

Abuse and Neglect



Abuse & neglect are rarely standalone events covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse:

Abuse is 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:

This is 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:

This is 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:

This is the persistent failure to meet a child's basic physical and/or psychological needs, which is 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 2019](#)

Other resources:

Useful learning briefs on the [Safeguarding Sheffield Children website](#), [Learning from Practice](#) include:

- [Intrafamilial Sexual Abuse, June 16](#)
- [Sexually Harmful Behaviour, March 14](#)
- [Neglect \(2\) March 2017](#)
- [Neglect & Weight Gain, March 16](#)

Honour-based abuse (HBA): encompasses incidents or crimes which have been committed to protect or defend the honour of a family and/or community.

It includes female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

It can also be described as a collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic & additional risk factors when deciding what form of safeguarding action to take e.g. 'honour' based violence might be committed against people who:

- defy parental authority
- become involved with a boyfriend or girlfriend from a different culture or religion
- have sexual relationships before marriage (mostly only women and girls)
- want to leave an arranged marriage
- use alcohol/drugs not endorsed by the cultural/religious belief
- want to get out of being forced into marriage/want leave a forced marriage
- wear clothes or take part in activities that might not be considered traditional/acceptable within a particular culture/religion
- are the subject of gossip/rumour (even if untrue) about any of the above

All forms of HBA are abuse (regardless of the motivation) & should be handled & escalated as such.

Forced Marriage:

- Is a crime in England and Wales.
- Is marriage without full and free consent of one or both parties, i.e. where they don't or can't consent (e.g. due to learning disabilities).
- Is where violence, threats or any other form of coercion is used (usually by close family members and the extended family) whether physical, emotional or psychological. May include abduction, imprisonment, and/or rape
- Affects mainly girls and young women, although also affects males
- In some extreme cases may result in murder

Breast 'Ironing' or 'Flattening': is the process whereby pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely.

It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.

Female Genital Mutilation (FGM) comprises partial or total mutilation of the external female genitalia or other non - medical 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 additionally report 'discovered' cases of FGM to the Police.

When FGM involves girls under 18 it is classified as child abuse and has 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.

Faith Abuse (linked to belief in spirit possession):

Common features include the belief that:

- witchcraft exists, including beliefs in demon/devil acting through children, evil eye or djinns, dakini
- the child is the 'victim' of a supernatural force – the abuse is designed to 'save' them by 'driving out the devil' or other evil spirits
- the child may harm, kill or bring misfortune to their parents, family, relatives
- the killing of children or use of their body parts will bring supernatural benefits/produce potent magical remedies (ritual or 'muti' murders)

Abusers may target children that are 'different' e.g. have a disability/learning difficulty, illness; or are exceptionally bright. They may also use belief in magic/witchcraft to make children more compliant when being trafficked for exploitation.

These beliefs are not confined to one faith, nationality or ethnic community.

Remember: Not all those who believe in witchcraft or spirit possession harm children.

Common Indicators:

- Unusual behaviour (especially after an absence from school or college) including depression, anxiety, aggression, withdrawn etc.
- Decline in behaviour, engagement, performance or punctuality
- Fear about forthcoming school/college holidays
- Marks or injuries on the body; reluctance in undergoing normal medical examinations
- Some pupils may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Educational performance, aspirations or motivation may decline
- Friends report their concerns

HBA & Forced Marriage indicators:

- Absence/persistent absence, not allowed to attend extra-curricular activities
- Being withdrawn from school/college by those with parental responsibility
- Surveillance by siblings or cousins at school/college
- Being prevented from going on to further/higher education

Breast Ironing indicators:

- Fear of changing for physical activities due to scars showing or bandages being visible.

FGM 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, or father comes from a risk community
- Is uncomfortable walking, sitting or standing
- Spends longer than usual in the toilet
- Has frequent urinary, menstrual or stomach problems; avoids physical exercise
- Has prolonged or repeated absences from the education setting

Or you may overhear references to being cut, closed, circumcised or [other terms](#).

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

Faith Abuse indicators:

- a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'

What settings should do:

- Talk to pupils/students about these issues professionally & sensitively
- If you are concerned that a pupil/student is at immediate risk of, or has undergone any of these issues, you **must** inform your Designated Safeguarding Lead or Deputy (DSL/D) **immediately**
- Teachers **must** also report 'discovered' 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
- Explain to the pupil/student about why they have made a referral (particularly if against their wishes)

Staff should NOT:

- Examine a pupil/student e.g. for injuries, nor take photos of any injuries freely shown
- Ignore what the student has told them or dismiss the need for immediate protection; e.g. because they are worried about interfering in a 'cultural or religious' practice
- 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 pupil should be offered counselling & medical help (if needed) & other involved children should be assessed.

Agencies should work with parents, wider family, community leaders & organisations to prevent & educate about these practices & consequences.

