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 & in October 2015 it became mandatory for teachers, social workers & health professionals to report 'known' cases of FGM to the Police.

When FGM involves girls under 18 it is classified as child abuse with potential for long-lasting harmful physical and psychological consequences. Girls who are threatened with, or have undergone FGM may withdraw from education, affecting their educational & personal development; they may feel unable to oppose the wishes of their parents & may suffer emotionally as well as physically.

Indicators:
The girl’s community or country of origin is high risk of FGM plus the girl:

- Has a mother or female relative who has had FGM
- Is uncomfortable walking, sitting or standing
- Spends longer than usual in the toilet
- Has frequent urinary, menstrual or stomach problems.
- Has prolonged or repeated absences from the education setting

Or you may overhear references to being cut, closed, circumcision or other terms.

Staff may also become concerned about a female pupil because:

- She appears anxious, depressed and withdrawn
- Her educational performance, aspirations or motivation may decline
- Her friends report their concerns

Girls may be most at risk during the summer holiday, so pay particular attention in the summer term & when girls return in the autumn.

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

- Circulating & displaying materials about FGM
- Raising mandatory reporting duty & awareness of FGM among all staff, through 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 & Relationship Education (SRE), Science & Citizenship.

Actions:
- Talk to pupils/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 pupil/student is at immediate risk of, or has undergone FGM, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately
- Teachers must also report 'known' cases of FGM direct to the police by ringing 101

The DSL/D must:
- Make an immediate referral to Children’s Social Care, tel. 0114 2734855 for further investigation with the Police & health services
- Talk to the pupil/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

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

Agencies will always work with parents, wider family, community leaders & organisations to prevent & educate about FGM & its consequences.

Useful resources:
- Multi-agency statutory guidance on Female Genital Mutilation, HM Govt 2016
- Mandatory Reporting of Female Genital Mutilation – Procedural Information, HO 2016
- Sheffield Female Genital Mutilation strategy, 2016
- Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures Manual – Female Genital Mutilation
- SSCB Fact Sheet: Female Genital Mutilation

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First Aid in Education Settings

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 student’s parents or carers.

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.

When considering how many first-aid personnel are required the governing body and/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

At least one person who has a current paediatric first aid certificate must be on the premises at all times when children 5 and under are present, and must accompany said children on outings.

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-aid 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).

Useful links:

- First Aid in Schools, DFE 2014
- Health and safety: advice for schools, DFE 2014
- Early Years Foundation Stage Framework, 2017
- First Aid at Work, HSE

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Governing Body Safeguarding Role

Section 175, Education Act 2002 & The Education (Independent School Standards) Regulations 2014 require 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, to make arrangements for safeguarding & promoting the health, safety and welfare of pupils.

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their safeguarding arrangements (Working Together to Safeguard Children, DfE 2018).

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.

The Sheffield Safeguarding Children Board (SSCB) requires that Safeguarding Governors attend Governors Safeguarding Training

Designated Safeguarding Lead/Deputy:

You should appoint a senior member of your leadership team as Designated Safeguarding Lead (DSL), with ultimate lead responsibility for safeguarding & child protection. This responsibility cannot be delegated to the DSD.

You should appoint one or more Designated Safeguarding Deputies (DSD’s) depending on the needs and structure of your setting.

The DSL/D should:
- Complete the same training (through SSCB)
- Have the role explicit in their job description (See Annex B, KCSIE, DfE 2018)
- Liaise with the local authority & other agencies (see Working together to safeguard children, DfE 2018).
- Provide support to staff during working hours & cover for out of hours/out of term activities
- Attend Advanced Initial training, annual Advanced Refresher training & other appropriate training in Sheffield
- Update their knowledge & skills regularly via emails, meetings & reading materials.

For more information go to ‘Designated Safeguarding Lead & Deputy Role’ here:
Safeguarding Sheffield Children website, education; policies, procedures & guidance

Safeguarding policies & procedures:
Governing bodies/proprietors must ensure their setting takes appropriate & timely action to safeguard & promote children and young people’s welfare, including:

- An effective safeguarding policy based on government guidance & Sheffield Safeguarding Children Board (SSCB) procedures, reflecting that additional barriers can exist when recognising abuse & neglect in children with special educational needs and disabilities, tailored to the needs of the setting, updated annually and available publically.

