A Good Practice Guide to Safeguarding in Education

**A positive and preventative curriculum, teaching students:**
- To make healthy & safe lifestyle choices
- What to do if they think their health or safety is threatened
- What to do if they are worried about someone else

**A safe learning environment where students know:**
- It is okay to talk
- They will be listened to
- They feel safe and secure
- They don’t face bullying or discrimination
- Their medical needs are met

**Partnership with parents and carers:**
- Open & honest relationships
- Involvement at all stages of a student’s education & care
- Somewhere for adults to talk and get advice & support from

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

**Safeguarding and promoting the welfare of children is defined in ‘Working Together to Safeguard Children’, DfE 2018 as:**
- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

**Safeguarding policies, procedures and guidance:**
- Accessible for parents, carers, students and staff
- Following national and local guidance
- Updated annually to reflect best practice

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

**Well trained volunteers, staff & management:**
- High quality training & support
- Clarity & confidence about day-to-day expectations
- Working together to safeguard & support students & their families

**Safe recruitment, selection & management practices:**
- Ensure unsuitable people do not work with children & young people
- Following national & local guidance
- Positive culture and environment

*Safeguarding our students is more than child protection – we will promote their health & well-being and ensure their personal and emotional development*
To promote good practice we will follow these guidelines when working with children & young people and their parents & carers:

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

Our education setting will:

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

Useful resources:

- [SSCB Child Protection & Safeguarding Procedures Manual](https://www.safeguardingsheffieldchildren.org)

Useful policies on the [Safeguarding Sheffield Children website](https://www.safeguardingsheffieldchildren.org), Education, policies, procedures & guidance:

- Behaviour Guidelines
- Training Pathway
- Allegations of Abuse against Teachers and Staff in Education
Abuse & Neglect

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

*Keeping Children Safe in Education, DfE 2018*

Useful learning briefs on the Safeguarding Sheffield Children website, Learning from Practice:

- Intrafamilial Sexual Abuse, June 16
- Neglect Jan 14
- Neglect (2) March 2017
- Neglect & Weight Gain, March 16

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www.safeguardingsheffieldchildren.org
Abuse of Trust

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

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

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

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

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

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

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

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

‘Position of Trust’ offences include:
- Causing or inciting a child or young person into sexual activity
- Engaging in sexual activity in the presence of a child or young person
- Causing a child or young person to watch a sexual act

There are 2 exceptions to this application:
- Where a person is legally married to, or in a civil partnership with, the young person
- Where a lawful sexual relationship existed before the position of trust arose

Staff and volunteers should ensure that:
- All relationships remain professional and are appropriate to the child or young person’s age & understanding
- Their language and conduct do not give rise to speculation

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

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

Useful links/resources:
- Sexual Offences Act 2003
- NSPCC Sexual Abuse legislation & policy guidance
- NSPCC Protecting children from abuse of position of trust, October 2017
- Working with Sexually Active Young People, Sheffield Safeguarding Children Board
- Keeping Children Safe in Education, DfE 2018
- Allegations of Abuse against Staff in Education Settings, Safeguarding Sheffield Children website, education, policies, procedures & guidance

Vulnerable Adults:

A summary of adult vulnerability can be found in:
- The ‘Safeguarding Adults’ policy for education settings on the Safeguarding Sheffield Children website.
- Vulnerable adults are also protected from sexual abuse & exploitation through the legislation: ‘Safeguarding Vulnerable Groups Act’ 2006

All settings should ensure that staff have:
- Access to and understanding of the policy about ‘Abuse of Trust’
- An explanation of the relationship between the Code of Conduct and Abuse of Trust
- An explanation of their responsibilities in a relationship of trust
- The detailed procedures to be put in place and the sanctions for abuse of trust

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

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

Education settings sometimes have concerns about adults in a pupil’s family or adult pupil themselves.