Useful web-links:

- [Sheffield Children Safeguarding Partnership Child Protection and Safeguarding Procedures Manual – Harmful Practices, Faith/Culture](#)
- [Multi-agency statutory guidance on Female Genital Mutilation, HM Govt 2020](#)
- [Mandatory Reporting of Female Genital Mutilation – Procedural Information, HO 2016](#)
- [Multi-agency practice guidelines – handling cases of Forced Marriage, HO 2014](#)
- [National action plan to tackle child abuse linked to faith or belief, DfE 2012](#)

These procedures apply to an adult who works (paid or unpaid) 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

[Working Together to Safeguarding Children, DfE 18](#)
[Keeping Children Safe in Education, DfE 20](#)

All allegations should be:

- Dealt with by the Head Teacher, Principal, Proprietor, Chair of Governors/Management Committee **i.e. the Case Manager**; even if not the employer (including leading investigations e.g. where supply agencies are involved)
- 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 an allegation that may meet the criteria above, to consider the nature, content & context & agree a course of action (see process checklist overleaf). The Designated Safeguarding Lead/Deputy should **ONLY** liaise with the “case manager” & LADO about child protection concerns, **NOT** employment issues.

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/children’s social care 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

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
- 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 the relevant Safeguarding Children Advisor, Education, to identify any improvements that are required.

Local Authority Designated Officer (LADO):

tel. 07814 382 424

To make a referral:

- download & complete the [LADO request form](#)
- **securely** email to steven.hill@sheffield.gov.uk

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

Potential investigation outcomes:

- **Substantiated:** sufficient evidence to prove allegation
- **Malicious:** sufficient evidence to disprove the allegation & is 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 or young person need medical attention, to be removed from the scene of an incident, or a member of staff to look after them until their mother, father or carer arrives? Take required action.
- Report incident or 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 may have been committed? Take required action.
- 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 potential witnesses?
- **Contact the LADO immediately** if advice is needed, otherwise **securely email** (e.g. use encrypted attachment) the information to the LADO at steven.hill@sheffield.gov.uk or tel. **07814 382 424**

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 and when
- 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 (**or as advised**, if 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 2020](#)
- [Working Together to Safeguard Children, DfE 2018](#)
- [Sheffield Children Safeguarding Partnership Safeguarding & Child Protection Procedures](#)

Related documents: [Safeguarding Sheffield Children website, education, policies, procedures & guidance:](#)

- Behaviour Guidance & Positions of Trust
- Designated Safeguarding Lead & Deputy Role
- Governing Body Safeguarding Role

Sheffield Local Authority (SCC) oversees & maintains the Alternative Provision Network (APN) to support schools who direct a pupil off-site for education to improve behaviour, by offering a number of programmes for key stage 1 to 4 pupils.

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

Responsibility for safeguarding pupils in alternative provision rests with the referring school or college.

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

Supporting students - schools should:

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

para 201. Keeping Children Safe in Education, DfE 20

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](#)

Visit our web pages for

[‘Alternative Education Providers \(SCC\)’](#)

to find out more about training, the DSL/D role and online-safety provision

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 & record as done
 - Referring a child not on roll to the **Children Missing from Education Team** tel. **0114 2736462** (see 'Children missing from education, home or care' [education policy & procedures](#) > [Safeguarding Sheffield Children](#) website)

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

Training:

The Quality Assurance & Involvement Service (QAIS) 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 Progression Team via: Daina.Cummings@sheffield.gov.uk

Safeguarding students over 18 years old:

People who are over the age of 18 who have safeguarding issues are called '[vulnerable adults](#)' and are covered by different guidance and legislation to children. Issues for students over 18 and for e.g. their parents or carers, must be discussed with the school DSL/D & referred to:

[Report Adult Abuse](#) tel. **0114 2734908**

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 school & the provider should:

- Have an up-to-date safeguarding children policy that staff can access & easily understand
- Provide Sheffield Safeguarding Children Board (SSCB) 'basic' training for all staff every 3yrs
- Provide SSCB 'Advanced' initial & refresher training to their Designated Safeguarding Lead/Deputy each year
- Have regular internal staff safeguarding briefings from their DSL/D's
- Ensure good safeguarding communication between the DSL/D's for both settings throughout the placement period with agreed appropriate mechanisms of challenge

The SCC Progressions Team ensures 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 is an example of good practice.

Useful resources:

- [Keeping Children Safe in Education, DfE 2020](#)
- [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:

[Safeguarding Sheffield Children website, education section](#)

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, care, support and/or supervision for a person.

The 'person' (in this case a pupil) 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 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 education setting staff must recognise the responsibility they have to ensure they do not abuse their positions of trust.

The [Sexual Offences Act 2003](#) also helps to protect people from sexual harm.

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.

