
 - Aspects of the environment that need to be checked on a regular basis
 - When and by whom those aspects will be checked
 - How the risk will be removed or minimised.

Special Educational Needs & Disability (SEND):

- **All schools** must have arrangements in place to support children with special educational needs or who are disabled.
- **Maintained nursery schools and those funded by the local authority to deliver early education places must have regard to the [SEND Code of Practice](#)**
- Maintained nursery schools **must** identify a member of staff to act as a Special Educational Need Coordinator (SENCO)

Further advice and support for practitioners:

Safeguarding Children Advisory Service

Monday – Friday, 9am – 4.30pm

Tel: 0114 2053535



Information & records - schools must:

- Maintain records, obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met
- Enable a regular two-way flow of information with parents and carers, and between providers, if a child is attending more than one setting
- If requested, incorporate mothers/fathers and/or carers' comments into children's records
- Make records easily accessible and available (with prior agreement from Ofsted)
- Ensure confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them
- Be aware of their responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000
- Ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality
- Parents & carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act
- Records relating to individual children must be retained in line with SSCB requirements

Information about children – schools must:

Record the following information for each child:

- Full name and date of birth
- Name and address of every parent and/or carer for the child who is known to the provider
- Information about any other person who has parental responsibility for the child
- Who the child normally lives with
- Emergency contact details for parents & carers

Information for parents and carers - schools must make the following information available:

- how the EYFS is being delivered and how mothers/fathers/carers can access more information
- the range and type of activities and experiences provided for children, the daily routines, and how mothers, fathers and carers can share learning at home
- how children with special educational needs and disabilities are supported
- food and drinks provided for children
- details of the provider's policies and procedures including the procedure to be followed in the event of a mother, father and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- about staffing, including the name of their child's key person and their role; and a telephone number for mothers/fathers/carers to contact in an emergency

Complaints – schools must:

- Have a written procedure for dealing with concerns & complaints from parents and carers
- Keep a written record of any complaints and their outcome
- Investigate written complaints relating to their fulfilment of the EYFS requirements
- Notify complainants of the outcome of any investigation within 28 days of having received the complaint
- Make the record of complaints available to Ofsted on request.
- Make details about contacting Ofsted available to parents & carers if they believe the provider is not meeting the EYFS requirements

Inspections – schools must:

- Notify parents and carers if they become aware that they are to be inspected by Ofsted
- After an inspection by Ofsted supply a copy of the Ofsted report to parents and carers



Vetting, Barring & Recruitment

Education settings must create a safe culture, including recruitment procedures that help deter, reject or identify people who might abuse children & young people.

Checks are required for any individual working (paid or unpaid), or visiting the setting.

Governing bodies/proprietors: must make reasonable decisions about the suitability of prospective employees based on [Disclosure & Barring Service](#) (DBS) checks, barred list & prohibition checks, Childcare Disqualification declarations (where relevant), identity verification, references & interview information.

When appointing staff, settings must:

- Verify the candidate's identity, mental and physical fitness, their right to work in the UK, and their professional qualifications
- Ask for written information about previous/current employment, scrutinise references and resolve concerns satisfactorily
- Get a DBS check with barred list information
- Request a Childcare Disqualification Declaration (where relevant)
- Check they are not subject to a prohibition order (if a teacher)
- Use the [DBS Update Service](#) only with consent

DBS checks should be obtained before appointment; if not ensure that a barred list & all other checks are completed & the employee is supervised whilst the process is completed.

It is an offence to allow a barred person to work in regulated activity.

Use the **Single Central Record** for all:

- **School** staff (including supply) and volunteers (including Governors) in regular contact with children/young people in the setting
- **College** staff & volunteers providing education to or in regular contact with someone under 18
- Members of the proprietor body in independent, free schools & academies.

You do not have to keep a copy of an employee's DBS certificate. If you do you need the consent of the employee and comply with [Handling of DBS certificate information, Nov 2012](#)

Agency & third party staff: you must obtain written notification from the agency that they have carried out all checks on an individual, and confirm that this is the same person who is presenting for work at the setting.

