A Good Practice Guide to Safeguarding in Education

A positive and preventative curriculum, teaching students:

- To make healthy & safe lifestyle choices
- How & who to ask for help if their health or safety is threatened

A safe learning environment where students know:

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

Partnership with parents and carers:

- Open & honest relationship with school
- Involvement at all stages of a student's education & care

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children', DfE 2015 as:

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

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

Inclusive practice:

- All students will be helped to fulfil their potential
- A culture where every student feels included regardless of their background or circumstances

Safeguarding policies, procedures & guidance:

- Easily accessible documents for parents, carers, students and staff
- Following national and local guidance
- Reviewed annually

Early intervention:

- Early identification of students with additional needs
- Multi-agency intervention and co-operation
- Good information sharing
- Common assessment of need

Well trained volunteers, staff & management:

- Appropriate levels of training & support
- Clarity & confidence about day-to-day expectations
- Working together to safeguard students

Safe recruitment, selection & management practices:

- Identify, deter & reject people who are unsuitable to work with children & young people
- Following national & local guidance

www.safeguardingsheffieldchildren.org.uk

To promote good practice we will consider the following guidelines when working with children, young people, parents & carers:

- Be clear about your safeguarding duties & responsibilities with all staff, volunteers, children, young people, parents & carers

- Discuss all safeguarding needs of a child or young person with their parents and carers openly and honestly and as early as possible

- Ensure that all decisions that are made with the family put the safety & well-being of the child first

- Arrange meetings at times & locations that enable parents and carers to attend & consider their wishes about who else should attend

- Provide a comfortable and confidential room to talk in

- Ensure that people feel they will be listened to and their viewpoint valued

- Ensure that discussions are easily understood, using appropriate means of communication & interpretation, without relying on family members

- Recognise that age, development & culture can affect a person's understanding of an issue

- Ensuring that young people with sufficient understanding know they can talk to you without the knowledge or involvement of their - parents & carers

- Ensure that children and young people know the limits of confidentiality

- Support & advise parents & carers about how to discuss issues with children and young people

- Work with other practitioners to intervene quickly to provide support and assessment to meet a child, young person and their family's needs

- Discuss and agree all requests for support with the child and family

- Consider support networks and coping strategies for the child or young person

- Ensure your support complies with ethical & diversity guidelines for your service

- Inform the child or young person & family about your agency complaints procedure

Your educational establishment should:

- Follow all policies and procedures with regard to individual and organisational safeguarding roles and responsibilities

- Clearly identify our Safeguarding Children Team for students, parents, volunteers and staff & ensure they have the appropriate resources to fulfil the role

- Ensure all supply, temporary & permanent staff & volunteers are appropriately trained to safeguarding children, know their responsibilities & who to refer concerns to

- Monitor & support children & young people who have safeguarding needs and ensure they have effective support to communicate with staff and feel valued

- Provide curriculum-based awareness education of online safety, healthy relationships, abuse, neglect, bullying, exploitation, etc.

- Ensure that parents & carers can understand & fully access safeguarding policies and procedures & include a summary of your safeguarding responsibilities in the prospectus and on the school or college website

- Develop an understanding of other practitioner and agency roles and responsibilities to safeguard children, young people and vulnerable adults

- Keep confidential & securely stored safeguarding records, share information appropriately with other agencies & attend meetings & conferences as required

- Ensure all staff are aware of how to deal with allegations of abuse made against members of staff & are supported to do so

Useful resources:

- Working Together to Safeguard Children, DfE 2015
- Keeping Children Safe in Education, DFE 2015
- SSCB Child Protection & Safeguarding Procedures Manual

Related policies & procedures on the Safeguarding Sheffield Children website:

- **Behaviour Guidelines, Sept 16**
- **Training Pathway, Sept 16**
- **Allegations of Abuse against Teachers and Staff in Education, Sept 16**

Abuse & Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Physical abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child.

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

Emotional Abuse:

This is the persistent emotional maltreatment of a child or young person such as to cause severe and adverse effects on their emotional development.

It may involve conveying to a child or young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on them, including interactions that are beyond their developmental capability as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another, serious bullying (including cyberbullying), causing children and young people to frequently feel frightened or in danger, or the exploitation or corruption of children or young people.

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

Neglect:

This is the persistent failure to meet a child or young person's basic physical or psychological needs, likely to result in the serious impairment of their health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect them from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.
- It may also include neglect or being unresponsive to their basic emotional needs.

Sexual Abuse:

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children or young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Taken from: *'Working Together to Safeguard Children', DFE 2015 (Appendix A, page 92)*

Abuse of Trust

A relationship of trust applies to staff and volunteers in a position of power or influence over a 'person' who is attending their setting.

This could mean someone who provides training, supervision or is in sole charge of a person.

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

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

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

The Sexual Offences Act 2003 exists to protect children, young people and vulnerable adults.

It also supports parents, doctors, and other health professionals who provide sexual health advice as long as their only motivation in doing so is the protection of the child or young person.

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

Vulnerable adults are also protected from sexual abuse & exploitation through the legislation:

'Safeguarding Vulnerable Groups Act' 2006

All settings should ensure that staff have:

- Access to and understanding of the policy about 'Abuse of Trust'
- An explanation of the relationship between the Code of Conduct and Abuse of Trust
- An explanation of their responsibilities in a relationship of trust
- The detailed procedures to be put in place and the sanctions for abuse of trust

'Position of Trust' offences include:

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

There are 2 exceptions to this application:

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

Staff and volunteers should ensure that:

- All relationships are appropriate to the persons age & understanding
- Their language and conduct do not give rise to speculation

Sometimes staff or volunteers may meet children, young people or vulnerable adults who display attention seeking behaviour, or profess to be attracted to them.

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

Useful links/resources:

- What are Sexual Offences?, CPS
- Sexual Offences Act 2003
- NSPCC Sexual Abuse legislation & policy guidance
- Working with Sexually Active Young People, Sheffield Safeguarding Children Board
- Keeping Children Safe in Education, DfE 2015

Allegations of abuse against staff in education settings

These procedures apply where an adult who works (paid or unpaid) with children or young people in an education setting has:

- Behaved in a way that has harmed a child or may have harmed a child

- Possibly committed a criminal offence against or related to a child

- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

Employers have a duty of care to employees and should:

- Act to minimise the stress in this process

- Inform employees as soon as possible unless the police object

- Provide appropriate support

- Appoint a named person to keep the employee informed of the progress of the case

- Advise about contacting a trade union representative

- Give access to welfare counselling or medical advice if provided by the employer

- Maintain confidentiality

- Advise all parties about reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college

All allegations should be:

- Dealt with by the Head Teacher, Principal, Chair of Governors or Management Committee, or Proprietor (i.e. the Case Manager)

- Responded to quickly, fairly & consistently, protecting the child/young person, whilst supporting the person subject to the allegation

- Systematically recorded by the LADO & Case Manager, detailing all decisions & actions taken

The Case Manager should inform the LADO immediately of all allegations that may meet the criteria so they can consider nature, content and context and agree a course of action (see process checklist below).

Considerations:

- Apply procedures with common sense & judgement

- If the allegation is about physical contact, the strategy discussion should consider whether 'reasonable force' has been used

- All options to avoid suspension should be considered prior to taking that step

- If investigation by the police or children's social care is unnecessary, the Senior Manager should consider further options with the LADO

- Resignation/ceasing service provision should not prevent an allegation being followed up

- 'Compromise agreements' must never be used

- Referral to the Disclosure & Barring Service (DBS) must be made if the criteria are met

- Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references (or in employee file of malicious)

- A phased return and/or the provision of a mentor may be appropriate if staff have been away from work during investigation

At the end of a case where the allegation is substantiated, the LADO should have a "learning the lessons" review with the head teacher/principal etc. to identify any improvements that are required.

Local Authority Designated Officer (LADO):
tel. **2734850**

To refer, download the LADO referral form, complete & **securely** email to
lado@sheffield.gcsx.gov.uk

Do not investigate this matter yourself, get advice and support from the LADO

Definitions:

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

Process checklist:

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

- Does the child/young person need medical attention, to be removed from the scene of an incident, a member of staff to look after them until their mother, father or carer arrives?

- Report incident/concern to Head Teacher, Principal, Chair of Governors or Head of Service immediately

➤ **Action required from Head Teacher, Principal, Chair of Governors or Head of Service:**

- Do the **police** need to be involved immediately, e.g. if there is an immediate risk to children or if an offence has been committed?

- Record dates/times of alleged incidents, details of those involved and any potential witnesses

- Gather & secure already existing evidence*,* but **do not take statements,** this is a police role

- Listen to the child/young person, encourage them to speak but do not lead or probe

- Verify that the alleged event(s) could have happened: was the member of staff on duty and present when the alleged incident took place? Are there witnesses?