- A staff behaviour policy/code of conduct which includes:
  - acceptable use of technologies
  - staff/pupil relationships & communication

- A procedure for responding to children missing from education,

- Recording more than one emergency contact number for pupils where possible

- Providing ‘Safeguarding Induction’ for all new staff & volunteers which includes:
  - The above policies
  - Part 1, Keeping Children Safe in Education DfE 2018
  - The role of the Designated Safeguarding Lead & Deputy

For more information go to the Safeguarding Induction Pack here:
Safeguarding Sheffield Children website, education settings, toolkit

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

School inspections:
Most Ofsted inspections will:
- Follow Inspecting safeguarding in early years, education and skills settings.
- Judge whether arrangements for safeguarding children & young people are effective.

Individual inspectorates e.g. for independent schools, report on safeguarding arrangements following other frameworks here:
- School Inspection Service
- Independent Schools Inspectorate.

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Inter-agency working – ensure your setting:

- Follows statutory national guidance Working together to safeguard children, DfE 2018
- Has safeguarding arrangements that incorporate the policies & procedures of Sheffield Safeguarding Children Board (SSCB), including assessments and thresholds
- Supplies information for the SSCB to perform its functions, e.g.:
  - Schoolpoint 365, Safeguarding Children Service area
  - Safeguarding Annual Report from Head Teachers/Principals (see below)
- Contributes to the provision of co-ordinated, early help for the additional needs of children
- Attends Child Protection Conferences & contributes to inter-agency reports & plans
- Allows access from child’s ‘host’ or ‘placing’ Local Authority to conduct section 17 or 47 (Children Act 1989) assessments
- Shares information appropriately with other professionals and agencies

Peer abuse:
All staff should recognise that children are capable of abusing their peers & be clear about their setting’s policy, which should include how to:

- Minimise the risk of peer abuse
- Record, investigate & deal with allegations
- Clear processes to support the victim, perpetrator, students, families and staff
- Not pass this off as “banter” or “growing up”
- Your setting’s approach to dealing with sexting and gender issues

This abuse is more likely to be male perpetrators & female victims & can include:

- Sexual violence & harassment
- Physical harm
- Sexting
- Initiation rituals and violence

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
- Ensure that at least one person on an interview panel has undertaken safer recruitment training

You may choose appropriate safer recruitment training and may take advice from the SSCB; but the training should cover the content of Keeping Children Safe in Education, DfE 2018.

Concerns that staff/volunteer may pose a risk of harm to children – you should ensure that:

- Procedures are in place for allegations of abuse against staff and volunteers including referral to the Local Authority Designated Officer (via LADO request form)
- Referral to the Disclosure & Barring Service (DBS) if a person in regulated activity has /would have been dismissed or removed due to safeguarding concerns (legal duty)

- Have skills, knowledge, understanding to keep previously/currently ‘looked after children’ safe
- Work with all agencies & act promptly
- Have appropriate information 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 for 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

All settings must have a LAC Designated Teacher with appropriate training, qualifications & experience to work with the Virtual School Head to support & promote the educational achievement of children who are:

- Previously/currently ‘looked after’
- Adopted from care
- Under special guardianship or child arrangement orders

…and meet the needs identified in each child’s personal education plan.

DSL/D’s should have details of the local authority Personal Advisor appointed to guide & support care leavers & should liaise with them as necessary.

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**The child or young person’s wishes:**

You should ensure that:

- There are systems in place for pupils to express their views and give feedback
- All processes operate in the best interests of the child/young person
- Children/young people’s wishes & feelings are taken into account when deciding safeguarding actions to take and what services to provide

**Online safety – you should ensure that:**

- Appropriate IT filters & monitoring systems are in place without ‘over-blocking’
- Risk assessments consider pupil age range, numbers & frequency of access
- Online safety training for all staff is integral
- Pupils are taught about online safety
- Your online-safety is reviewed regularly
- Staff online-safety training is part of the settings’ overarching safeguarding approach

**Teaching about safeguarding:**

- Pupils should be taught about safeguarding & online-safety as part of the curriculum
- Relevant issues may be covered in PHSE, SRE and tutorials
- IT filters & monitoring systems should not ‘over-block’ & prevent important discussions

**All training should follow SSCB guidelines for:**

- Safeguarding induction, including online safety, for all new staff & volunteers
- Face-to-face ‘basic/whole-school’ training every 3 years
- Regular updates from the DSL/D (at least annually) e.g. via email & staff 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.

**Alternative Provision/Pupil Referral Unit (PRU):**

Governing bodies/proprietors must arrange suitable full-time education:

- from the sixth day of a fixed period exclusion
- for pupils who cannot attend school because of illness ([Ensuring a good education for children who cannot attend school because of health needs, DfE 2013](#))

Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. They must ensure parents are clear about the placement & involved in regular reviews to ensure the pupil is benefitting.