The duty to safeguard applies to an adult who:

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

Examples of adult harm are:

- **Physical**: e.g. hitting, slapping, pushing, kicking, mishandling of medication, restraint, sanctions
- **Sexual**: e.g. rape, sexual assault, forcing adults into sexual acts they don’t want/can’t consent to
- **Psychological**: e.g. threats, humiliation, blaming, controlling, intimidation, harassment, verbal abuse, cyber-bullying, isolation
- **Financial or material**: e.g. theft, fraud, internet scamming, coercion with financial affairs, misuse of property, possessions or benefits
- **Neglect & acts of omission**: e.g. ignoring medical, emotional or physical care needs, no access to health, social care or educational services, inadequate heating, self-neglect
- **Domestic violence**: psychological, physical, sexual, financial, emotional abuse, ‘honour’ based violence, forced marriage
- **Discrimination & hate crime**: e.g. harassment, bullying, violence due to gender, gender identity, age, disability, sexual orientation, religion
- **Modern slavery**: trafficking & being forced into abuse, servitude, inhumane treatment
- **‘Mate’ crime**: befriending someone to control money, steal food, hurt or intimidate them
- **Hate Incidents**: actions that are not crimes, but cause upset and harm
- **Organisational abuse**: poor care, neglect, staff behaviour; restricted contact, lack of choice about when to eat, get up, go to bed etc.
- **Exploitation by radicalisers**: persuaded or bullied into terrorist actions

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**Procedure for responding to concerns:**

If you are concerned that an adult:

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

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

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

Do not:

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

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

**Adult Safeguarding tel. 0114 2736870**

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

- Adult Access Team (2734908)
- South Yorkshire Police (101)

**In an emergency ring 999**

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This ‘Safeguarding Adults – Guide for the Public’ leaflet includes a concern form for reporting adult harm & abuse

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**Useful links:**

- [Adult Safeguarding Partnership, Sheffield City Council](#)
- [Care Act 2014 – Safeguarding Adults](#)
- [Care and Support Statutory Guidance, DoH (updated 2018)](#)
- [Care Act Fact Sheets, DoH](#)
Allegations of abuse against staff & volunteers

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

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

*Working Together to Safeguarding Children, DfE 18 Keeping Children Safe in Education, DfE 18*

Employers have a ‘duty of care’ and should:

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

All allegations should be:

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

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

Considerations:

- Apply procedures with common sense & judgement
- If the allegation is about physical contact, the strategy discussion should consider whether 'reasonable force' has been used
- All options to avoid suspension should be considered prior to taking that step
- If investigation by the police or children's social care is unnecessary, the Case Manager should consider further options with the LADO
- Resignation/ceasing service provision should not prevent an allegation being followed up
- 'Compromise agreements' must *never* be used
- Referral to the Disclosure & Barring Service (DBS) must be made if the criteria are met
- No cases in which an allegation was proven to be false, unsubstantiated or malicious should *not* be included in employer references
- A phased return and/or the provision of a mentor may be appropriate if staff have been away from work during investigation

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

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

**Local Authority Designated Officer (LADO):**

tel. 0114 2734850

To make a referral:
- download & complete the LADO request form
- securely email to lado@sheffield.gcsx.gov.uk
- or fax to 0114 273 4628

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

**Potential outcomes:**

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

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

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

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

Useful web links/resources:
- [Keeping Children Safe in Education, DfE 2018](#)
- [Working Together to Safeguard Children, DfE 2018](#)
- [Sheffield Safeguarding Children Board Safeguarding & Child Protection Procedures](#)

Related documents: [Safeguarding Sheffield Children website, education, policies, procedures & guidance:](#)
- Abuse of Trust
- Behaviour Guidelines
- Designated Safeguarding Lead & Deputy Role
- Governing Body Safeguarding Role

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[www.safeguardingsheffieldchildren.org](http://www.safeguardingsheffieldchildren.org)
Alternative Education Provision

Schools have the power to direct a pupil off-site for education to improve behaviour.

Sheffield Local Authority oversees & maintains the Alternative Provision Network (APN) to support schools by offering a number of programmes for key stage 1 to 4 pupils.

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

Responsibility for the alternative provision used rests with the referring school or college for ALL pupil’s on their roll.