- **Contact the LADO immediately** if advice is needed, otherwise email the information via LADO referral form using **secure email only**

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

- After consultation with the LADO, inform the accused person, providing them with as much information as possible, unless the police and Children's Social Care are involved and need to agree what information to disclose

- Consider whether suspension is needed or if an alternative arrangement can be made until the allegation is resolved

- Inform mothers, fathers or carers as soon as possible unless police/social care need to be involved or a strategy discussion is required

- Contact your Human Resources Service, especially if suspension or other action is being considered pending an investigation

- Decide what, if anything, you can tell other staff members, considering confidentiality, the views of the member of staff and their representative

- No details should be discussed with other people - staff must observe confidentiality

- All parties should be advised about reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college

Useful web links/resources:

o Keeping Children Safe in Education, DfE 2016

o Working Together to Safeguard Children, DfE 2015

o Sheffield Safeguarding Children Board Safeguarding & Child Protection Procedures

Related policies & procedures on the Safeguarding Sheffield Children **website (schools section):**

o **'Abuse of Trust'; 'Behaviour guidelines for staff and volunteers'; 'Governing Body Safeguarding Role';**

Alternative Provision

All local authorities are responsible for arranging alternative provision for students who would not receive suitable education because of exclusion, illness, behaviour or other reasons, such accessing specific vocational qualifications.

In Sheffield the 'Alternative Provision Network' offers the following programmes:

- **Alternative Provision**: placements of up to a term for primary students at risk of exclusion
- **Re-engagement**: placements of up to a term for Key Stage (KS) 3 & 4 students
- **Progressions**: placements with one or more providers each week for a year or more for KS4 students

Good alternative provision should **i**dentify & meet the needs of the student to overcome barriers to attainment and improve motivation, self-confidence, attendance & engagement.

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

Responsibility for the alternative provision used rests with the school or college.

Supporting students: school/college should:

Focus on the early assessment & identification of any issues or barriers for the student:

- before their behaviour has deteriorated to the extent e.g. that exclusion is the only option
- Prior to the alternative provision placement

Personalised plans:

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

All providers must have safeguarding policies & processes which as a minimum should have:

- A robust process for **all** staff, Managers & the Designated Safeguarding Lead to record all discussions and actions about safeguarding concerns for students
- A secure, individual safeguarding file which includes all information & actions for each student where safeguarding issues have been identified (Recording & File Transfer, Sept 16)

An **immediate** process for:

- Staff to pass on all safeguarding concerns about a student to their Designated Safeguarding Lead (DSL) or Provider Manager
- The DSL or Manager to refer **all** concerns about a student at risk of significant harm, to Children's Social Care **immediately**
- The DSL or Manager to share concerns to the Designated Safeguarding Lead/Deputy (DSL/D) at the school or college and record that this has been done
- Referring any child or young person not on school roll to the **Children Missing from Education Team** tel.: **2736462** (see Children Missing from Education, Sept 16)

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

Safeguarding students over 18 years old:

People who are over the age of 18 who have safeguarding issues are called 'vulnerable adults'.

- Safeguarding issues for students over 18 should be discussed with the school or college DSL/D
- Safeguarding issues for other adults, e.g. a student's parents or carers, must be discussed with:

Adult Access Team tel. **2734908**, or

Safeguarding Adults Office, tel. **2736870**

The school or college should ensure that:

- All alternative provision referrals have been discussed with their Designated Safeguarding Lead/Deputy (DSL/D)

- Their DSL/D has shared all **appropriate** safeguarding information about the student with the Provider's Manager or DSL and parents or carers as appropriate

- The provider setting is visited regularly and the Provider Manager or DSL is updated about the student's welfare

- Where safeguarding concerns about the student are raised before or during the placement, these visits should be more frequent, and all concerns and actions followed up appropriately

- The student has a regular opportunity to talk to someone from the school or college about their placement & any issues that concern them & pastoral support is provided as needed

The student should remain on the school or college roll during the placement and should be encouraged to feel part of the school or college.

If the school or college sets up a contract with a training provider other than those on the Alternative Provision Programme it should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks.

The school or college & the provider should:

o Have an up-to-date safeguarding children policy that staff can access & easily understand

o Provide Sheffield Safeguarding Children Board approved training for staff every 3 years

o Have regular internal safeguarding briefings from the Designated Safeguarding Lead (see Briefings and Guidance)

o Ensure good communication between the Designated Safeguarding Lead of the provider and the education setting throughout the placement period with agreed appropriate mechanisms of challenge

o Ensure all relevant information follows data protection guidance, is jargon free and addresses the students special educational needs, literacy & any safeguarding issues

The alternative provision should ensure that:

- All contractual requirements concerning safeguarding, including following safer recruitment guidelines are complied with

- **All staff** receive Basic Safeguarding Children in Education training every 3 years

- A member of the management team is trained as a Designated Safeguarding Lead (DSL)

- The DSL attends Advanced Initial training **and** the Advanced Refresher training held each year

- The DSL regularly briefs staff about general safeguarding issues

- The Provider Manager or DSL will share safeguarding information with their staff **only** on a '**need to know**' basis

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Alternative provision to improve behaviour:

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

- parents are given clear information about the placement and how it will be reviewed

- the local authority (where the pupil has a statement of special educational needs) is given clear information about the placement

- the placement is regularly reviewed and parents are involved

Although this does not apply to Academies, it can provide an example of good practice.

Useful resources:

o Keeping Children Safe in Education, DfE 2016
o Working Together to Safeguard Children, DfE 15
o Sheffield City Council Policy about Adult Abuse
o Special Educational Needs and Disability (SEND), DfE
o Alternative Provision, DfE 13

Other useful policies & procedures on the Safeguarding Sheffield Children website **include:**

o Work & Study Placements, Sept 16
o Abuse of Trust, Sept 16
o Allegations of Abuse against Staff in Education Settings, Sept 16
o Behaviour Guidelines, Sept 16
o Educational Visits, Sept 16
o Vetting, Barring and Recruitment, Sept 16

Behaviour Guidelines

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

DO NOT:

- Use your position to gain access to any information for your own advantage or another persons' detriment

- Intimidate, threaten, bully, coerce or undermine anyone

- Use racist, sexist, homophobic or other language or behaviour that is derogatory or oppressive to others

- Engage in any sexual activity (even consensual) with a student under 18 years or a 'vulnerable adult' who is attending your educational setting

- Play games or have physical contact with a student that is inappropriate

- Use disproportionate force when addressing student behaviour

- Jump to any personal conclusions about staff, volunteers or student's behaviour

- Investigate any allegations about the behaviour of staff and volunteers yourself

- Make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with students

- Create any personal relationship with a student where one does not already exist

- Give **any** personal details about yourself or others to a student unless you have agreed this with a senior member of staff

- Be-friend or communicate with a student via personal internet accounts, social networking, apps or other electronic medium

- Rely on your good name or reputation to protect you when you behave inappropriately - it may not be enough

DO:

- Encourage discussion about safeguarding amongst staff, governors, students, mothers and fathers (or carers) and volunteers

- Report all health & safety issues without delay

- Keep students safe and protect them from physical, sexual and emotional harm & neglect

- Look after yourself

- Treat **everyone** with respect

- Be a positive role model and behave in a way that you wish others to follow

- Work with another appropriate adult in all planned activities whenever possible

- Risk-assess all situations when you are working alone with a student and make sure you are seen and/or heard by others

- Respect peoples' right to personal privacy

- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like

- Report and challenge all inappropriate and/or abusive activities, such as ridicule, threats, intimidation, bullying and discrimination

- Familiarise yourself with all aspects of your settings' code of conduct

- Report any gifts or money you are given as part of your role at work, and ensure they are not of significant value or intention

- Give gifts (never money) to students **only** as part of an agreed reward system

- Report all concerns and allegations of abuse to students or vulnerable adults, directly to your Designated Safeguarding Lead, Head Teacher or Senior Manager as appropriate

Remember: someone may misinterpret your actions, however well intentioned.
Ask yourself: are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

"The sexual exploitation of children and young people **under 18** involves situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources."

The National Working Group for Sexually Exploited Children & Young People, 2008

Both girls and boys can be exploited.

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

Online Sexual Exploitation includes:

o Online befriending, grooming and abuse
o Asking children to share indecent images of themselves
o Leverage for further demands,
o Offline meetings to sexually abuse a child
o Contact from perpetrators in other countries

The speed of grooming online can be **very** quick - leaving little 'thinking time' for the victim.

The restrained influencing of a child over several months has largely been replaced by rapid escalation to threats, intimidation and coercion.