Pupils in alternative provision should have the same amount of education as they would have in a maintained school.

The management committee of a PRU must:

- ensure children are safe, have their needs met & receive a good education
- take responsibility for all decisions about the recruitment and management of staff

**Boarding schools and children’s homes:**

All education settings that provide residential accommodation will have additional factors to consider & be alert to:

- Inappropriate pupil relationships
- The potential for peer abuse
- The impact of significant gender imbalance
- Other signs of abuse

The setting should work closely with other agencies & all relevant local authorities & comply with the relevant National Minimum Standards and regulations for their sector.

**Special educational needs & disabilities (SEND):**

Your child protection policy should reflect additional barriers that exist for SEND children, including:

- Assumptions that indicators of abuse relate to the child’s disability without further exploration
- The potentially disproportionate impact of e.g. bullying, without outwardly showing any signs
- Communication barriers and difficulties
- Being more prone to peer group isolation
- The need for extra pastoral support
Information sharing:

Governing bodies/proprietors should recognise the importance of information sharing between professionals and local agencies & ensure:

- Clear processes are in place – see Information sharing: advice for practitioners providing safeguarding services, DfE 2018
- Staff follow the ‘seven golden rules’ – see Information Sharing, Sept 18, Safeguarding Sheffield Children website, education policies, procedures & guidance section
- Staff understand that legislation is not a barrier to sharing information if this would result in a child being placed at risk of harm
- Where a pupil moves to a new setting, the DSL/D should:
  - Consider how & when to share information with the DSL/D at the new setting
  - Transfer the pupils’ safeguarding file, separately from the main pupil file, to the new setting immediately & securely & confirmation of receipt is obtained
- All DSL/Ds & SENCO’s are aware of all pupils transferring into their setting and their support needs
- They complete and return the Safeguarding Annual Report from Head Teachers to the SSCB (see below)

Use of reasonable force - you should ensure that staff:

- Understand the term ‘reasonable force’
- Understand the actions that are acceptable to control or restrain children & young people in different situations
- Are given appropriate training to meet their statutory responsibilities and protect children

Settings should understand that a ‘no contact’ policy can leave staff unable to fully support and protect their pupils and students.

If responding to incidents involving children with SEN, disabilities or medical conditions, you should:

- Recognise their additional vulnerability
- Consider your duties under the Equality Act 2010 to reasonable adjustments, non-discrimination and the Public Sector Equality Duty

Positive & proactive behaviour support & individual behaviour plans agreed with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Full guidance can be found here:

- Keeping Children Safe in Education DfE 2018
- Working Together to Safeguard Children DfE 2018
- Alternative Provision, DfE 2013
- National Minimum Standards for the welfare of children
- Schools – DfE Statutory Guidance
- Becoming a School Governor
- Information sharing: advice for practitioners providing safeguarding services, DfE 2018

Related policies, procedures & guidance can be found in the education section and other areas of the Safeguarding Sheffield Children Website

Sheffield Safeguarding Annual Report:

Head Teachers & Governing Bodies must report annually to Sheffield Safeguarding Children Board (SSCB) via the local authority about how they meet their safeguarding duties.

In Sheffield, an online template through the ‘Phew’ website is provided to report on all required areas and to assist in the development of an action plan to improve & develop safeguarding practice in the future.

The assigned sections of the report should be completed by the Head Teacher or Principal & submitted to the appropriate Governing Body or Management Committee meeting for discussion, challenge and review.

The Governing Body or Management Committee should respond to each section of the report and then the final report must be submitted to the SSCB prior to the advertised deadline.

Thereafter, the action plan should be closely monitored and reviewed as necessary.

The School Governance Service has moved from Sheffield City Council to Learn Sheffield; their contact details have changed to:

Tel: 0114 2507417
Email: governance@learnsheffield.co.uk

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How education settings safeguard children

All schools & colleges have a duty to safeguard & promote the welfare of their pupils, 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

Like all agencies, education settings are expected to:
- Implement safeguarding policies & procedures that reflect local Sheffield Safeguarding Children Board (SSCB) and national guidance
- Operate safer recruitment practices
- Attend regular training for all staff & volunteers
- Assess & offer early help to children & young people with additional needs
- Always obtain consent to share information with other agencies from parents & carers for issues that DO NOT relate to significant harm
- Inform families about referrals of significant harm to the Sheffield Safeguarding Hub unless it may cause harm to someone to do so
- Report all allegations of abuse of children and young people by staff, carers or volunteers
- Only communicate with other agencies using secure email & equipment from the setting