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

Supporting students - school should:

Schools that place a pupil with an AP provider continue to be responsible for the safeguarding of that pupil, and should:

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

Keeping Children Safe in Education, DFES 2018

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

Personalised plans:

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

All providers must have safeguarding policies & processes which include:

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

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

The Safeguarding Children Service, supports & trains the Alternative Provider Network.

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

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

For further information contact the Local Authority Progression Team, Service Manager Alternative Provision: emma.beal@sheffield.gov.uk

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

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

  Report Adult Abuse tel. 2734908

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The school or college should ensure that:

- All students considered for alternative provision should be discussed with your Designated Safeguarding Lead/Deputy (DSL/D) prior to referral to identify historic & current safeguarding needs & placement suitability.

- Your DSL/D has shared all appropriate safeguarding information about the student with the provider DSL and parents or carers before the placement begins.

- The student is visited at the provider setting regularly by safeguarding trained staff who are aware of the safeguarding needs of the student.

- Staff accompanying primary school pupils must have had appropriate safeguarding training and be aware of the pupils safeguarding needs.

- Where safeguarding concerns are raised, visits should be more frequent and all concerns and actions followed up appropriately.

- The student has a regular opportunity to talk privately to school staff about their placement & any issues that concern them.

- Pastoral support is provided to all students on placement as needed.

- All students on the school roll are supported to feel part of the school whether they attend the school regularly or not.

- Daily checks of student attendance at the provider are made through the online register and concerns & absences followed up.

The Local Authority through the Progressions Team should ensure that:

- All contractual requirements concerning safeguarding policies, training and recruitment are complied with by the provider.

- All provider staff have access to Basic Safeguarding Children in Education training every 3 years.

- A Designated Safeguarding Lead (DSL) is appointed from the provider management team & has access to regular advanced training.

- Staff receive regular briefings about general safeguarding issues from the DSL.

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

Alternative provision to improve behaviour:

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

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

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

- The placement is regularly reviewed and parents are involved.

- Issues about attendance are discussed immediately with the school the pupil is on roll with and shared with the school DSL/D.

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

Useful resources:

- Keeping Children Safe in Education, DfE 2018
- Working Together to Safeguard Children, DfE 18
- Special Educational Needs and Disability (SEND), DfE
- Alternative Provision, DfE 2016

Other useful safeguarding policies & procedures relating to education settings are available from the Safeguarding Sheffield Children website, education section.
**DO NOT:**
- Use your position to gain access to any information for your own advantage or another persons’ detriment
- Intimidate, threaten, bully, coerce or undermine anyone
- Use racist, sexist, homophobic or other language or behaviour that is derogatory, discriminatory or oppressive to others
- Engage in any sexual activity (consensual or otherwise) with a student under 18 years or a ‘vulnerable adult’ who is attending your educational setting
- Play inappropriate games or have inappropriate physical contact with a student
- Use disproportionate force when addressing student behaviour
- Jump to any personal conclusions or assumptions about staff, volunteers, student’s or their family’s behaviour
- Investigate any allegations about the behaviour of staff and volunteers yourself
- Make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with students
- Create a personal relationship with a student where one does not already exist
- Give any personal details about yourself or others to a student unless you have agreed this with a senior member of staff
- Personally befriend or communicate with a student via internet accounts, social networking, apps or other electronic medium
- Rely on your good name or reputation to protect you when you behave inappropriately - it may not be enough

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

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

**Ask yourself:** are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?
Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

One of the key factors of CSE is the presence of some form of exchange e.g. sexual activity in return for something:
- Tangible e.g. money, drugs, alcohol
- Intangible e.g. status, protection, perceived love or affection

It could also be for the prevention of something negative e.g. a child or young person who engages in sexual activity to stop someone carrying out a threat to harm their family.