Governors, Management Committees and the senior management of all education settings need to make clear their commitment to deal effectively with Child Sexual Exploitation (CSE)

All education settings should ensure that:

- They identify to staff & pupils a fully trained **Child Sexual Exploitation (CSE) Lead** who is updated regularly
- The CSE Lead and the Designated Safeguarding Lead (DSL) (if they are different people) work closely together
- All staff are made aware of and understand CSE indicators and referral pathways
- Students are taught about:
    o CSE and how to protect themselves and each other
    o Healthy (including sexual) relationships, peer pressure, bullying, e-safety, gang activity etc. and how these topics can relate to CSE
- All students know who to go to for help and support, and who to report CSE concerns to, both inside and outside the education setting
- Relevant staff work in partnership with other agencies
- Procedures are in place to continually gather, record and share CSE information with the Sheffield Sexual Exploitation Service as soon as practicable, including ongoing data on students who run away or go missing
- They consider effective ways of raising awareness of CSE with parents and carers

What to look out for:

Vulnerabilities:

ALL children and young people, including those from supportive families can be vulnerable to sexual exploitation. However, some children and young people are known to be at greater risk if they:

- Have a chaotic home/family life

- Have a history of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical, sexual and emotional abuse and neglect)

- Have experienced loss or bereavement

- Are associated with gangs through relatives or peers, or are living in a gang neighbourhood

- Have friendships with children or young people who are being sexually exploited

- Have learning difficulties

- Live in residential care, or hostel or bed & breakfast accommodation

- Have low self-esteem or self-confidence

- Are Young Carers (i.e. have caring responsibilities for parents or family members with mental or physical health problems, or who are misusing substances)

Warning signs:

Children and young people who are being sexually exploited may be:

- Going missing from, or returning late to home or care

- Absent from or not taking part in education

- Receiving unexplained gifts or new possessions

- Having older boyfriends or girlfriends

- Increasing their use of social media, dating sites, image sharing apps etc.

- Involved in risky online relationships or meeting people befriended online

- Sharing inappropriate or indecent online images

- Becoming isolated or estranged from family and friends

- Involved in offending behaviour

- Misusing drugs or alcohol

- Experiencing sexual or other cyber-bullying

- Changing their physical appearance

- Contracting sexually transmitted infections, pregnancy and terminations

- In poor mental health, self-harming, have mood swings or changes in emotional wellbeing or having thoughts of, or attempting suicide

Risk assessment and consent:

"In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;

- Sexual activity with a child under 16 is also an offence;

- It is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;

- Where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;

- Non-consensual sex is rape whatever the age of the victim; and

- If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group."

Taken from: 'What to do if you suspect a child is being sexually exploited' DfE 2012

What to do next:

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

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

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

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

…the **Local Authority Designated Officer (LADO)** should be informed, via the Sheffield Safeguarding Children Advisory Service, details below.

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

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

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

Practitioners should refer to the 'Designated Competent Authorities' based within the United Kingdom Human Trafficking Centre (details below) and UK Visas and Immigration.

Useful websites:

- Sheffield Safeguarding and Child Protection Procedures

- SSCB factsheet about Sexual Exploitation

- Parents Against Child Sexual Exploitation 'PACSE' is a national charity working with parents & carers whose children are sexually exploited

- NSPCC: definitions, statistics, facts and resources about Child Sexual Exploitation

- Thinkuknow: advice for staff, parents, children and young people about online abuse

- Barnardo's: advice for parents, professionals and young people on the signs of sexual exploitation and how to keep safe

Advice and Support:

Sheffield Sexual Exploitation Service:
Tel. 0114 2018645
Monday-Friday, 9am-5pm

Safeguarding Children Advisory Service:
Tel 0114 2053535
Monday–Friday, 9am-5pm

UK Human Trafficking Centre (UKHTC):
Tel. 0844 7782406
Fax: 0870 4965534
Email: UKHTC@nca.x.gsi.gov.uk

Publications and research:

- What to do if you suspect a child is being sexually exploited, DfE June 2012
- Qualitative study of children, young people and 'sexting', NSPCC 2012

Children Missing Education

All children are entitled to a full time education which is suitable to their age, ability, aptitude & special educational needs.

Local authorities must try to identify children who are missing education in their area.

A child or young person is considered to be missing from education if they are of compulsory school age (5-16) and:

- Are not on a school roll
- Are not being educated at home, privately or in alternative provision
- Have been out of educational provision for a substantial period of time

A child going missing from education is a potential indicator of abuse or neglect.

Staff should be alert to safeguarding concerns such as sexual exploitation, travelling to conflict zones, Female Genital Mutilation and forced marriage, to help prevent the risks of pupils going missing.

Some circumstances can leave children and young people at more risk of not receiving education, including those who are:

- At risk of abuse or neglect
- In Gypsy, Roma, Traveller or Armed Forces families
- Involved in the youth justice system
- Living in a refuge or fleeing domestic abuse
- Part of a homeless family
- Young runaways or missing children
- Asylum seekers, refugees, or new immigrants
- Teenage mothers
- Excluded from or not attending from school

Ofsted recommends that all schools should:

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

All schools must inform the local authority immediately if they intend to remove a pupil from the admission register if they have:

- Been taken out of school for home education
- Moved too far away to travel to school
- Health problems that prevent their attendance before ceasing to be of compulsory school age
- Had a custodial sentence of over 4 months
- Been permanently excluded

Schools must also inform the local authority of:

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

Where a college provides education for a child of compulsory school age, the college shall inform the local authority:

- About their attendance and absence
- If they are removed from roll

Children Missing from Education Team

Level 5, Moorfoot, S1 4PL

Tel: 0114 2736462   Fax: 0114 2735470

Email: ed-missingchildren@sheffield.gov.uk

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

Or complete and return the:

Children Missing from Education notification form

Taken from 'Children Missing from Education', Ofsted 2010

Conferences, Plans & Core Groups

Child Protection Conferences are multi-agency meetings convened & chaired by the Safeguarding Children Service, CYPF. They have recently changed to a new Strength-Based Approach format

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

The purpose is to determine whether a child or young person has experienced or is likely to experience significant harm.

This is determined through:

o Sharing & analysing information about the risks to the children/young people and what is working well

o Considering each child or young person's current situation/historical concerns, circumstances that may increase risk, any areas of disagreement

o Deciding:

  ▪ Future action to safeguard & promote the welfare of the children/young people

  ▪ Whether the children/young people should be the subject of a 'Child in Need' or 'Child Protection' Plan

The Initial Conference should be attended by:

o Children's Social Care

o At least two other agencies directly involved with the child or young person

o Agencies who have information about the child, parents or other family members, or with expertise in a particular area

o The child/young person, if of a suitable age and wanting to attend, and/or their advocate

o Family members (including wider family)

o Foster carers (current or former)

The involvement of family members should be planned carefully. In some circumstances a mother, father or carer can be excluded from the conference.

Whenever necessary an interpreter should be involved & communication issues addressed.

Part one of the conference:

- The Chair will meet with the family to explain the purpose and process of the conference
- Professionals will meet to share reports and any confidential information; and to decide the date of first core group meeting in case needed

The main conference will explore:

▪ Concerns and impact on the child(ren)

▪ Existing strengths and safety factors

▪ Any complicating factors or grey areas

▪ How to reduce the risk

▪ How safe the children are (safety scale)

▪ Whether there should be a Child in Need or Child Protection Plan

▪ Identify the Core Group (if child protection)

▪ Develop the Outline Plan by identifying:

  ▪ each area of risk

  ▪ who will do what to reduce it & when

  ▪ agree a review date

▪ If **no** plan is needed, what services are required to promote the child's health & development

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The Designated Safeguarding Lead/Deputy (DSL/D) must provide a written report to all conferences which assesses the risk factors & impact on the child/young person.

The multi-agency report template is available on the Safeguarding Sheffield Children website in the Schools Toolkit.

The contents of the report should be discussed with the child and family prior to the conference wherever possible.

If the family disagrees with any of the content, the different views can be recorded in the report.

The completed, typed report **must** be sent at least 2 days before the conference to the conference Chair:

▪ via our secure file exchange (SFX)

▪ or by **secure** email to: child.protection@sheffield.gcsx.gov.uk

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

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

Membership of the core group includes:

- The lead social worker (who usually chairs the group and ensures it is recorded)
- The child, young person and their family
- Professionals (and foster carers where applicable) in direct contact with the family

All members of the group are jointly responsible for actions, updates and monitoring in relation to the child's plan.

The first core group should take place within 10 working days of the initial conference and further meetings should be held monthly to monitor the progress of the plan.

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

The child protection plan should:

- Ensure the child/young person is made safe from harm and their needs met
- Promote their health, development and welfare
- Support the family to safeguard and promote the welfare of the child or young person
- Be based on the 'Sheffield Single Assessment' completed by Children's Social Care
- Set out what needs to change, by how much, by when and by whom
- Consider the child/young person's wishes and feelings, based on age & understanding
- Be agreed and written with the child/young person & family in their preferred language and copied to them; copies in English should be circulated to the other core group members
- Consider interventions that are most likely to achieve the required changes

Review conferences should:

- Be held within 3 months of the initial conference & then 6 monthly
- Review whether the child/young person is likely or continuing to suffer significant harm and assess/measure their progress towards safety
- Ensure they continue to be safeguarded
- Consider if the plan should continue or change

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

The Child Protection Enquiry Team CYPF:

All Local Authorities should record which children are subject to a child protection plan and for which category of abuse or neglect.