Education settings protect children and young people at risk of significant harm by:
- Appointing a Designated Safeguarding Lead (DSL) from the senior leadership team & at least one Designated Safeguarding Deputy (DSD) from pastoral or teaching staff
- Ensuring the DSL/D's are given appropriate training and resources to carry out their role
- Ensuring DSL/D’s support & regularly brief all staff about safeguarding children issues
- Identifying suspected abuse and making timely referrals to the Police or Social Care
- Contributing effectively to multi-agency working though Child Protection Conferences, Core Groups, Child in Need, Team Around the Family & Early Help meetings
- Keeping detailed, accurate & secure written safeguarding records of referrals, concerns & actions & transferring quickly to the DSL/D other education settings as appropriate

Sharing information:
The DSL/D and Head Teacher/Principal are the main points of contact for anyone wishing to obtain information about a child or young person from an education setting.
Settings operate on a 'need to know' basis and it is only the DSL/D and the Head who can decide what information to share and with whom, both inside and outside the setting.
No agency should pass information about a child, young person or their family to anyone other than the Head or DSL/D unless this has been discussed, agreed and recorded.
No staff are allowed to pass on information about a child, young person and/or their family without the explicit agreement of the DSL/D or Head.
The Head and DSL/D must have consent from families to share their information unless there is a concern about significant harm to a child.

All education staff, at every level, play a vital role in supporting their pupils & students including in their local community.

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

It is vital for Social Care & other agencies to communicate with settings about their pupils during term-time & some DSL/D's will respond if they are available during the holidays.

However you must ensure that all communication is done by sending from your secure email to the DSL/D's secure email (or other secure media).

Useful links and resources:
- Working Together to Safeguard Children, DFE 2018
- Keeping Children Safe in Education, DFE 2018

Related policies, procedures & guidance in the education section of the Safeguarding Sheffield Children website:
- A Good Practice Guide to Safeguarding in Education
- Designated Safeguarding Lead & Deputy Role
- Information Sharing & Confidentiality

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Information Sharing

Information sharing is essential for effective safeguarding & promoting the welfare of children and young people. In many serious case reviews it is a key factor when opportunities are missed to keep children safe.

Practitioners are responsible for sharing appropriate information & cannot assume someone else will do it.

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 their setting:

- Has a policy that reflects the procedures & practice of the local authority & Sheffield Safeguarding Children Board (SSCB)
- Supplies information to the SSCB, e.g. your safeguarding team details, via Schoolpoint 365, & the Safeguarding Annual Report
- Understands local assessment protocols & the SSCB’s Thresholds of Need Guidance
- Attends, support and contribute to child protection conferences and plans
- Allows access for children’s social care to consider whether to conduct a section 17 or a section 47 assessment
- Informs pupils/students and their families, through a leaflet, website or prospectus, about how they store & use all their information

The GDPR and Data Protection Act 2018:

- Place greater significance on organisations being transparent and accountable to data use
- Requires organisations to have comprehensive and proportionate arrangements for collecting, storing, and sharing information
- Do not prevent, or limit, information sharing to keep children and young people safe.

To effectively share information:

- Be confident about your processing conditions: safeguarding data is often ‘special category personal data’ i.e. sensitive & personal
- The Data Protection Act 2018 includes ‘safeguarding of children and individuals at risk’ as a condition that allows practitioners to share information without consent
- Information can legally be shared without consent:
  - If a practitioner is unable to, cannot be reasonably expected to, or if it could place a child at risk
  - To keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or to protect their physical, mental, or emotional well-being.

Myth busting:

The GDPR & Data Protection Act 2018 are barriers to sharing information: no, they provide a framework to share appropriately, balancing the rights of the information subject & the need to share their information

Consent is always needed to share personal information: no, where possible seek consent & be open & honest about why, what, how and with whom. Consent must be explicit and freely given. When sharing without consent, record (see below)

Personal information collected by one organisation cannot be disclosed to another: if children are in need or at risk of significant harm, it is unlikely there will be a legal barrier to sharing their personal information; consider which processing condition in the Data Protection Act 2018 is most appropriate for use.

The common law duty of confidence & Human Rights Act 1998 prevent personal information sharing: no, practitioners need to balance this against the effect on individuals at risk if they do not share; sharing with consent is not a breach, without consent requires grounds e.g. the subject/public interest, court order etc.