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

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

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

Your safeguarding duty to protect and support does not depend on the child or young person’s desire to be safeguarded:
- Always focus on the child/young person
- Help them to understand that they are valued and listened to

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

Avoid stereotypes:
- CSE can affect any child or young person male or female under the age of 18 years
- is perpetrated by men and women from all ethnic backgrounds (current convictions are 80% white males)

CSE is never the victim’s fault

Further information & resources:
- Sheffield Safeguarding and Child Protection Procedures; SSCB fact sheet and guidance
- NSPCC: What is child sexual exploitation?
- Parents Against Child Sexual Exploitation
- Barnardo’s: advice for parents, professionals and young people
- Child sexual exploitation: definition and a guide for practitioners, DfE 2017
- Child Sexual Exploitation, November 16, SSCB Learning Brief
- Sexualised Behaviour, Safeguarding Sheffield Children Website

Version 12, Sept 18

www.safeguardingsheffieldchildren.org
Vulnerabilities:

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

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

Warning signs:

Indicators that a child or young person may be being sexually exploited include:

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

What to do next:

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

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

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

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

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

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

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

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

The National Referral Mechanism (NRM) is the framework for identifying victims of human trafficking or modern slavery and ensuring they receive the appropriate support.
Governors, Management Committees and the senior management of all education settings need to make clear their commitment to deal effectively with Child Sexual Exploitation (CSE)

All education settings should ensure that:

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

Educating children and young people – some important principles:

- **The need for early and continuous education**: students need to be educated about the risk of child sexual exploitation (and other forms of sexual abuse) before perpetrators approach them.
  
  Schools and colleges may want to consider how to build in effective, age-appropriate education, which sensitively supports younger children on these issues and which forms part of a planned programme of study across key stages.
  
  This should be accompanied by wider resilience-building work.

- **Use all potential avenues of communication**: Personal, social, health and economic (PSHE) lessons are an obvious route for educating students about the risks of child sexual exploitation and other forms of harm, as are pastoral services and school nurse services.
  
  Consideration should also be given to how messages can be delivered outside mainstream education, for example, in youth clubs, community settings or the family home.

- **Adopt a holistic approach**: Risk of child sexual exploitation should be addressed as part of a wider programme of work on sexuality and sexual development, choice and consent, healthy relationships, harmful social norms and abusive behaviours and online safety.
  
  This should build on existing initiatives (around online safety for example) and ensure messages dovetail across these different programmes of work.
  
  Educative work should engage both boys and girls and should address both risk of perpetration and risk of victimisation (and the potential for overlap).

- **Contextual considerations**: Messages around child sexual exploitation should be delivered within a safe non-judgmental environment, by credible individuals who are confident discussing the issues and able to challenge unhelpful perceptions.
  
  Where specific vulnerabilities are identified (going missing, gang-association or drug/alcohol misuse, for example) more targeted educative work should be undertaken, while taking care to avoid stigmatisation or labelling.
  
  Accessible and appropriate support should be immediately available should any issues of concern be identified during education activity.
All children between the age of 5 and 16 years must be in full time education. Children are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs which they may have.

Local authorities must identify children who are living in their area and are missing from education. A child or young person is considered to be missing from education if they are of compulsory school age and:

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

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

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

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

Ofsted recommends that all schools should:

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

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

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

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

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

Schools must inform the local authority of:

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

Children Missing from Education Team
Level 5 West Wing, Moorfoot, S1 4PL
Tel: 0114 2736462 Fax: 0114 2735470
Email: ed-missingchildren@sheffield.gov.uk

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

For further information go to:
Children Missing from Education, DfE 2016

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www.safeguardingsheffieldchildren.org
Conferences, Plans & Core Groups

Child Protection Conferences (CPC’s) are multi-agency meetings convened & chaired by the Safeguarding Children Service.

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

- family history, the child’s health, development & functioning, and the parents capacity to ensure the child’s safety & wellbeing
- Consider circumstances that may increase risk and any areas of disagreement
- Future action needed to safeguard & promote their welfare
- Whether they should be the subject of a ‘Child in Need’ or ‘Child Protection’ Plan
- Nominate a lead social worker
- Identify members of & set the date for the first core group meeting, within 10 working days
- Set the review CPC date within 3 months

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

The Initial CPC should be attended by:

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

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

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

Part 1 of the conference:

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

The main conference will ensure that:

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

Children’s participation:
Children do not usually attend a conference due to age & subject matter. An ‘Advocate’ is offered to those over 5 years to help them articulate their wishes & feelings & understand the outcome of the conference.