They should make this information available to any legitimate professional enquirer who rings them (from an office landline only) with concerns about a child or young person:

Tel. **0114 2734925** **(9am to 5pm)**

Tel. **0114 2052672** **(Out of Hours Team)**

If a child protection enquiry is made about a child who:

- Has a social worker or is living at the same address as a child with a plan, the enquirer and social worker will be informed of each other's details and enquiry
- Has a 'closed' case or is not known to Children's Social Care, this is recorded with advice given.

If a second enquiry is made, details will be passed to the Social Care Area Office.

Education settings are expected to record of the number of children and young people attending their provision with a current Child Protection Plan.

This information is recorded and reported to the Local Authority in the Safeguarding Annual Report from Head Teachers, during the summer term of each academic year.

To see if your setting has submitted this report and to see other safeguarding information for your setting, Designated Safeguarding Leads & Deputies can use their individual log-in to access Schoolpoint 365

Useful web links/resources:

o Sheffield Safeguarding Children Board Safeguarding & Child Protection Procedures
o Strength-Based Approach Child Protection Conferences
o Working Together to Safeguard Children, DfE 2015
o Safeguarding Annual Report from Head Teachers
o Schoolpoint 365 (Sheffield Safeguarding Children Service area)

Designated Safeguarding Lead & Deputy

All education settings in Sheffield must have a Designated Safeguarding Lead & one or more Designated Safeguarding Deputies (DSL/D's).

The DSL/D role has lead responsibility for all child welfare and child protection issues

The DSL must be a senior member of the leadership team with the appropriate status, authority, time, funding, training, resources and support for the role.

All DSD's should be trained to the same standard as the DSL, work with the DSL or act in their absence.

Staff in both roles must have the designated safeguarding role explicitly stated in their job description.

The DSL/D role:

Refer or support other staff to refer:

- Suspected abuse to Children's Social Care
- Concerns about radicalisation to the Channel Programme
- Persons dismissed/left due to risk or harm to a child to the Disclosure and Barring Service
- Cases where a crime may have been committed to the Police as required.

Liaise with:

- The Head or Principal about e.g. ongoing section 47 enquiries and police investigations
- The "case manager" and the Local Authority Designated Officer (LADO) about any child protection concerns relating to a staff member
- Staff and provide support, advice and expertise about safety, safeguarding and referrals
- Contributing to the assessment of children by working with all appropriate agencies & the local authority, including attendance at strategy discussions & multi-agency meetings

Ensure your safeguarding policies are:

- Known, understood and used appropriately
- Reviewed annually with your governing bodies or proprietors
- Available publicly

Raise awareness to ensure that:

- Parents are aware that referrals about suspected abuse or neglect may be made and understand the role of the setting in this
- The setting liaises with the SSCB about training & local safeguarding policies

Training:

Attend relevant & refresher courses at least every 2 years & receive & understand updates of the knowledge & skills for the role, including:

- Assessment process for early help & intervention
- Child protection case conferences
- Safeguarding policy and procedures
- Children in need, those with special educational needs & young carers
- Keeping detailed, accurate, secure written records of concerns and referrals
- The Prevent duty & radicalisation
- Encourage a culture where staff take the wishes & feelings of children seriously
- Providing regular staff updates about safeguarding issues

Safeguarding file:

When children leave the setting, the DSL/D must ensure their file is securely transferred to their new setting, separately from the main pupil file, as soon as possible & receipt is confirmed

Availability:

- During term time hours the DSL/D should be available in person (or exceptionally by phone) to discuss safeguarding concerns
- Settings should arrange appropriate cover for the DSL/D role for out of hours or holiday activities involving children

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If you need safeguarding advice, phone the:

**Safeguarding Children Advisory Service
Mon-Fri, 9-5pm, Tel 0114 2053535**

Keep your team details updated on Schoolpoint 365, Sheffield Safeguarding Children Service area, **we will add your training records, communicate with you & more!**

Useful links/resources:

- Working Together to Safeguard Children, DfE 15
- Keeping Children Safe in Education, DfE 2016

Educational Visits

Adults should always take care when supervising students on visits & outings, particularly where the setting is less formal than the usual workplace.

Adults are in a position of trust and their behaviour should remain professional at all times.

The owners/managers of establishments used for visits from educational settings are responsible for ensuring that:

o They comply with health & safety regulations

o The setting & equipment is fit for purpose

o Their staff are trained in safeguarding and have appropriate DBS checks

Prior to booking any visit, consider issues for staff and volunteers, including:

o Their suitability

o Have they received appropriate & up to date safeguarding children training

o Do they understand 'abuse of trust' issues

o Do they have up to date DBS checks

All risk assessments should include:

o Transport issues

o First aid & medication arrangements

o Specific safeguarding issues relating to a student included on the visit, e.g. health, disability, access, support

o If site security & surveillance is appropriate

o Staff to child ratios

o Intimate care & personal hygiene issues

o Fire practice, health & safety issues

o Consideration of other needs of students e.g. gender identity & religious issues

o The suitability of sleeping arrangements for overnight stays e.g. separate rooms for boys and girls and the location of staff bedrooms to ensure adequate supervision

The school visit leader should conduct generic Risk Assessments relating to any adventure activities they will be doing.

Any safeguarding issues occurring during a visit must be reported to the Designated Safeguarding Lead or Deputy immediately.

For all visits:

o Wherever possible undertake a pre-visit to gauge the suitability of the venue before making any arrangements

o If the venue/visit has an element of adventure, or the provider is delivering the activity, additional assurances should be sought from the owner/manager (see Sheffield City Council Educational Visits Guidance and Generic Risk Assessment 4)

o The Educational Visits Coordinator must be informed & must obtain permission from:

• The Governing Body in principal, including assurance about risk assessments

• The Head Teacher for approval for each visit to go ahead

Permission is required from a person with parental responsibility before any child or young person can take part in an educational visit.

Arrangements for pupils under 18 to be cared for/accommodated by a **host family** that is paid and to whom they are not related, could amount to "private fostering" and/or regulated activity.

The Early Years Foundation Stage Framework 2014, **section 3 safeguarding and welfare requirements,** is essential guidance for staff working with pupils under 5 years old for:

o Staff, qualifications, training, support and skills

o Staff to child ratios

o Health, accidents & injury, behaviour

o Risk assessment and outings

o Special education needs

o Information and recording

Useful web links/resources:

• Sheffield Educational Visits resources & online approval system (EVOLVE) (log on required).

• Thornbridge Outdoor Centre, Sheffield City Council

• Health & Safety: advice for schools, DfE 2014

• Keeping Children Safe in Education, 2015

E-Safeguarding

All education settings should be safe environments for children and young people to learn.

The purpose of internet use in educational settings is to raise educational standards and promote achievement, support the professional work of staff & enhance the settings' management of information, communication and administration systems between staff, pupils and parents or carers.

Therefore safeguarding children and young people online can involve a range of potential issues such as cyberbullying, extremist behaviour, grooming, child sexual exploitation and sexting.

This highlights the need to educate children, young people, their parents, carers and staff about the benefits and risks of using this environment and provide safeguards & awareness for users to safely control their online experiences.

All settings should have an E-Safety policy that reflects the settings whole-school approach and should operate alongside other policies including:

- Student and staff behaviour
- Bullying
- Curriculum
- Data protection
- Information sharing and security

E-safeguarding depends on effective practice at a number of levels:

- Safe and secure network and broadband connection from the Yorkshire and Humberside Grid for Learning or your Internet Service Provider

- Appropriate and ongoing levels of ICT security at the setting, e.g. firewalls, access restrictions etc

- Up to date E-Safety policies that are understood, implemented and regularly reviewed by staff, pupils and parents

- Safe and responsible Information & Communication Technology (ICT) use by all staff, pupils and their parents & carers

- Education and training including a progressive and age appropriate e-safety curriculum

Top Tips:

- **E-safety is part of the statutory computing curriculum**

- **The internet is a necessary tool for learning – encourage safe use**

- **Access to the internet is an entitlement for students who show a responsible and mature approach to its use**

- **Students need to learn how to evaluate internet information and to take care of their own safety and security**

Useful web links/resources:

- Child Exploitation & Online Protection Centre (CEOPS): Thinkuknow

- Childline - Bullying

- Kidscape

- Preventing and Tackling Bullying, Department for Education

- UK Safer Internet Centre

Related documents in the Education Policies & Procedures section of website:

- **Mobile devices, Sept 15**

- **Photographs, videos and other images, Sept 15**

- **Bullying and abuse by children and young people, Sept 15**

- **Child Sexual Exploitation, Sept 15**

If any Sheffield practitioner needs advice and support, they can contact:

Safeguarding Children

Advisory Service

Mon-Fri, 9-4.30pm, tel. 205 3535

What is cyber-bullying?