Trainee/student teachers: you must ensure that all necessary checks (including an enhanced DBS certificate & barred list check) are carried out if you are the employer; if fee-funded it is the responsibility of the initial teacher-training provider.

Overseas staff: must have the same checks as other staff, and you must make further necessary checks to consider relevant events outside the UK.

What is [regulated activity](#)?

You are in 'regulated activity' if through directly or contracted, paid or unpaid work you regularly (once a week or more, or on four or more days in a 30-day period, or overnight):

- Are unsupervised and responsible for teaching, training, care or supervision of students; or
- Work in a setting with the opportunity for contact with students (unless you are a supervised volunteer – see below); or
- Are in a college, and will regularly come into contact with young people under 18; or
- Drive a vehicle only for pupils/students; or
- Provide advice/guidance on children's well-being

Regulated activity also includes:

- Personal care e.g. helping a pupil/student, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing
- Health care provided by or under the direction of a health care professional

Settings **must** refer to the DBS anyone who:

- Has harmed, or poses a risk of harm, to a child or vulnerable adult
- May have committed, been convicted or cautioned for a listed relevant offence
- If they have been removed from paid or unpaid work in regulated activity, or would have been removed had they not left



All volunteers and governors:

- Who are engaged in 'regulated activity' must have enhanced DBS and barred list checks;
- Who are not engaged in 'regulated activity', but may regularly come into contact with children should have an enhanced DBS check not including barred list information (required for maintained school governors)
- Can work pending receipt of a DBS certificate as long as they have been risk assessed and are not left unsupervised with a student;
- Cannot teach or care for children/young people unsupervised, without an enhanced DBS, barred list checks and, where relevant, a Childcare disqualification declaration;

Supervised volunteers/governors are **not** considered to be in regulated activity, but:

- Their supervisor **must** be properly checked;
- The supervision **must** be regular, day to day & ongoing, whatever the volunteer period;

The supervision **must** protect pupils & reflect:

- Children's ages, vulnerability, group size;
- Number of workers & volunteers directly involved; their contact with children, & level of supervision.

Settings need to use their experience & judgement to complete a **risk assessment** for:

- The nature of the work with children;
- What the setting formally or informally knows about the volunteer;
- Whether the volunteer has other employment or voluntary activities where referees can advise on suitability; and
- Whether the role is eligible for an enhanced DBS check.

Contractors:

- **Must** have appropriate DBS checks if engaging in regulated activity or will be in regular contact with children
- Without checks who have contact with children **must** be supervised
- Who are self-employed and cannot obtain DBS checks; - the school or college should consider doing this on their behalf.
- Identity should always be checked on arrival.

Family or other visitors:

Settings cannot request DBS or barred list checks for visitors e.g. relatives or community members, but should use their professional judgment about escorting them on site. They should not be left unsupervised with children other than their own.

Host families:

Arrangements for pupils under 18 to have learning experiences including short term care & accommodation by a family to whom they are not related, could amount to '[private fostering](#)' and/or regulated activity.

The school/college making & terminating the host arrangement is the regulated activity provider and should request a DBS Certificate with barred list check.

Host families abroad cannot be DBS checked, but settings should work with partner schools and contact the foreign embassy or High Commission of the country and find out if similar checks can be done.

Work experience:

Anyone caring for, training, supervising or in sole charge of a young person, should be vetted & have an enhanced DBS check.

A barred list check should also be requested from the employer if the person working with the young person is in regulated activity and the young person is under 16 years.

Proprietors of independent schools including academies & free Schools or alternative provision academies and free schools:

The Secretary of State will confirm the identity and carry out an enhanced DBS and/or other appropriate checks on an individual before they become the proprietor of or chair of a body of people which is the proprietor of an independent school; or the chair of the governing body of a non-maintained special school.