IT Systems are a barrier to effective information sharing: no, IT systems can be useful in supporting information sharing; however professional judgment is the most essential aspect of multi-agency work, which could be put at risk if organisations rely too heavily on IT systems.
Principles:
Use your judgement & organisational procedures to decide what information to share and when, and consult your manager if in doubt.

Always consider whether sharing information is likely to safeguard & protect a child.

Necessary and proportionate:
- How much information do you need to release?
- Impact on the subject & third parties
- Share proportionately to need and level of risk

Relevant:
- Only relevant information should be shared
- Only share with those who need it
- Allow others to make informed decisions

Adequate:
- Information should be adequate for its purpose & the right quality to ensure that it can be understood and relied upon

Accurate:
- Accurate & up to date information, clearly distinguishing between fact and opinion
- If historical then this should be explained

Timely:
- Share in a timely fashion to reduce missed opportunities to offer support and protection
- In emergencies you might not seek consent if it causes delays & places a child at increased risk

Secure:
- Share appropriately and securely
- Always follow your organisation’s policy on security for handling any personal information

Record:
Record all decisions & the procedure followed
- whether or not you decided to share
- why & who you shared with
- who you discussed your decision with
- what you shared
- Review retained information regularly and do not keep longer than necessary

The General Data Protection Regulations 2018 build on the requirements of the Data Protection Act and reflect the progress of digital technology and use of social media platforms.

Seven golden rules:

1. GDPR, the Data Protection Act 2018 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, or your information governance lead, 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 having their information shared. Under the GDPR and Data Protection Act 2018 you may still share information without consent if, in your judgement, there is a lawful basis 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 clear of the basis upon which you are doing so. Where you do not 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 (see principles).

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.

Useful web links/resources:
- Information sharing advice for safeguarding practitioners, DFE 2018
- Data Protection for the Education Sector, ICO

‘Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers’, DFE 2018

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Flowchart of when and how to share information

You are asked to share information

Is there a clear and legitimate purpose for sharing information?

Yes

Do you have consent to share?

No

No

Does the information enable an individual to be identified?

Yes

Have you identified a lawful reason to share information without consent?

Not sure

Seek advice

No

Do not share

You can 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, 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.

Governing bodies/proprietors have a duty to arrange suitable full-time alternative education for pupils who cannot attend school because of illness.

Children with medical conditions and disabilities are more likely to have safeguarding needs & be vulnerable to abuse, and they may be entitled to an assessment as a ‘child in need’ (Children Act 1989) from Children’s Social Care.

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 3 pieces of national guidance below.
- The setting, healthcare professional, parents, carers & student agree, if possible about implementing a healthcare plan.
- Clear information about roles & responsibilities is given to all staff & volunteers about arrangements for the administration of medicines, support & care.
- Staff & volunteers know what to do & respond appropriately when they become aware that a student with a medical condition needs help.
- Staff receive appropriate training, instruction & 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 or if the student is judged to be ‘Gillick competent’.
- Prescribed controlled drugs must be kept securely (but accessible) in a non-portable container, unless the student is deemed competent & safe to have it in their possession.

Parents and carers should:

- Provide the setting with information about their child's medical needs if treatment or special care is required.
- Give written consent for the administration of prescribed & 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 pupil/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 pupil/student’s name.
- Where possible pupils/students should carry their own medical devices e.g. inhalers, adrenaline pens, blood glucose meters.
- All staff & pupils/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 pupil/student taken to hospital by ambulance, and should stay until the mother, father or carer arrives.

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

- Be responsible for pupils/students with medical needs who are educated off-site (go to Safeguarding Sheffield Children website, education section, policies, procedures & guidance, ‘Alternative Provision’).
- 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.

Detailed national guidance is available here:

- Supporting pupils at school with medical conditions, DfE 2014
- Special Educational Needs and Disability code of practice, DfE 2013
- Early Years Foundation Stage Framework, DfE 2017
- Ensuring a good education for children who cannot attend school because of health needs, DfE 2013

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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 videos.

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.

Did you know?
- The age of criminal responsibility is 10 years
- It is a crime to:
  - Harass or bully via a text, email or phone call
  - Create, possess or distribute indecent images of someone under 18 years even with consent or if they are self-generated

Tips:
- 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 fully track or delete
- Giving out personal information (including photos) to people you do not know could put children, young people & adults at risk of harm
- Location tracking services allow any individual to identify the location of people & devices

Staff should never:
- Store any personal information about a pupil/student on their personal mobile devices
- Comment about a pupil/student or their family on social media or other public forum
- Seek contact with or respond to requests for contact from a pupil/student or their families via personal phones, text, e-mail or social networking accounts
- Give their personal contact details to a pupil/student including e-mail address, social networking accounts, home or mobile phone numbers

However: if the pupil/student &/or 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 people’s 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.