Cyber-bullying happens 'online' through electronic information technology with a widespread audience and numerous devices to communicate through.

Cyber-bullying can leave children and young people feeling scared, upset, isolated and very vulnerable, particularly as the bullying can happen whilst in their own home.

There are a number of different methods of cyber-bullying, but the main ones are:

- Electronic communication such as messages, texts, emails, photographs, video-messaging, sexting via mobile phones, computers, smart-phones, tablets etc to individuals or groups

- Communication is threatening, upsetting or offensive and may include racist, sexist, or homophobic content

- Making humiliating and abusive phone calls on mobiles or land lines

- Sending inappropriate communication that can be shared with others through social networking and gaming sites

- Communicating with friends of the victim and other people to try to make them become part of the bullying

- Setting up 'profiles' on social networking sites to make fun of a child or young person

- Creating a false identity to impersonate someone and send inappropriate communications in their name

- Use chat rooms and gaming sites to abuse other players, use threats, lock victims out of games, spread false rumours

- Sending viruses or hacking programs that can destroy the victim's computer or delete personal information from their hard drive

- Posting intimate, sensitive and personal information, about someone without their permission or knowledge

The above methods can also be used by adults to 'groom' vulnerable children and young people in order to sexually exploit them.

These people pretend to be someone else online in order to be-friend a child or young person, find out sensitive information or obtain intimate photographs of them, and then threaten to expose this information to their family of friends.

Assessing and managing risk - the setting should:

- Take reasonable precautions to prevent access by students and staff to inappropriate material

- Maintain an audit of all Information and Communication Technology use at the setting

- Make students aware of strategies for safe and responsible use of the internet and what to do when things go wrong

- Staff should safety-check all sites and links before using with students

- The use of social media should be risk-assessed and carefully controlled within the setting

- 'Managed' Learning Environments' (MLE) must be thoroughly risk assessed and monitored

- A clear reporting process should be in place to deal with problems and all staff and students made aware of it

- Ensure that your 'Acceptable Use' and 'E-safety' policies cover all aspects of technology and online environments used in the setting.

Images of students and other identifying information should be carefully managed; written consent should be obtained from the student and their parents or carers before it is used, and the image should be removed as soon as the student has left the setting.

Communicating with pupils, staff, parents and carers:

- Rules for e-safety and internet access should be posted in all classrooms

- Pupils, staff, mothers, fathers and carers should:

  o Have a thorough understanding and an age-appropriate copy of your 'E-Safety' and 'Acceptable Use' policies

  o Be informed that all internet use may be monitored and traced to the individual user, and therefore appropriate conduct is essential

- Attention should be drawn to the 'E-safety' policy in newsletters, brochures and on the website for the educational setting

Assessing risks and problems – what to do:

Experience of child or young person:

Universal	Universal plus/targeted	Acute/specialist
• Has a range of IT skills and understands how the internet works and it's global audience • Safely enjoys the benefits of the internet and is able to communicate safely with friends and family • Maintains personal security when using chat rooms, gaming etc • Does not disclose personal details of friends to unknown parties • Family aware of use and understand safe use principles • Child shares interest with parents	• Some IT skills but doesn't really understand how the internet works • Uses the internet carelessly, visiting unregulated sites • Visits adult sites and views explicitly sexual or violent material • Is the victim or perpetrator of occasional low level cyber-bullying • Has IT skills but using them to access unsuitable areas of the internet • Uses the internet to establish contact with unknown others and discloses contact details • Transmits pictures/video of self or others which could be used by internet predator or for cyber bullying • Discloses address and phone details • Agrees to meet stranger with peer	• Visits illegal sites or sites designed for adults and develops an interest which may lead to criminal or exploitative actions • Exposes friends to risk by disclosing details to strangers • Posts explicitly sexual material including photos/video of self or others • Discloses stranger abuse resulting from internet contact • Is the victim or perpetrator of sustained and/or serious cyber-bullying that includes disclosure of personal and identifying information • Agrees to meet stranger alone

Action from practitioners:

Universal	Universal plus/targeted	Acute/specialist
• Child is benefiting from parental guidance and curriculum activity • Continue discussion about e-safety in curriculum	• Mothers, fathers, carers and school provide advice and consider steps which need to be taken • Access control needed • Discuss with DSL in school • Consider action plan	• Inform DSL • Seek advice from Safeguarding Children Advisory Service • Notify police • Inform parents if safe to do so • Notify other parents if appropriate

CC BY-NC-SA **www.safeguardingsheffieldchildren.org.uk**

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

FGM is illegal in the UK and in October 2015 it became mandatory to report all concerns about FGM to the Police.

FGM is classified as a form of child abuse for girls under 18 years old, with long-lasting harmful consequences.

Girls who are threatened with, or who have undergone FGM may withdraw from education, affecting their educational & personal development.

They may feel unable to go against the wishes of their parents and consequently may suffer emotionally as well as physically.

Indicators:

Staff may become aware of a student because:

- She appears anxious, depressed and withdrawn
- Her educational performance, aspirations or motivation may decline
- She absents herself from lessons, possibly spending prolonged periods in the bathroom
- Her friends report their concerns

Girls may be most at risk during the summer holiday, so staff may wish to pay particular attention in the summer term, and when girls return to school or college in the autumn.

Education settings can create an 'open' and supportive environment by:

- Circulating and displaying materials about FGM
- Making a private telephone available for students to seek advice discreetly
- Raising mandatory reporting duty & awareness of FGM among all staff, e.g. training, briefing sessions, guidance, etc.
- Ensuring that the safeguarding team is fully aware of the issues around FGM
- Introducing FGM into the school curriculum within relevant classes, such as PSHE, Sex and Relationship Education (SRE), Science and Citizenship.

Actions:

- Talk to students about FGM professionally & sensitively
- Explain that FGM is illegal in the UK and that they will be protected by the law
- If you are concerned that a student is at immediate risk of, or has undergone FGM, you **must** inform your Designated Safeguarding Lead or Deputy (DSL/D) **immediately**

The DSL/D must:

- Make an **immediate** referral into Children's Social Care for further investigation alongside the Police and health services
- Talk to the student about why they have made a referral (particularly if against their wishes)

Staff should not:

- Examine a student (unless part of their normal personal care, e.g. nappy-changing, disability-care etc.)
- Treat such concerns as a 'domestic' issue
- Ignore what the student has told them or dismiss the need for immediate protection
- Decide that it is not their responsibility to follow up the allegation
- Discuss their concerns with the student's family or community, in advance of any enquiries by the police, adult or children's social care

Agencies will always work with parents & wider family on a voluntary basis to prevent the abuse, including community leaders & organisations.

In all situations the girl should be offered counselling and medical help, and assess other related females who may be at risk.

Useful resources:

- Female genital mutilation: guidelines to protect children and women, HO & DFE 14
- Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures Manual – Female Genital Mutilation
- SSCB FACT SHEET: Female Genital Mutilation (FGM)

First Aid in schools & colleges

The Health and Safety (First Aid) Regulations 1981 sets out requirements that mean schools, colleges and other education settings will need to assess and inform staff about:

- The number of first-aiders (trained to paediatric standards if there are pupils under 5 years old)
- Their equipment, accommodation, recording and reporting arrangements.

A first-aid assessment should include the likely risks to students, visitors & staff.

Points to consider:

- The **size** of the setting, and whether it is on split sites or levels
- The **location** of the setting in relation to the emergency services
- Informing the local **emergency services** in writing of the setting's location and any circumstances that may affect access
- Emergency services should be given clear instructions regarding where and whom to report to on arrival
- Any **specific hazards** or risks on site, e.g. hazardous substances, dangerous tools or machinery, or temporary hazards such as building and maintenance work
- Any specific health needs or disabilities of students and staff
- The age range of students (this can affect the type of first-aid provision and materials required)

All staff and visitors should know how to contact a first aider and locate first aid equipment & facilities.

Procedures should be in place for contacting a students' mother, /father or carer.

The governing body or Head Teacher should review the setting's first-aid needs at least once a year to ensure the provision is adequate and standards are being met.

Useful links:

- First Aid in Schools, DFE 2014
- Health and safety: advice for schools, DFE 14

When considering how many first-aid personnel are required the governing body or Head Teacher should consider:

- Adequate provision for lunch times and breaks: it is good practice to encourage lunchtime supervisors to undergo first-aid training
- Adequate provision for annual leave and other absences
- First-aid provision for off-site activities, e.g. **educational visits,** ensuring adequate provision remains on site
- Adequate provision for practical areas such as science, technology, home economics and physical education departments
- Provision for 'out-of-school-hours' activities, e.g. sports and clubs
- Agreements with contractors (e.g. meal providers) on joint first-aid provision for their employees
- Provision for trainees working on-site; they have the same status as staff for health and safety purposes
- Agreed procedures for emergencies in isolated areas such as the playing field

Settings should keep a record of any first-aid treatment given by first aiders and appointed persons.