For further information:

- Contact your Human Resources provider
- [Disclosure and Barring Service](#)
- [DBS Barring Referral guidance](#)
- [Keeping Children Safe in Education, DfE 2016](#)
- [Disqualification under the Childcare Act 2006](#)



Visiting Professionals

All education settings are required to ensure that any visitor to the setting has had an appropriate risk assessment and that recruitment checks have been completed.

The extent of any assessment and checks will depend on the visitor's role and the purpose of their visit.

If they are not meeting with students and are not left alone, they do not need to be assessed and checked.

All visitors who will be having contact with children or young people should demonstrate that they are suitably qualified.

If they are having regular unsupervised access to students, they must demonstrate that they have a current enhanced DBS check in place.

This can usually be done via written confirmation from their employer, including visual proof of identification in order to confirm the identity of the person presenting at the setting.

This could apply to e.g. a social worker, educational psychologist, supply staff or an organisation delivering an activity such as drama or sports.

It is the responsibility of the senior leadership or management team to ensure that appropriate safeguarding support for visitors is in place.

The visitor should:

- Report to reception on arrival and departure
- Identify themselves with photographic ID

The setting should:

- Keep a record of all visitors to the setting
- Identify all visitors whilst at the setting e.g. through wearing a visitors badge
- Tell the visitor who is in their safeguarding team and how to report safeguarding concerns or other problems & difficulties
- Ensure that the visitor is not left alone with children or young people unless appropriate
- Ensure that the appropriate protocol is followed if taking a child or young person off the premises
- Let parents know if the setting is asking professionals to provide services or stage an event for their children or young people
- Inform the visitor of procedures in the event of a fire, and other relevant health and safety information
- If someone at your setting is not identifiable, your staff should respectfully ask them for identification and for the purpose of their visit. If the response is unsatisfactory, report immediately.

Many settings in Sheffield give visitors and supply staff a copy of their adapted [Safeguarding Policy Front Sheet](#) when they arrive at reception. This document has details of the Safeguarding Team at the setting, where they are based and how to contact them.

The related policy documents below are on the [Safeguarding Sheffield Children](#) website in the [Schools & other education settings](#) section:

- **One to One Working, Sept 16**
- **Allegations of Abuse against Staff in Education settings, Sept 16**
- **Vetting, Barring & Recruitment, Sept 16**
- **A Safeguarding Policy Frontsheet, Sept 16**

For further information contact your Human Resources provider

Other useful resources:

- [Disclosure and Barring Service](#)
- [DBS Fact Sheets](#)
- [Keeping Children Safe in Education, DfE 2016](#)



Whistleblowing

Whistleblowing is when someone raises concerns, usually relating to misconduct or malpractice that has happened in the past, is happening now or they fear may happen in the future either within the organisation they work for or externally.

The Public Interest Disclosure Act 1998 protects workers from any detriment from their employer (e.g. bullying or termination of contract) if they disclose information that they reasonably believe is made in the public interest and relates to:

- A criminal offence
- A failure to comply with a legal obligation
- A miscarriage of justice
- Health and safety
- Environment damage
- Information concerning the above has been or is likely to be deliberately concealed.

All organisations should have a clear whistleblowing procedure that is referenced in training and their behaviour policy.

Furthermore there should be an organisational culture that:

- Encourages a safe environment that welcomes the raising of concerns, the resolution of conflict and the building of trust
- Understands the benefit of addressing issues
- Supports staff to reflect about their practice
- Responds to concerns quickly, proportionately, fairly and without reprisal
- Values regular staff learning and training

Whistleblowing is different from a complaint or a grievance - a **grievance** is when an employee has a dispute about their employment & this is dealt with by their organisations' internal procedures.

A **complaint** is usually about someone being poorly treated and seeking redress or justice. Ofsted has limited powers to deal with complaints e.g. about settings that Ofsted regulates such as childcare providers and children's homes.

In the case of maintained schools Ofsted can consider complaints relating to standards of education, pupil achievement, pupil needs not being met and poor management practice.