Pupil/student misuse:
- Staff can confiscate the device as a disciplinary procedure
- Head Teachers & authorised staff are allowed to search pupils/students & their possessions:
  - With consent & confiscate items if reasonable
  - Without consent and confiscate suspected specified prohibited items (including pornographic images, items used to commit an offence, or to cause personal injury or damage to property)
- If inappropriate material is seen on the device, authorised staff can decide whether to:
  - 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 online safety or anti-bullying procedures, or referral to the police
- Inform parents and carers as appropriate

Useful web links & resources:
- Screening, Searching & Confiscation: advice for schools, DfE 2018
- Thinkuknow
- Childnet International Resources
- NSPCC: Sexting

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New staff, governors & volunteers

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

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

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

Working Together to Safeguard Children, DfE 2018

How can you contribute?

- Put the welfare of the child/young person first
- Understand your safeguarding procedures & the role of Designated Safeguarding Lead & Deputy
- Behave appropriately at all times
- Provide a safe environment for pupils to learn
- Identify pupils who may be in need of extra help
- Act immediately if abuse is alleged or suspected
- Never investigate concerns yourself
- Do not develop personal relationships with pupils on or off line

Always ensure that the volunteer role:

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

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

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

Tell them that you:

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

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

Do not keep a copy for yourself.

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

Recruitment checks:

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

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

If you require further information go to: Keeping Children Safe in Education, DfE 2018

You should have Safeguarding Induction from the Designated Safeguarding Lead or Deputy (DSL/D) at your setting as soon as you start which includes:

- Your safeguarding policy & procedures
- Whistleblowing procedures
- Staff behaviour policy (safeguarding)
- The role of the DSL/D

Keeping Children Safe in Education, DfE 2018 (Part 1)

- Using mobiles, cameras & IT equipment

All staff must also receive:

- ‘Basic’ or ‘Whole-School’ safeguarding children in education training from the Sheffield Safeguarding Children Board every 3 years
- Regular emails, updates & internal briefings from your DSL/D within the setting.

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

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

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One to One Working

Situations where a staff member & a student work alone together are sometimes appropriate, e.g. finishing work after class, teaching a music lesson, support for vulnerable children and young people, disciplinary situations, etc.

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

As soon as they begin working at your setting, staff must be given appropriate ‘Safeguarding Induction’ about:

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

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

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

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

Staff involved in one to one working should:

- Ensure that a risk assessment has been completed and that safeguards are in place
- Ensure that all risk assessments are reviewed regularly
- Inform your line manager or office staff about the activity, location, likely duration & when it has ended
- Avoid working in isolated parts of the building
- Leave the door ajar if possible so you and the student can be seen
- Use a room with visibility through a window or door panel
- Where this is not possible then alternative safeguards should be put in place
- Consider gender, religion and cultural issues for you and for the pupil/student

Volunteers who are left unsupervised with children and young people are considered to be in ‘regulated activity’.

People in ‘regulated activity’ must have a DBS and other checks before this work starts.

If a volunteer is to work alone with a child or young person they must have the above checks first and this must be agreed with a senior manager, the student and the parents or carers beforehand.

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

- Make sure the child or young person is comfortable with the arrangement, taking into account their environment, gender, religious or cultural issues
- Avoid unnecessary physical contact, e.g. sitting too close
- Any incidents of distress, anger or other concerns which arise during a one-to-one activity should be reported to a member of the senior leadership or management team immediately
- All ‘low-level' incidents should be followed up with a detailed written report including names, dates, and times etc.
- If you are concerned that an adult in your setting may have harmed or committed a criminal offence against a child, you must tell your Head Teacher immediately & they will ring the Local Authority Designated Officer (LADO) before an investigation is started. tel. 2734850

Useful resources:

- Keeping Children Safe in Education, DFE 2018
- Related policies & guidance on the Safeguarding Sheffield Children website, education section, policies, procedures & guidance, include:
  - Behaviour guidelines for staff & volunteers
  - Allegations of Abuse against Staff in Education Settings
  - Recording & File Transfer
  - Personal Care
  - Transporting Pupils
  - New Staff, Governors and Volunteers

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Online Safeguarding

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

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

Safeguarding children & young people online can involve a range of potential issues such as cyberbullying, pressure e.g. to look ‘right’ & get ‘likes’, fake news, violence, extremist behaviour, grooming, child sexual/criminal exploitation and sexting.