Responsibilities of the DSL/D:

- Prioritise all CP Conferences
- Provide relevant information in a written report (the template is available on the Safeguarding Sheffield Children website, education, toolkit)
- Share this report with parents, translated and communicated as required
- Record parental disagreements in the report
- Confirm whether they can attend
- Be clear about your role & decision-making
- Submit the typed report to SCIRS 2 working days before the conference:
  - via our secure file exchange (SFX), or
  - by secure email to: child.protection@sheffield.gcsx.gov.uk

8 further copies should be brought to the conference by the attending professional.
The ‘Core Group’ is responsible for developing & implementing the ‘Child Protection Plan’ in detail.

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

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

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

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

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

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

CP Review conferences are held within 3 months of the initial CPC & then at least 6 monthly and:
- Receive the completed core group assessment
- Review the safety, health & development of the child & ensure they are still safeguarded
- Check that inter-agency co-ordination is functioning effectively
- Consider the child’s wishes and feelings
- Consider if the plan should continue or change

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

Child Protection Enquiry Team (CPET)
Safeguarding Children Service, 9am to 5pm
Tel. 0114 2734925

Any practitioner can ring CPET from their office line (to allow verification) to ask for a ‘status check’ about a child or young person in Sheffield.

CPET do not take referrals, they will ask the caller if they are concerned that the child is at risk of harm – if so they will be put through to the Safeguarding Hub, tel. 0114 273 4855 to discuss a referral.

If there are no immediate concerns about the child, CPET will securely email the caller with details of the child’s status, including:
- Child Protection Plan and category
- Previous enquiries & agency contact
- Social Care involvement dates
- Social worker contact details if an open case

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

This report to the SSCB outlines how they discharge their safeguarding duties, including:
- Attendance, reporting and involvement in CP conferences
- Numbers of children & young people attending their provision that have had a Child Protection Plan

Designated Safeguarding Leads and Deputies can access the Safeguarding Children Service area of Schoolpoint to see if their setting has submitted this report.

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

Useful web links/resources:
- Sheffield Safeguarding Children Board Safeguarding & Child Protection Procedures
- Child Protection Conferences, Safeguarding Sheffield Children website
- Working Together to Safeguard Children, DfE 2018
- Safeguarding Annual Report from Head Teachers
- Schoolpoint365 (Sheffield Safeguarding Children Service area)
Governing bodies, proprietors & management committees should appoint a senior member of the leadership team as Designated Safeguarding Lead (DSL) & appoint one or more Designated Safeguarding Deputies (DSD’s) from teaching, support/pastoral staff.

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

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

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

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

Training:
- DSL/D’s must attend the Basic, Advanced Initial & annual Advanced Refresher. Prevent & other relevant courses in Sheffield and regularly update their knowledge & skills for:
  - Staff safeguarding induction & understanding of safeguarding policies
  - Early help & statutory assessment processes & children’s social care referral arrangements
  - Child protection conferences and core groups
  - Children in need, with special educational needs & disabilities & young carers
  - Data Protection Act 2018, GDPR & information sharing within setting & with outside agencies
  - Keeping detailed, accurate, secure records for children with safeguarding concerns & referrals
  - The ‘Prevent Duty’ & radicalisation
  - Online safety including risks for SEND children
  - Regular staff updates, a ‘listening culture’ & taking account of children’s wishes & feelings

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

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

New DSL/D’s should ensure that their key staff e.g. SENCo are informed as needed.