This should include:

- The date, time and place of the illness, incident or injury
- The name (and class) of the injured or ill person
- Details of the injury or illness and what first-aid was given
- What happened to the person immediately afterwards (for example, whether they went home, resumed normal duties, went back to class, or went to hospital)
- The name and signature of the first-aider or person dealing with the incident

Some accidents are reportable to the HSE under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

Governing Body Safeguarding Role

Section 175 of the Education Act 2002 and The Education (Independent School Standards) Regulations 2014 requires governing bodies of **all** schools & colleges to make arrangements to safeguard & promote the welfare of children.

The Non-Maintained Special Schools (England) Regulations 2015 oblige non-maintained special schools, as a condition of their approval, to make arrangements for safeguarding and promoting the health, safety and welfare of pupils.

As a governing body/proprietor you must ensure that you comply with your duties under all legislation & ensure that your policies, procedures & training are effective & compliant.

Designated Safeguarding Lead/Deputy:

You should appoint a senior member of your leadership team as Designated Safeguarding Lead (DSL), and they will have ultimate responsibility for safeguarding & child protection.

You should appoint one or more Designated Safeguarding Deputies depending on the needs and structure of your setting.

They should:

- Be trained to the same standard
- Have the role explicit in their job descriptions
- Liaise with the local authority & other agencies (see Working together to safeguard children, DfE 2015).
- Provide support to staff during working hours & have cover for out of hours activities
- Attend Advanced Initial training & then **annual** Advanced Refresher training in Sheffield
- Update their knowledge & skills regularly via emails, meetings & reading materials.

For more information go to the document called **Designated Safeguarding Lead & Deputy, Sept 2016**, in the education settings' policies and procedures section of the Safeguarding Sheffield Children website.

Safeguarding policies & procedures:

Governing bodies and proprietors must ensure they have policies for appropriate & timely action to safeguard & promote children and young people's welfare, including:

- Effective policies based on government guidance & Sheffield Safeguarding Children Board (SSCB) procedures, updated annually and available publically
- A staff behaviour policy which includes:
  - acceptable use of technologies
  - staff/pupil relationships & communication
- Responding to children who go missing from education

Safeguarding Induction for new & temporary staff & volunteers should include:

- The above policies
- Part 1, Keeping Children Safe in Education 2016
- The role of the Designated Safeguarding Lead/Deputy (Safeguarding Induction Pack, Sept 16, in Toolkit).

Head Teachers/Principals should ensure that these policies and procedures are followed by all staff.

The Safeguarding Sheffield Children website has a policy & procedures section for education settings which are updated annually and comply with local and national guidance.

The Safeguarding Sheffield Children website has a policy & procedures section for education settings. The policies & procedures are updated annually and comply with local and national guidance.

Inspections:

All inspections will judge whether arrangements for safeguarding learners are effective.

For further guidance see 'Inspecting safeguarding in early years, education and skills settings', Ofsted 2016.

Inter-agency working:

- Follow the statutory national guidance above

- Ensure that your safeguarding arrangements take into account the policies & procedures of Sheffield Safeguarding Children Board (SSCB), including assessments and thresholds

- Supply information for the SSCB to perform its functions, e.g. via Schoolpoint 365, Sheffield Safeguarding Children Service area

- Co-ordinated, early help when additional needs of children & young people are identified

- Contributing to inter-agency plans to support to students subject to child protection plans

- Allow access for Children's Social Care to conduct a section 17 or 47 assessment

- Share information appropriately with other professionals and agencies, particularly to e.g. identify and prevent child sexual exploitation

'Looked after children':

You should ensure that staff have the skills, knowledge and understanding necessary to keep any 'looked after child' safe.

You must ensure that:

- You appoint a Looked After Children (LAC) Designated Teacher to promote the educational achievement of 'looked after children'

- The LAC Designated Teacher has appropriate training to fulfil the role

- Staff have the information they need about:
  - A child or young person's legal status
  - Contact and care arrangements
  - The levels of authority delegated to the carer by the local authority looking after the child

- Your DSL/D has details of the child's social worker and the name of the Virtual School head in the authority that looks after them

- The LAC Designated Teacher works with the virtual school head to discuss how funding can be used to support the progress of looked after children and meet the needs identified in each child's personal education plan

Allegations of abuse made against other children (peer on peer abuse):

Your policy should include:

- How allegations are investigated & dealt with

- The different forms this abuse can take

- this abuse should not be passed off as "banter" or "part of growing up"

- How victims of will be supported

Allegations of abuse against staff & volunteers in education settings:

You should ensure there are procedures in place for allegations of abuse against staff and volunteers which include:

- Referral to the Local Authority Designated Officer (LADO)

- Referral to the Disclosure & Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned (legal duty)

Safer recruitment:

You should prevent people who pose a risk of harm from working with children and young people by adhering to statutory responsibilities to:

- Check staff who work with children

- Take proportionate decisions on whether to ask for any checks beyond what is required

- Ensure volunteers are appropriately supervised

- Have written recruitment and selection policies and procedures in place

- The School Staffing (England) Regulations 2009 require that at least one person on any appointment panel has undertaken safer recruitment training

- You may choose appropriate training and/or take advice from the SSCB; but it should cover, as a minimum, the content of this guidance.

Teaching about safeguarding:

You should ensure that children are taught about safeguarding & online safety through all teaching and learning opportunities, as part of PHSE, SRE and a broad and balanced curriculum.

Children staying with host families:

If your setting arranges for students under 18 to live with a host family to which they are not related, this could be "**private fostering**" under:

- The Children Act 1989 and/or

- The Safeguarding Vulnerable Groups Act 2006

- If someone is paid to provide care & accommodation and this is not arranged by the students family, the private fostering arrangement may be 'regulated activity'

- The setting that has made the arrangement may be a 'regulated activity' provider

- If you are the 'regulated activity' provider, you should request a DBS Certificate with barred list check for the accommodation provider.

- If parents/carers make the arrangements or take responsibility for choosing host parents this is a private matter between them

- A regulated activity provider will be committing an offence if they knowingly allow a person to carry out a regulated activity whilst barred

If your staff or volunteers become aware that a student under the age of 16 (or 18 if disabled) is living with someone to whom they are not related, they should inform the DSL/D immediately so that the local authority can be informed and check that this is safe and suitable.

Online safety:

- a whole school approach to online safety

- a clear policy on the use of mobile technology

- Appropriate filters & monitoring systems without 'over-blocking'

- Risk assessments consider pupil age range, numbers & frequency of access

- online safety training for all staff

All staff training must include:

- Safeguarding induction (new staff & volunteers)

- Face-to-face basic training every 3 years

- Regular updates e.g. via email & meetings to develop skills & knowledge of issues

Staff will develop expertise through training & managing safeguarding concerns and should be encouraged to contribute to safeguarding arrangements and policy.

The child or young person's wishes:

You should ensure:

- Pupil's wishes and feelings are taken into account when deciding what action to take and what services to provide

- That there are systems in place for pupil's to express their views and give feedback

- That staff do not agree 'to keep secrets' and always act in the interests of the pupil

Sheffield Safeguarding Annual Report:

Head Teachers/Principals and governing bodies must report annually to Sheffield Safeguarding Children Board via the local authority about how they meet their safeguarding duties.

In Sheffield we provide an online template to report on all required areas and to develop an action plan to develop practice in the future.

The report is completed & submitted to the appropriate Governing Body meeting in the summer term for discussion and comment.

For further information go to: Schoolpoint 365: Sheffield Safeguarding Children Service.

Other policies and helpful information can be found on:

- **The** Safeguarding Sheffield Children **website**

- Schools & other education settings

- Policies and procedures **section.**

Alternative Provision:

Governing bodies of **maintained** schools have the power to direct a pupil off-site for education to improve behaviour and must ensure that:

- Parents, carers (& the local authority if there is a statement of special educational needs), are:
  - o Engaged in the decision taken by the school to direct a pupil off-site
  - o Given information about why, when, where, & how the placement will be reviewed
  - o Are informed that they can request, in writing, that the governing body review the placement (which you must comply with unless there has been a review in the previous 10 weeks)

- Reviews involve parents and carers, are frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it

- The pupil continues to receive a good education on par with their mainstream peers whilst the needs which require intervention are being addressed

- There is a plan & processes in place to reintegrate the pupil at the end of the placement

- The Provider submits a final report on the pupil's achievements during placement including academic attainment, progress, attendance & evidence of change in behaviour

- They seek the pupil's views on the success of the placement

- If reintegration does not happen, e.g. when a pupil finishes in Year 11, the school should:
  - o Work with the provider to move the young person into suitable education, employment and/or training
  - o Collect and record information about the pupil's next destination as part of its planning for alternative provision intervention

This does not apply to Academies, but they can arrange off-site provision for similar purposes as an example of good practice.