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

All settings should have an Online Safety Coordinator and an Online Safety Policy that reflects the setting’s whole-school approach and operate alongside other policies including:

- Use of cameras & mobile devices
- Social media
- Acceptable Use of ICT for staff, pupils & parents
- Pupil/student and staff behaviour
- Bullying
- Online safety & the curriculum
- Data protection
- Information sharing and security
- Filtering and monitoring

Online safeguarding depends on effective practice at a number of levels:

- Safe & secure network/broadband connection
- Appropriate & ongoing levels of Information & Communication Technology (ICT) security at the setting, e.g. firewalls, access restrictions
- Up to date online safety policies that are understood, implemented & regularly reviewed by staff, pupils/students, parents & carers
- Safe & responsible ICT use by all staff, pupils/students, parents & carers
- Education & training including a progressive & age appropriate online safety curriculum

Assessing and managing risk - the setting should:

- Take reasonable precautions to prevent access by pupils/students and staff to inappropriate material
- Maintain an audit of all ICT use at the setting
- Make pupils/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 pupils/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 pupils/students made aware of it
- Ensure that your Acceptable Use and Online Safety Policies cover all aspects of technology and online environments used in the setting

Communicating with pupils/students, staff, parents and carers:

- Rules for online safety and internet access should be posted in all classrooms
- Attention should be drawn to online safety in the setting’s newsletters, brochures and website
- Pupils/students, staff, parents and carers should:
  - Have a thorough understanding and an age-appropriate copy of your Online Safety and Acceptable Use Policies
  - Be informed that all internet use may be monitored and traced to the individual user, and therefore appropriate conduct is essential

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

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Parental Responsibility

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

A child is someone under 18 years old.
This includes the provision of, e.g.:
- A home
- Financial support
- Protecting and maintaining the child
- Disciplining
- Choosing and providing for education
- Agreeing to medical treatment
- Naming & changing of name for the child
- Looking after their property.

Who has parental responsibility? (England & Wales):

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

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

C. Same-sex partners who:
   - Were civil partners at the time of donor insemination or fertility treatment
   - Were not civil partners at the time of treatment but have:
     - applied for parental responsibility if a parental agreement was made
     - become a civil partner of the other parent and made a parental responsibility agreement
     - jointly registered the birth

Who else can have parental responsibility?
- An adult who has been granted a ‘Child Arrangements’ or ‘Special Guardianship Order’ by the court
- The child’s legally appointed guardian or adoptive parents
- The local authority if it is named in the care order for a child (Looked After Child – LAC).

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

If someone new gets parental responsibility, do others lose it?
Not necessarily, several people can have parental responsibility at the same time.
Adoption and care proceedings can take parental responsibility permanently away in the final stages.

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

For further information about children born in Scotland, Northern Ireland or outside the UK, go to:
Parental Rights & Responsibility, Gov.UK

Advice & support about fostering & adoption:
Families, Adopters & Carers Team (FACT)
Tel 2734998, Mon–Fri, 1.00–4.00pm
Email: adoptionsupport@sheffield.gov.uk

For further advice & support, ring:
- MAST on 0114 2037485 about early help services
- Sheffield Safeguarding Hub on 0114 2734855 about child protection or significant harm

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

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

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

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

Everyone who is a parent (as above) has a right to participate in decisions about a child's education and receive educational information about the child.

This applies even if the main contact is a different parent e.g. with whom the child lives on school days.

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

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

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

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

Changing a surname:

A change of surname is a private law matter and should be resolved between parents.

Where the parents have divorced, settings should ensure that a child's surname is not changed without written consent of the 'other parent' or by anyone else who has parental responsibility for the child.

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

Top Tips:

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

Useful web links & resources:

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

Peer abuse is abuse (including physical, emotional and sexual) of a child or young person by their peers.

Peer abuse includes:
- Bullying (including cyber bullying)
- Sexual violence & sexual harassment
- Sexting
- Teen partner abuse
- Physical abuse
- Initiation/hazing type violence/rituals

This abuse can:
- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

Children or young people who harm others may have additional or complex needs themselves, e.g.:
- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping physical, sexual or emotional harm and ensuring immediate safety is the first priority of any education setting.

Emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously.