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

Manage referrals & support staff who refer:
- Suspected abuse to Children’s Social Care
- Concerns about radicalisation to the Prevent Single Point of Contact, tel.: 0114 2734934

The DSL/D should refer:
- Persons dismissed or left due to risk or harm to a child to the Disclosure & Barring Service
- Cases where a crime may have been committed, to the Police

Work with others – the DSL should liaise with:
- The 3 safeguarding partners (Health, Police, Social Care)
- The Head/Principal about e.g. ongoing section 47 & police investigations
- The “case manager” & Local Authority Designated Officer (LADO) about child protection concerns relating to a staff member
- All staff including support staff, school nurses, IT Technicians, SENCo’s etc., about online, digital & other safeguarding issues & referrals
- Relevant agencies about the assessment & protection of children & attendance at strategy discussions & multi-agency meetings

Useful links/resources:
- Working Together to Safeguard Children, DfE 18
- Keeping Children Safe in Education, DfE 18

Keep your safeguarding team details updated on Schoolpoint365, Sheffield Safeguarding Children Service Area, and we will add your training records and communicate with you!
Domestic Abuse

The Home Office definition of domestic abuse is:
“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality’.

This definition includes ‘honour’ based violence, forced marriage and adolescent to parent abuse.

- ‘Controlling’ behaviour makes a person subordinate and/or dependent by isolating them from support, exploiting them for personal gain, depriving them of independence, resistance and escape and regulating their everyday behaviour
- ‘Coercive’ behaviour is assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim
- ‘Behaviour’ includes psychological, physical, sexual, financial and emotional forms of abuse; stalking and harassment.

A coercive or controlling behaviour offence came into force in December 2015, for behaviour amounting to extreme psychological and emotional abuse.

Domestic abuse can take place in an intimate or family relationship; its victims do not have to live together, are not confined to one gender or ethnic group and include children and young people living in fear of such behaviour.

Domestic abuse is a primary risk of safeguarding issues for children and young people, especially if it is combined with substance misuse and/or mental health problems.

Education settings must ensure that all staff & volunteers understand & follow this policy.

If child or young person is experiencing known or suspected domestic abuse, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately.

The DSL/D will:
- Talk to you, ask you to write it down, put the written record in the child’s safeguarding file & review all of the safeguarding information that the setting holds for the child or young person
- Consider how the needs of the child can be assessed through the Family Common Assessment Framework (FCAF), the Domestic Abuse, Stalking and Harassment (DASH) risk assessment (see below) and/or by a referral to Children’s Social Care.
- If the child may be at risk of significant harm, the DSL/D will make a referral through the Safeguarding Hub immediately, tel. 0114 2734855
- If there are no concerns about the child they can request a ‘status check’ through the Child Protection Enquiry Team (CPET) tel. 0114 2734925
- Share information appropriately & securely with other involved agencies

Sheffield Domestic Abuse free helpline: 0808 808 2241
(Monday – Friday 8am – 8pm)
Specialist workers (with interpreters available) to listen, advise & provide information about local services for people aged 16 or over.
help@sheffielddact.org.uk
www.sheffielddact.org.uk

Safeguarding adults at risk:
The duty to safeguard applies to an adult who:
- Has need for care & support (whether or not the local authority is meeting those needs)
- Is experiencing, or at risk of, abuse or neglect
- As a result of their care & support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect

If you are concerned about an adult with physical or learning disability and/or mental ill-health who is experiencing domestic abuse or violence, you can contact the Adult Access Team, tel.: 0114 2734908 in addition to other services.

Confidentiality and consent:
- You must pass all information to the DSL/D immediately
- Information must not be given to anyone else without the agreement of the DSL/D
- The DSL/D should only share information with practitioners involved with the child & family or to make a referral to Children Social Care or the Adult Access Team
- If a person is at high risk of serious harm it is not essential to have consent to share information with another agency, e.g. to refer the case to the Multi-Agency Risk Assessment Conference (MARAC) and the Independent Domestic Violence Advocacy Service (IDVAS).
**Indicators of domestic abuse:**
- Suspicious injury
- Disguising an injury through clothing & make-up
- Someone present & answering for the person
- Depression, alcohol and drug abuse
- Self-harm, anxiety and self-neglect
- Regular non-attendance for appointments
- Restricted access to money, work, education and a social life
- Children with behavioural difficulties
- Being withdrawn or sleep problems
- Direct disclosure

**Routine questions:**
Where appropriate we should ask men and women that we work with about their relationships, when we see them alone. This should never be done when their partner is present.

