Uncollected Children

On rare occasions, children and vulnerable young people are not collected from educational settings by parents & carers before the setting closes. This often causes anxiety for staff and the child or young person. These guidelines have been developed to support settings to take action when this happens. They are written to help staff respond sensitively and consistently to ensure the safety and welfare of children and young people.

Settings should:

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

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

Statutory Framework for the Early Years Foundation Stage, 2017

A summary of this guidance called ‘Safeguarding Under 5’s in Schools’ can be found in our Education Safeguarding Children Policy, Procedures & Guidance section of the Safeguarding Sheffield Children website.

Procedure to follow:

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

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

In an emergency contact the Police on 999

If the uncollected child is under 5 years old & has been referred to Children’s Social Care, Ofsted must be informed

Ofsted tel. 0300 123 1231

Useful contact numbers & resources:

- Sheffield Safeguarding Hub 0114 273 4855
  This number is for professional & public calls, and the number transfers to the Emergency Duty team after office hours
- Referring a safeguarding concern to Children’s Social Care
  Guidance on the Safeguarding Sheffield Children website
- Multi Agency Support Teams 0114 2037485
- Children’s Social Care and MAST contact details are also regularly updated on the Safeguarding Sheffield Children website, in the ‘Contact Us’ section

www.safeguardingsheffieldchildren.org

Version 12, Sept 18
Under 5’s in Schools

The Statutory Framework for the Early Years Foundation Stage, 2017, is mandatory for all schools with pupils under 5 years old. It includes four guiding principles:

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

The safeguarding and welfare requirements in this framework cover the steps that providers must take to keep children safe & promote their welfare. The safeguarding and welfare requirements are given legal force by regulations made under section 39(1) (b) of the Childcare Act 2006.

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

Suitable people – schools must:

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

Safeguarding & child protection - schools must:

- Be alert to any issues for concern in a child’s life at home or elsewhere
- Identify a Designated Safeguarding Lead (DSL) from the leadership team & one or more Designated Safeguarding Deputies (DSD)
- Ensure that the DSL/DSD attend training to undertake their responsibilities to:
  - Liaise with and refer to Children’s Social Care and Police
  - Support, advise and guide staff
- Train all staff about safeguarding children
- Inform Ofsted of all allegations of serious harm or abuse by a person looking after, living with or working with children at the premises, and any action taken, within 14 days of allegation (failing to comply may be an offence)
- Have regard to the Government’s statutory guidance:
  - Working Together to Safeguard Children, DfE 2018
  - Keeping Children Safe in Education, DfE 2018
  - Prevent duty guidance for England and Wales, HM Govt 2015

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

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

- All staff receive induction training to help them understand their roles and responsibilities
- Induction training includes information about:
  - emergency evacuation procedures
  - safeguarding & child protection
  - the provider’s equality policy
  - health and safety issues
- Appropriate arrangements are in place for the safeguarding supervision & support of staff who have contact with children and their families
- Management and staff have the required qualifications and experience
- At least one trained paediatric first aider is on the premises and available at all times when children are present, and accompanies children on outings. Level 2/3 newly qualified entrants must also have a paediatric first aid certificate to be included in staff:child ratios.
- The number of children, staff and layout of premises is taken into account to ensure a paediatric first aider is able to respond quickly to emergencies
- Staff have sufficient understanding and use of English to ensure the well-being of children in their care
- Each child has an identified ‘key person’
- Children are adequately supervised to ensure their needs are being met

Managing behaviour - schools must:

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

Health

Medicines – schools must:

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

Food and drink – schools must:

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

Accident or Injury – schools must:

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

Further safeguarding information is on the Safeguarding Sheffield Children website at:
- Early Years and Childcare section
- Schools & other education settings section

Version 12, Sept 2018  www.safeguardingsheffieldchildren.org
Safety and suitability of premises, environment and equipment – schools must:

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

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

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

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

Special Educational Needs & Disability (SEND):
- All schools, colleges and early years providers must have arrangements in place to support children with special educational needs or who are disabled.
- All schools, colleges and early years providers must have regard to the SEND Code of Practice
- Mainstream schools must identify a member of staff to act as a Special Educational Needs Coordinator (SENCO)