School staff should discuss all concerns with their Designated Safeguarding Lead and Deputy, who will assess and make judgements about each specific case and should use the guidance on these pages to help.

Other useful policies in the education section of the Safeguarding Sheffield Children website:
- Domestic Abuse
- Abuse & Neglect
- Online Safeguarding
- Photographs, Video’s & Other Images
- Mobile Devices

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

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

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

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

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

Multi-agency approach:

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

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

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

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

Decisions for local agencies include:

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

Useful links and resources:

- SSCB Child Protection & Safeguarding Procedures
- Working Together to Safeguard Children, 2018
- Keeping Children Safe in Education, DfE 2018
- School Bullying (includes links to ‘Sexual violence and sexual harassment between children in schools and colleges’ and ‘Preventing Bullying’)
- Bullying UK
- Childline (NSPCC) at: 0800 1111
- Stonewall - various resources
- Anti-Bullying Alliance
- Child Exploitation & Online Protection Centre

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

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

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

This guidance is for general purposes. Where regular, specialist care or equipment is needed this should be subject to an EHC Plan (see below).

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

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

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

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

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

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

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

**Children with Special Education Needs & Disabilities:**

Some pupils may require an Education, Health & Care (EHC) needs assessment (*Section 36 of the Children and Families Act 2014*) in order for the local authority to assess the need for provision in accordance with an EHC plan.

The Special Educational Needs & Disabilities Coordinator (SENDCo) in a setting is responsible for over-seeing this area of work.

**Disabled children often receive intimate personal care, sometimes from a number of carers which may increase the risk of exposure to abusive behaviour.** For further information about protecting disabled children, see: [Safeguarding deaf and disabled children, NSPCC](https://www.nspcc.org.uk/about-us/what-we-do/safeguarding-deaf-and-disabled-children/)

**Education settings with provision for children under five years old must ensure there are suitable hygienic changing facilities for children who are in nappies.**

For further information about the ‘Safeguarding and Welfare Requirements’ for under 5’s, go to Section 3: [Early Years Foundation Stage Framework 2017](https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2017)

**Related early years policy on the Safeguarding Sheffield Children website:** Personal Care, July 2018

Related [education policies & procedures](https://www.safeguardingsheffieldchildren.org) on the Safeguarding Sheffield Children website:
- First Aid
- Behaviour guidelines
- Vetting, Barring & Recruitment
- Showers & Changing Rooms
Photographs, videos, & images

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

There are a number of things to consider when taking and using images of children, young people and staff.

You need to ensure that safeguarding issues are taken into account, e.g. pupils and staff who may have fled from domestic abuse may be recognised via photos & their whereabouts revealed to an abusive partner.

Steps that must be taken:

- You must get the informed, signed consent of everyone appearing in the photograph, video image, including staff and the parents and carers of pupils, before it is created.
- Be clear about the purpose & audience for the image.
- If you use images from another agency, you need to check that agency has obtained informed consent.
- Only use secure equipment provided by your setting to take, store and download images – never use your personal devices.
- When an image is transferred to your workplace network they should be erased immediately from their initial storage location.
- Do not use full names or personal contact details of the subject of any image you use.
- No images of a looked after child should be created or used without prior written & signed consent from their social worker and Local Authority.
- Be careful about using images of children in swimming costumes or other revealing dress.
- Always destroy images once consent has expired or the child or young person has left your setting.
- Young people may be able to give consent themselves if they are considered able to make an ‘informed’ choice.
- If you believe a young person is making an informed choice, always check with your DSL/D to see if there are safeguarding issues that the young people themselves are unaware of or may not have taken into account.

Questions to consider:

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

**Images:**
- How public are your display boards?
- Who & what have you created the images for?
- Are all of your images and media securely stored at your workplace?
- Is it appropriate for images on websites and in other publicity to become public?
- Are there any implications of using images for lessons or offsite work?
- Have you demonstrated an inclusive approach by including images of people of different ethnicity or disability?
- Have you checked any copyright implications?

The press are exempt from the Data Protection Act. If you invite them to your premises or event you need to obtain prior consent from staff, parents and carers involved.

The Information Commissioner’s Office guidance: Taking photos in schools explains when family members can take photos of their child in school activities.

Useful links/resources:
- Data Protection: Gov.uk
- Sheffield Safeguarding Children Board Child Protection & Safeguarding procedures: Online Safety
- Safeguarding Sheffield Children website: Education policies, procedures & guidance section; ‘Online Safeguarding’, ‘Mobile Devices’
- Safeguarding Sheffield Children website: Online Safeguarding