Questions that we can ask are:
- Are you afraid of someone’s behaviour?
- Is anyone verbally abusive to you?
- Has anyone ever hurt you?
- Have you or someone you care about been threatened?
- Have you been forced to do something sexual that you didn’t want to do?
- Do you feel controlled or isolated by anyone?
- Does anyone belittle or insult you?

**How children experience domestic abuse:**
- Actual or threatened physically harm
- Being injured while trying to intervene
- Witnessing or overhearing the abuse of others
- Being threatened to remain silent
- Seeing ill treatment of pets
- Seeing damage in the home, toys, belongings
- Abuse during contact sessions or handover
- Being encouraged to take part in the abuse
- Being abusive in intimate relationships
- Lost or reduced contact with parent, family and/or friends
- Spending time with peers engaged in risky behaviour to avoid home
- Increased involvement in substance misuse or anti-social behaviour
- In the case of homicide, the loss of the non-abusing parent

**Young people:**
If a young person discloses abuse always take them seriously; they may change their story due to pressure but it doesn’t mean it didn’t happen.

Young people’s relationships:
- Can be less visible and change rapidly
- Abuse can escalate quickly & be very serious
- May be vulnerable to Child Sexual Exploitation, gang affiliation or sexually harmful behaviour
- May involve the impact of parental domestic abuse & what they think is normal behaviour
- May include cultural factors that might make it more difficult to disclose abuse or seek help
- May need consideration of the age, maturity & understanding of the young people involved in sexual activity to decide if it seems appropriate

**What to do next:**
- If the victim or perpetrator are under 18 consider referral to Children’s Social Care
- If under 16 they must be referred to Social Care
- If 16 or over complete a DASH & if assessed as high risk refer to MARAC and IDVAS

**In an emergency call 999**

A Domestic Abuse Traffic Light Tool has been developed to help professionals consider the risks to young people from domestic abuse.

If the young person is 16 years or over this should be used in conjunction with the DASH.

Young people of any age can be referred for support to local services - see the Sheffield Young People and Domestic Abuse Pathway.

Be aware that an LGBT+ person accessing services will have to disclose domestic abuse & their sexual orientation or gender identity.

Creating a safe and accessible environment where victims feel they can do this and using gender neutral terms such as partner or ex-partner is essential.

**The Independent Domestic Violence Advocacy Service (IDVAS) provides advocacy, support & service co-ordination for high risk victims of domestic abuse.**

IDVAS takes the voice of the victim to MARAC & informs them of the outcomes.

Sheffield IDVAS tel. 0114 2493920
Domestic Abuse, Stalking and Harassment (DASH) risk assessment:

- Helps you identify the levels of risk & offer appropriate services and safety planning
- Should be completed with all young people & adults disclosing domestic abuse, stalking, harassment & honour-based violence

Further guidance about completing a DASH & the assessment template are here: [Sheffield DACT](#)

Domestic Homicide Reviews (DHRs)

A DHR takes place to review the death of a person aged 16 or over which appears to have resulted from domestic abuse/violence. The purpose is to:

- Establish what we can learn about how local agencies work to safeguard victims
- Identify what the lessons are, their timescales and what is expected to change
- Apply these lessons e.g. through changes to policies and procedures
- Prevent further domestic abuse homicide through improved working practices.

In Sheffield, Domestic Homicide Reviews are commissioned by the Safer and Sustainable Communities Partnership which delegates the coordination of DHRs to the Domestic Abuse Coordination Team.

Training:

Free training for your organisation is available from ‘Action’ regarding risk-assessment, DASH and MARAC.