If you are concerned about your (or any other) organisations practice about safeguarding children or vulnerable adults:

- Raise your concern internally, e.g. with your line manager
- If you feel unable to do this (e.g. your concern relates to them), raise your concern with one of the specified people in your organisation's whistleblowing policy
- If you have raised your concern but feel that the matter has not been dealt with appropriately, your whistleblowing policy should tell you how to escalate that concern
- If you are worried about how to raise a concern, seek independent advice e.g. through your trade union, professional body or the independent whistleblowing advice lines (see below)

In some circumstances your identity can be kept confidential, but this is not always appropriate and may limit an investigation. Anonymous allegations must be taken seriously, but information about a child or vulnerable adult being at risk must be passed to Social Care to be investigated and any anonymity may be lost.

Useful resources:

- ['Whistleblowing to Ofsted about safeguarding in local authority children's services', Ofsted April 2014](#)
- Public Concern at Work, tel. 020 7404 6609 or email: whistle@pcaw.org.uk
- Ofsted Whistleblowing Hotline tel. 0300 1233155, 8am to 6pm, Monday to Friday, or email: whistleblowing@ofsted.gov.uk or write to WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD
- [Sir Robert Francis's 'Freedom to Speak Up Review'](#)
- ['Whistleblowing procedure for maintained schools', DFE 2014](#)
- [NSPCC Whistleblowing Advice Line, tel. 0800 028 0285](#)



Work & Study Placements

Young people up to 18 years old can be in work or study placement settings, part or full time for up to 2 years, which can make them vulnerable to abuse.

These guidelines will apply to situations such as Key Stage 4 work experience, and off-site or alternative work & study provision in voluntary or independent organisations, universities etc.

Education settings need to protect young people from harm and alongside placement organisations need to have appropriate health, safety and welfare safeguards & policies in place.

Young people are particularly vulnerable if the placement is:

- More than one day per week
- Longer than one term
- Aimed at young people who are vulnerable e.g. under 16 years or who have special needs
- Where a supervisor/colleague has substantial unsupervised access to a young person
- One which has a residential component

Safeguards to have in place:

- Staff in education settings and organisations who arrange, vet or monitor placements should be trained in safeguarding & always liaise with the Designated Safeguarding Lead or Deputy (DSL/D) prior to placement
- Placement organisations should have a safeguarding children policy or statement of principles, make appropriate recruitment checks and have staff training in place
- The education setting should define what actions need to be taken if safeguarding issues are raised before, during or after the placement
- If the placement is with other children, young people or vulnerable adults, the young person's suitability for the placement will need to be risk-assessed by the education setting before the placement starts, including:
 - Discussion with the education setting's DSL/D
 - Consideration of whether a DBS check is required (where young person is over 16)

Any person specifically designated to care for, train, supervise or be in sole charge of a person under 16 should be:

- Considered to be in regulated activity & subject to a barred list check if they are unsupervised & in this role at least once a week or on more than four days in a 30 day period, or overnight; and, as such, should be vetted & subject to an enhanced DBS disclosure
- Given appropriate safeguarding training
- Given details of a person at the education setting to contact if they have concerns

The student on placement should have:

- Regular contact with someone (both at the placement and in their school) that they can talk to immediately if they are worried, uncomfortable or suffer abuse
- Been made aware of safeguarding issues, e.g. e-safety, what is abuse, their rights and responsibilities, before they start the placement.

If the student is over 16 and in a 'specified place' which allows contact with children (i.e. Regulated activity) the placement organisation should consider whether an enhanced DBS check should be requested for the student.

The key to a safe placement is:

- **Advanced planning and risk assessment**
- **Appropriate supervision, communication and monitoring between student, mothers, father &, carers, education setting and placement organisation**

Useful links/resources:

- [Young People at Work, HSE website](#)
- [Speak Up, Stay Safe, British Safety Council](#)
- [Keeping Children Safe in Education, DfE 2016](#)
- [Alternative Provision Programme, Sept 16](#)