Further advice and support for practitioners:
- Early Help Advice:– 0114 2037485
- Child Protection Advice or Referral:– 0114 2734855

Version 12, Sept 2018

www.safeguardingsheffieldchildren.org
Information & records - schools must:

- Maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and carers, and between providers, if a child is attending more than one setting.
- If requested, incorporate parents and/or carers’ comments into children’s records.
- Make records easily accessible and available (with prior agreement from Ofsted).
- Ensure confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them.
- Be aware of their responsibilities under the Data Protection Act (DPA) 2018 and where relevant the Freedom of Information Act 2000.
- Ensure that all staff understand:
  - The need to protect the privacy of the children in their care.
  - The legal requirements to ensure that information relating to the child is handled in a way that ensures confidentiality.
- Parents & carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act 2018.
- Records relating to individual children must be retained in line with SSCB requirements.

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

- How the EYFS is being delivered and how parents and carers can access more information.
- The range and type of activities and experiences provided for children, the daily routines, and how parents and carers can share learning at home.
- How children with special educational needs and disabilities are supported.
- Food and drinks provided for children.
- Details of the provider’s policies and procedures including the procedure to be followed in the event of a parent or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- About staffing, including the name of their child’s key person and their role; and a telephone number for parents & carers to contact in an emergency.

Complaints – schools must:

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

Information about children – schools must:

Record the following information for each child:

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

Inspections – schools must:

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

Version 12, Sept 2018

www.safeguardingsheffieldchildren.org
Vetting, Barring & Recruitment

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

Checks are required for any individual that is working (paid or unpaid) at the setting.

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

When appointing staff, settings must:

- Verify the candidate's identity, mental and physical fitness, their right to work in the UK, and their professional qualifications
- Ask for written information about previous/current employment, scrutinise references and resolve concerns satisfactorily
- Get a DBS check with barred list information
- Request a Childcare Disqualification Declaration (where relevant)
- Check they are not subject to a prohibition order (if a teacher)/section 128 direction (if managing independent, academy, free school)
- Use the DBS Update Service only with consent

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

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

Use the Single Central Record for all:

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

You do not have to keep a copy of an employee’s DBS certificate.

If you do, you need the consent of the employee and to comply with Handling of DBS certificate information, July 2018.

ID checking guidelines apply to all applications for standard or enhanced checks. Contact your HR provider for more information.

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

Trainee/student teachers: you must ensure that all necessary checks (including an enhanced DBS certificate & barred list check) are carried out if you are the employer; if fee-funded, you should obtain written confirmation that the initial teacher-training provider has carried out the required checks.

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

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

- Are unsupervised and responsible for teaching, training, care or supervision of students; or
- Work in a ‘specified place’ (includes schools/colleges) with the opportunity for contact with children and young people under 18 years old (unless you are a supervised volunteer – see below); or
- Drive a vehicle only for children; or
- Provide advice & guidance wholly or mainly on children’s well-being

Regulated activity also includes:

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

Settings must make a referral to the DBS for anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where the harm test is satisfied, and the individual:

- Has been convicted or cautioned for a relevant offence or there is reason to believe they have committed a listed relevant offence, and
- If they have been removed from paid or unpaid work in regulated activity, or would have been removed had they not left

www.safeguardingsheffieldchildren.org
All volunteers and governors:

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

Supervised volunteers & governors are not considered to be in regulated activity, but their supervision must:

- be properly checked
- be regular, day to day & ongoing, whatever the volunteer period
- protect pupils & reflect:
  - their ages, vulnerability, group size
  - the number of workers & volunteers directly involved, their contact with children, & level of supervision

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

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

Contractors:

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

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

Host families:
Arrangements for pupils under 18 to have learning experiences including short term care & accommodation by a family to whom they are not related, could amount to ‘private fostering’ and/or regulated activity.
The setting that is making & terminating the host arrangement is the regulated activity provider and should request a DBS Certificate with barred list check.
Host families abroad cannot be DBS checked, but settings should work with partner settings abroad to understand and agree arrangements. Settings can contact the foreign embassy or High Commission of the country and find out if similar checks can be done.