Follow this link for more information: [http://www.action.org.uk/domestic-abuse-training/](http://www.action.org.uk/domestic-abuse-training/)

Useful resources:

- [Sheffield Safeguarding Children Board (SSCB) Domestic Abuse Procedures](#)
- Adult Access Team tel. 0114 2734906
- Sheffield IDVAS tel. 0114 2493920
- Child Protection Enquiry Team (CPET) tel. 0114 2734925
- [Domestic violence and abuse, Home Office guidance](#)
- [National Domestic Violence Helpline website](#)
- National Domestic Abuse Helpline, tel: 0808 2000 247

**Sheffield Domestic Abuse Coordination Team (DACT) resources:**

- Information card & other promotional materials, tel. 273 6851 or email: [dact@sheffield.gov.uk](mailto:dact@sheffield.gov.uk)
- Leaflets and posters to download: [Sheffield Domestic Abuse Coordination Team (DACT)](#)
- [Sheffield Young People and Domestic Abuse Pathway](#)
- [Peer on Peer Traffic Light Tool](#)
- [SSCB & DACT Safety Planning guidance](#)

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The Sheffield Multi-Agency Risk Assessment Conference (MARAC) comprises representatives of statutory and voluntary sector agencies who discuss all high risk cases of domestic abuse to:

- Protect victims & their children
- Reduce serious harm and homicide

MARAC enables agencies to work together, improve accountability through action planning, and provides support for staff working with high risk domestic abuse cases.

**MARAC will:**

- Accept referrals from any agency who have assessed the case as high risk using the DASH risk assessment
- Hear the views of the victim through an IDVAS ‘Advocate’ (if the victim takes part)
- Share relevant & appropriate information
- Agree actions to reduce risk & promote the safety & well-being of the victim & children and other adults at risk
- Provide professional support to reduce the risk of further harm

Education settings should talk to the Domestic Abuse Helpline, tel. 0808 808 2241 for advice about support for someone involved in domestic or relationship abuse. If you suspect the situation is high risk, discuss the case with IDVAS, tel. 0114 2493920 and if necessary they will talk to you about completing a Domestic Abuse, Stalking & Harassment risk assessment (DASH).

However, if you are worried that a child or young person may be at risk of significant harm, a referral must be made to Children’s Social Care immediately.

If a case is due to be presented at MARAC involving a child or young person within your school, the DSL will be sent a request for information. The DSL must respond to this immediately as the school may have information that is vital to safety planning.
Educational Visits

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

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

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

- They comply with health & safety regulations
- The setting & equipment is fit for purpose
- Their staff are trained in safeguarding and have relevant and appropriate DBS checks

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

- Their suitability and competence
- Have they received appropriate & up to date safeguarding children training?
- Do they understand ‘abuse of trust’ issues?
- Do they have up to date DBS checks?
- Have you completed the appropriate risk assessments?

All risk assessments should consider:

- Transport issues
- First aid & medication arrangements
- Safeguarding issues relating to a student on the visit, e.g. health, disability, access, support
- If site security & surveillance is appropriate
- Staff to child ratios
- Intimate care & personal hygiene issues
- Fire practice, health & safety issues
- Consideration of other needs of students e.g. gender identity & religious issues
- The suitability of sleeping arrangements for overnight stays e.g. separate rooms for boys and girls and the location of staff bedrooms to ensure adequate supervision

Visit leaders should use the Generic Risk Assessments (in EVOLVE) when planning to undertake adventure activities

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

For all visits:

- Wherever possible (and especially for complex/higher risk visits), undertake a pre-visit to gauge the suitability of the venue before making any arrangements
- If the venue/visit has an element of adventure, or the provider is delivering the activity, additional assurances should be sought from the owner/manager (see Sheffield City Council Educational Visits Guidance and Generic Risk Assessment 4)
- The Educational Visits Coordinator must be informed & must obtain permission from:
  - The Governing Body in principal, including assurance about risk assessments
  - The Head Teacher for approval for each visit to go ahead

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

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

The Early Years Foundation Stage Framework 2017, section 3 safeguarding and welfare requirements, is essential guidance for staff working with pupils under 5 years old for:

- Staff, qualifications, training, support and skills
- Staff to child ratios
- Health, accidents & injury, behaviour
- Risk assessment and outings
- Special education needs
- Information and recording

Useful web links/resources:

- Sheffield Educational Visits resources & online approval system (EVOLVE) (log on required)
- Thornbridge Outdoors Centre
- Health & Safety: advice for schools, DfE 2014
- Keeping Children Safe in Education, DfE 2018

www.safeguardingsheffieldchildren.org

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