Boarding schools and children's homes:

All education settings that provide residential accommodation or are registered as children's homes must comply with the relevant National Minimum Standards for the welfare of children for their sector.

You should be particularly alert to:

- The signs of inappropriate pupil relationships
- The potential for peer on peer abuse
- Significant gender imbalance
- Working closely with other agencies & the local authority.

Governor Support Team:

Tel: 0114 2506887; **Helpline:** 2506868

Email: ed-governorsupport@sheffield.gov.uk

Web:
https://www.sheffield.gov.uk/education/schoolgovernors.html

If you need safeguarding advice, phone the:

Safeguarding Children Advisory Service

Mon-Fri, 9-5 pm

Tel 0114 2053535

The key functions for all settings are **summarised** in this document.

Full guidance can be found here:

- Keeping Children Safe in Education DFE 16
- Working Together to Safeguard Children DFE 15
- Alternative Provision, DfE 2013
- Safeguarding Sheffield Children

How education settings safeguard children & young people

All schools, academies and FE Colleges, whether part of the maintained sector or otherwise, have a duty to safeguard and promote the welfare of their pupils.

They do this by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying child welfare concerns & taking action to address them, in partnership with other organisations where appropriate

All education settings are expected to:

- Implement safeguarding policies & procedures that reflect Sheffield Safeguarding Children Board and national guidance
- Operate safer recruitment practices
- Assess & offer early help to children & young people with additional needs
- Share information with a child or young person, their family and other agencies as appropriate
- Inform parents and carers of any referral made, unless it may cause harm to someone to do so
- Report any allegations of abuse of children and young people by staff, carers or volunteers
- **Only** communicate with other agencies using secure email, phones & other media provided by their setting

Education settings protect children and young people at risk of harm by:

- Identifying a Designated Safeguarding Lead (DSL) from the senior leadership team & at least one Designated Safeguarding Deputy (DSD) and **specifying this role in their job description**
- Ensuring the DSL and DSD are given appropriate training and resources to carry out their role
- Supporting, training & regularly briefing all staff about safeguarding children issues
- Identifying suspected abuse and making **timely** referrals to the Police or Social Care
- Understanding, attending and contributing effectively to multi-agency working though Child Protection Conferences, Core Groups & Child in Need meetings
- Keeping detailed and accurate secure written records of referrals and concerns

The DSL, DSD and Head Teacher/Principal are the main points of contact for anyone wishing to obtain information about a child or young person from a education setting.

Settings operate on a 'need to know' basis and it is **only** the DSL, DSD or the Head who can decide **what** and **whom** to share information with inside and outside the setting.

No sensitive information about a child, young person or their family should be passed to other staff or agencies without the agreement of the DSL, DSD or Head.

All education staff, at every level, play a vital role in supporting their pupils.

They are often members of the local community & volunteers at local groups that support children, young people and their families.

Although education settings are formally shut during holidays, many staff continue to work on residential trips & outings or by attending meetings about student welfare.

It is vital that Social Care and other agencies communicate with settings about any changes of support or other circumstances relating to their pupils throughout the year.

However you must ensure that all communication about children, young people and their families is done only using secure email or other secure media.

Useful links and resources:

- [Working Together to Safeguard Children, DFE 2015](#)
- [Keeping Children Safe in Education, DfE 2016](#)

Related policies & procedures on the Safeguarding Sheffield Children website, schools & other education settings **section:**

- A Good Practice Guide to Safeguarding Children and Young People in Education, Sept 16
- Designated Safeguarding Lead Role, Sept 16
- Information Sharing & Confidentiality, Sept 16

Information Sharing & Confidentiality

Information sharing is vital to safeguarding and promoting the welfare of children and young people and many serious case reviews have identified failure's to record, share & understand information and act appropriately.

Sharing information between practitioners, agencies, the child or young person and their families, is essential to:

- Multi-agency working
- Co-ordinating offers of early help
- Reducing the risk of harm
- Assisting with public protection

Governing bodies should ensure that their education setting has safeguarding arrangements which:

- Reflect the procedures & practice of the local authority & Sheffield Safeguarding Children Board (SSCB)
- Supply information requested by the SSCB, e.g. via Schoolpoint 365, Sheffield Safeguarding Children Service area.
- Understand local assessment protocols & the SSCB's Thresholds of Need Guidance
- Support and contribute to child protection plans
- Allow access for children's social care from any local authority to consider whether to conduct a section 17 or a section 47 assessment
- Inform students and their families, through a leaflet, website or prospectus, about how they store & use information in all systems they use

Everyone needs to be confident that their personal information is kept safe and secure, and shared carefully, sensitively and appropriately.

In all situations except where a child or young person may be at risk of significant harm, information can only be shared with their consent if appropriate, and/or their parents or carers.

Do I always need consent to share?

- You should always seek consent and be open and honest with the individual and their family, where appropriate, about **Why, what, how and with whom, their information will be shared.**
- Without consent, or explicit consent, you can share personal information if it is necessary in order to carry out your role, or to protect the vital interests of the individual where, for example, consent cannot be given.
- If it is unsafe or inappropriate to seek consent, i.e. where there are concerns that a child or young person is suffering, or likely to suffer significant harm, you do not need to obtain consent.

Does Data Protection & Human Rights legislation stop me sharing information?

- If information collection and sharing is to take place with implied or explicit consent, providing the individuals are clearly informed about the purpose of the sharing, there should be no breach of 'duty of confidence' or breach of the Human Rights Act 1998.
- If the information is confidential, and consent is not gained, then you need to be satisfied that there are grounds to override the 'duty of confidence' or that public interest would justify disclosure of the information.
- Confidential health information carries a higher threshold, but it should still be possible to proceed where the circumstances are serious enough (see 'duty of confidence' below)
- If sharing information is required by a court order, other legal obligation or statutory exemption, then it must be shared.
- The Data Protection Act 1998 provides a framework to ensure that personal information about a living individual is shared appropriately, balancing the rights of the person the information is about and the need to share information about them.

'Public interest' includes:

- Protecting a person from harm
- Promoting a person's welfare

'Duty of confidence' is a legal duty for health staff to protect personal information they see during their work. It can be disclosed if:

- Anonymised
- Required by law, under a court order
- Is in the public or child's interest
- For the protection of the public interest
- Preventing and/or detecting serious crime

Principles:

Use your judgement and organisational procedures when deciding what information to share and when, and consult your manager if in doubt. The most important consideration is whether sharing information is likely to safeguard and protect a child or young person.

Necessary and proportionate:

The amount of information shared should be proportionate to the need and level of risk

Relevant:

Only share information that is relevant to the purpose, and only share with those who need it

Adequate:

Information should be adequate for its purpose and of the right quality to ensure that it can be understood and relied upon

Accurate:

Information should be accurate, up to date and clearly distinguish between fact and opinion. If historical then this should be explained.

Timely:

Share sufficient information in a timely manner, particularly if it's urgent. Do not seek consent if it could cause delays and potential harm.

Secure:

Share appropriately and securely. Always follow your organisation's policy on security for handling **any** personal information.

Record:

Always record whether or not you decided to share, why, who you shared with, who your discussed your decision with, and the organisational procedures you followed.

For further advice ask your DSL/D to ring:

Sheffield Safeguarding Children Advisory Service

Mon-Fri 9-4.30pm, Tel. 2053535

Useful web links/resources:

- Information sharing advice for safeguarding practitioners, DFE 2015
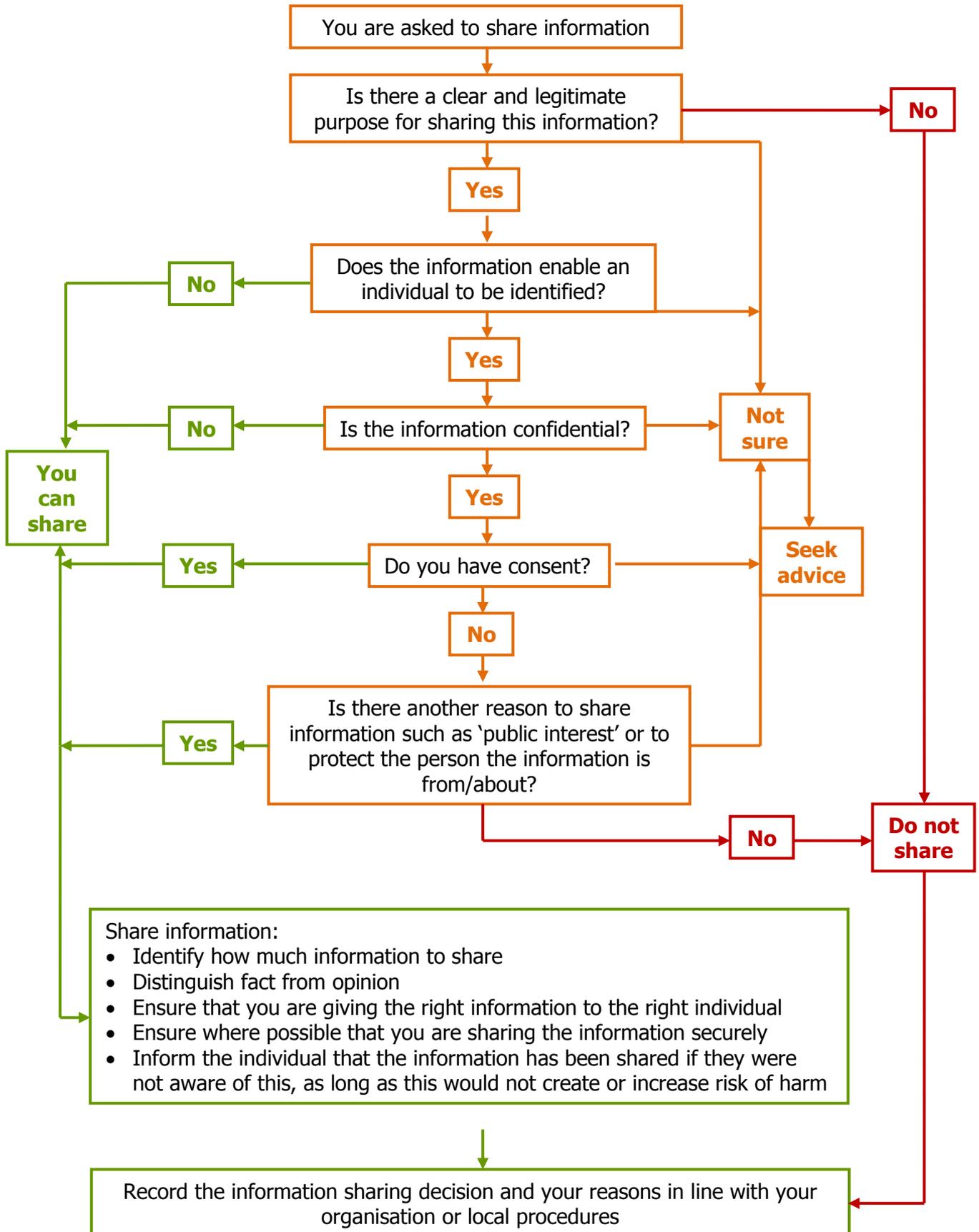- Data Sharing Code of Practice, ICO 2011

Seven golden rules:

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from: 'Information sharing advice for safeguarding practitioners', DFE 2015

Flowchart of when and how to share information

Taken from: Information sharing advice for safeguarding practitioners, DFE 2015

```
                    You are asked to share information

              Is there a clear and legitimate                        ──────►  No
              purpose for sharing this information?

                         Yes

              Does the information enable an              No ◄──
              individual to be identified?

                         Yes

  No ◄──      Is the information confidential?          ──────►  Not
                                                                  sure
                         Yes

  You can
  share
                  Do you have consent?     ──► Yes ──►             Seek
                                                                  advice
                         No

              Is there another reason to share
       Yes ◄── information such as 'public interest' or to
              protect the person the information is
              from/about?                              ──► No ──► Do not
                                                                  share
```

Share information:
- Identify how much information to share
- Distinguish fact from opinion
- Ensure that you are giving the right information to the right individual
- Ensure where possible that you are sharing the information securely
- Inform the individual that the information has been shared if they were not aware of this, as long as this would not create or increase risk of harm

Record the information sharing decision and your reasons in line with your organisation or local procedures

If there are concerns that a child or young person is suffering or likely to suffer harm, follow the relevant procedures without delay. Seek advice if unsure what to do at any stage & ensure that the outcome of any discussion is recorded.

Medical conditions & support

Education settings should ensure that all students with medical conditions are properly supported to have full access to education.

It is a statutory requirement for maintained schools and academies to ensure that:

- Policies and procedures are in place to meet the health needs of all students, in full partnership with parents, carers and health professionals
- They are compliant with the Special Educational Needs and Disability (SEND) Code of Practice and the Early Years Foundation Stage, DFE 2014
- The setting, healthcare professional, parents, carers and student agree, if possible and based on evidence, about when to implement a healthcare plan
- Clear information about roles & responsibilities is given to **all** staff and volunteers about arrangements for the administration of medicines, support and care
- Staff and volunteers know what to do and can respond appropriately when they become aware that a student with a medical condition needs help
- Staff receive appropriate training, instruction and guidance prior to being asked to administer medicine, support or care to students
- Parents & carers' consent should be sought before any medication and care is given
- Students who are competent to manage their own medication and care should be supported to do so with parental consent and/or if the student is judged to be 'Gillick competent'
- Prescribed controlled drugs must be kept securely in a non-portable container, unless the student is deemed competent and safe to have it in their possession
- Written records should be kept of all medicines administered to students

Further detailed guidance is available at:

- Supporting pupils at school with medical conditions, DFE 2014
- Special Educational Needs and Disability (SEND)

Parents and carers should:

- Provide the setting with information about the student's medical needs if treatment or special care is required
- Give written consent for the administration of prescribed or non-prescribed medicines by staff
- Give consent before information about a student's health is shared with other staff or other agencies
- Contact a key health worker from the setting to assist, support and advocate understanding around the student's health issues
- Keep the student at home if acutely unwell

Emergency situations:

All settings should have arrangements in place for dealing with emergencies for all activities, wherever they take place, including school trips within and outside the UK.

- All emergency medicines must be readily available and clearly marked with the student's name
- Where possible students should carry their own medical devices e.g. inhalers, adrenaline pens, blood glucose meters
- All staff & students should be made aware of the likelihood of an emergency arising and what action to take
- A member of staff should always accompany a student taken to hospital by ambulance, and should stay until the mother, father or carer arrives

Off-site education or work experience - the setting will:

- Be responsible for students with medical needs who are educated off-site (see policies and procedures 'Alternative Provision, Sept 2016)
- Conduct risk assessments before off-site education commences
- Be responsible for ensuring that a work place provider has appropriate health and safety and safeguarding policies in place
- Ensure that parents, carers and students give their permission before relevant medical information is shared with the off-site provider.

Mobile Devices

Many children, young people and adults now regularly use mobile devices with the capability to text, phone, access social networks, music, videos & gaming sites, take photographs and record video's.

Most people use these devices responsibly & some consider them an important part of their safety.

For some, there are concerns over safety & security either as victims or perpetrators of misuse.

Pupil/student misuse:

- Staff can confiscate the device as a disciplinary procedure
- Head Teachers and authorised members of staff are allowed to search pupils/students & their possessions:
  - **With** consent & confiscate items if reasonable
  - For suspected **specified prohibited** items including pornographic images and confiscate them **without** consent
- If inappropriate material is seen on the device it is up to the designated member of staff to decide whether they should:
  - Delete that material
  - Retain it as evidence (of a criminal offence or a breach of school discipline) or
  - Report it to the police (if the material is of such seriousness)

Always:

- Follow statutory requirements when searching
- Help/support all pupils/students involved
- Consult with the DSL/D about whether to deal with the matter through e-safety or anti-bullying procedures or referral to the police
- Inform parents and carers as appropriate

Useful web links & resources:

- [Screening, Searching & Confiscation, DfE 2014](#)
- ['Thinkuknow'](#)
- [Mobiles: Kidsmart](#)

It is a crime to:

- Harass or bully via a text, email or phone call
- Take, circulate or show indecent images of children under 18 years even with consent.

And:

- The age of criminal responsibility is 10 yrs old
- Taking a photograph without consent is an invasion of privacy & may be distressing
- Once photos are sent to another device, social network or website, they become impossible to track or delete
- Giving out personal information (including photos) to people they do not know could put children and young people at risk of harm
- Location tracking services allows individuals to identify the location of devices & people

Staff should never:

- Store any personal information about a pupil on **their** personal mobile devices
- Comment about a pupil or their family on social media or other public forum
- Seek contact with or respond to requests for contact from a pupil or their families via personal phones, text, e-mail or social networking accounts
- Give their personal contact details to a pupil including e-mail, social networking, home or mobile phone numbers

If the pupil & their family are personal friends or relatives, inform your senior manager immediately.

To ensure safe and responsible mobile device use, we should all:

- Respect & protect our own and other peoples' privacy, identity and whereabouts
- Use our devices responsibly
- Never share other people's personal details without their permission
- Always report illegal, inappropriate, distressing and scary contact
- Have an understanding how to keep ourselves safe online and through mobile devices.