Work experience:
A barred list check should be requested from the employer if the person supervising/working with the young person is in regulated activity and the young person is under 16 years.
If the young person is 16 or over and on work experience in a ‘specified place’ (e.g. a school/childcare premises), the work experience provider should consider obtaining an enhanced DBS check for said young person

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

Contact your Human Resources provider for more information or follow these links:
- Disclosure and Barring Service
- DBS Barring Referral guidance
- Keeping Children Safe in Education, DfE 2018
- Disqualification under the Childcare Act 2006

Version 12, Oct 2018
www.safeguardingsheffieldchildren.org
All education settings are required to consider whether any professional visitor to the setting requires a risk assessment and whether their recruitment checks need to be evidenced.

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

- If they are not meeting with children and young people and are not left alone, they do not need to be assessed and checked.
- All professionals who will be having contact with children or young people should demonstrate that they are suitably qualified.
- If they are having regular unsupervised access to students, they must demonstrate that they have a current enhanced DBS check in place.

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

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

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

All visitors without a current DBS check, professional or otherwise, should be supervised/escorted by a member of staff in the setting.

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

The Safeguarding Sheffield Children website has a number of useful policy and guidance documents for education settings.

Here are some related documents from the Education Policy, Procedures & Guidance section:

- One to One Working
- Allegations of Abuse against Staff in Education settings
- Vetting, Barring & Recruitment
- New Staff, Governors and Volunteers
- A Good Practice Guide to Safeguarding Children in Education

ID checking guidelines issued by the Disclosure & Barring Service apply to all applications for standard or enhanced checks. Use the link above to find out more or contact your HR provider.

Other useful resources and information can be found here:

- Disclosure and Barring Service
- Keeping Children Safe in Education, DfE 2018
Whistleblowing is when someone raises concerns, usually relating to misconduct or malpractice that has happened in the past, is happening now or they fear may happen in the future either within the organisation they work for or externally.

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

- a criminal offence
- the breach of a legal obligation
- a miscarriage of justice
- a danger to the health and safety of any individual
- damage to the environment
- Information concerning the above that has been or is likely to be deliberately concealed.

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

Furthermore there should be an organisational culture that:

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

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

A complaint is usually about someone being poorly treated and seeking redress or justice.

Ofsted has limited powers to deal with complaints e.g. about settings that Ofsted regulates such as childcare providers and children’s homes.

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

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

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

In some circumstances your identity can be kept confidential, but this is not always appropriate and may limit an investigation.

Anonymous allegations must be taken seriously, but information about a child or vulnerable adult being at risk must be passed to Social Care to be investigated and any anonymity may be lost.

Useful resources:

Public Concern at Work:
- tel. 020 7404 6609
- email: whistle@pcaw.org.uk

NSPCC Whistleblowing Helpline, Monday to Friday, 8am to 8pm
- tel. 0800 028 0285
- email: help@nsppc.org.uk
- write to National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Ofsted Whistleblowing Hotline, 8am to 6pm, Monday to Friday:
- tel. 0300 1233155
- email: whistleblowing@ofsted.gov.uk
- write to WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

‘Whistleblowing procedure for maintained schools’, DFE 2014
Work & Study Placements

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

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

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

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

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

Regulated activity:
Any person specifically designated to care for, train, supervise or be in sole charge of a child under 16 on a work experience placement should be considered to be in regulated activity if:
- they are unsupervised, and
- in this role at least once a week, or
- on more than 4 days in a 30 day period, or
- overnight

If so, they should be:
- vetted & subject to a ‘barred list check and an enhanced DBS disclosure
- given appropriate safeguarding training
- given details of a person at the education setting to contact if they have concerns

Before & during placement, the student should have:
- An awareness of safeguarding issues, e.g. online safety, what is abuse and their rights and responsibilities
- Regular contact with someone (both at the placement and in their education setting) that they can talk to immediately if they are worried, uncomfortable or suffer abuse

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

The key to a safe & successful placement is:
- Advanced planning and risk assessment
- Appropriate supervision, communication and monitoring between student, parents & carers, education setting and placement organisation

Useful links/resources:
- Young People at Work, HSE website
- Speak Up, Stay Safe, British Safety Council
- Keeping Children Safe in Education, DfE 2018
- Alternative Provision Policy for education settings, Safeguarding Sheffield children website
- DfE Post 16 work experience guidance

Version 12, Oct 2018
www.safeguardingsheffieldchildren.org