Staff & volunteers must 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 and the sanctions for abuse of that trust
- An full understanding of how to report any suspicions of abuse of trust

Some signs to look out for:

- Staff member or volunteer giving pupil extra attention; spending time with them on their own in private or isolated areas, and/or outside working hours
- Staff member giving individual gifts, money etc.; being affectionate with pupil; visiting at home; making friends with parents or carers
- Staff member flirting with or making suggestive remarks or sexual comments around pupil
- Other pupils making jokes or references about a member of staff & a specific child

'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

Staff or volunteers may meet children, young people or vulnerable adults who display attention-needing behaviour 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 resources:

- [Sexual Offences Act 2003](#)
- [Protecting children from abuse by someone in a position of trust or authority](#), NSPCC
- [Working with Sexually Active Young People](#), SCSP
- [Keeping Children Safe in Education](#), DfE 2019
- [Care Act 2014](#)

Related policies: [Education policies, procedures & guidance](#), [Safeguarding Sheffield Children website](#):

- Allegations of Abuse against Staff & Volunteers in Education Settings
- Whistle-blowing
- Adult Safeguarding

The staff & volunteer behaviour guidelines below should read alongside your employer's code of conduct

Remember: someone may misinterpret your actions, however well intentioned

Ask yourself: are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?

DO NOT:

- Use your position to access information for your or someone else's personal advantage or another person's 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 child or young person or a vulnerable adult who attends your setting
- Play inappropriate games or have inappropriate physical contact with a student
- Use disproportionate force when responding to student behaviour
- Jump to personal conclusions/assumptions nor investigate the behaviour of staff, volunteer's, student's or their family yourself (always report to your Head)
- 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 or family unless you have agreed this with a senior member of staff
- Personally befriend, communicate with or comment about a student or their family via the internet, email, social medium, apps or other public forum
- Rely on your good name or reputation to protect you if you behave inappropriately - it may not be enough
- Discuss the personal details of any students with anyone without the explicit agreement of the DSL/D or Head Teacher
- Use your personal electronic devices to store information about pupils

DO:

- Encourage regular discussion about general safeguarding issues amongst staff, governors, volunteers, students & families
- Report all health & safety issues without delay
- Keep students safe & protect them from physical, sexual & emotional harm & neglect
- Treat **everyone** with respect
- Look after your physical and mental health
- 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 working alone with a student and ensure you can be seen and/or heard by others if possible
- Respect people's right to personal privacy (unless you need to to safeguard them)
- 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, including ridicule, threats, intimidation, bullying and discrimination
- Familiarise yourself with all aspects of your settings' code of conduct and whistle-blowing policies
- 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 fair and equitable reward system
- Report all concerns about abuse of students or vulnerable adults directly to your Designated Safeguarding Lead or Deputy, Head Teacher or Senior Manager as appropriate
- Inform your senior manager if you have a personal relationship e.g. relative or friend, relating to a child at your setting

All children & young people have the right to live without the fear of threats, assaults or harassment.

Fear of bullying can seriously affect the victim's wellbeing, behaviour & social development.

Bullying is defined as **'behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally'**.

[Preventing and Tackling Bullying, DfE 2017](#)

Bullying can:

- Be inflicted by a child, adult, individual or group
- Take many forms
- Be motivated by differences or prejudice
- Be threatening & intimidating even when subtle
- Be harmful, although not always consciously
- Be due to an imbalance of power

Sometimes bullying is abuse - report to your Designated Safeguarding Lead/Deputy & refer to Children's Social Care.

Bullying includes:

- Physical bullying: e.g. pushing, kicking, hitting
- Sexual remarks, assault, jokes, harassment, 'upskirting', see [Peer Abuse, Sept 20](#)
- Making people do things they don't want to
- Stopping people doing things they want to do
- Damaging and/or taking someone's belongings
- Verbal bullying: name-calling, sarcasm, teasing
- Saying or writing nasty things, & rumours
- Blackmail or threats
- Showing upsetting material e.g. pornography
- Indirect bullying: e.g. social exclusion, scaring

Anti-bullying policies should be clearly communicated & understood by all pupils, parents, carers & staff.

Bullying is not a specific crime but some harassment or threatening behaviour & communications are.

If staff feel that an offence may have been committed they should seek assistance from the police.

Cyber-bullying can happen:

- Using technology to torment, threaten, harass, humiliate, embarrass or target
- Via internet digital technologies or mobile phones
- At any time & with bigger audiences

Authorised staff have powers to seize electronic devices, examine & delete data where appropriate without parental consent.

If the device is thought to contain evidence relating to a crime, it must be handed to the police without deletion of data.

Your anti-bullying policy & procedure should:

- Always follow national & local SCSP guidance
- Be referenced in related policies e.g. online-safety, health & safety, behaviour
- Involve pupils, parents, staff in actively reviewing, monitoring, reporting & promoting effectively
- Explain what bullying is & how to respond
- Support & manage both the victim AND the bully
- Ensure training for ALL staff which includes awareness of 'mental capacity' issues
- Include pupil education & development of e.g. empathy, co-operation, conflict resolution skills
- Explain what to do & who to go to if concerned
- Encourage everyone to challenge this behaviour
- Support pupils for whom English is not their first language to communicate their needs & concerns
- Promote inclusion & nurture friendships
- Regularly review & update technological changes
- Include processes for assessing & recording all:
 - current information
 - follow up actions
 - telephone conversations
 - views of significant others
- Follow the Data Protection Act & GDPR 2018
- Ensure any safeguarding information discussed in other meetings is also recorded in the child's safeguarding file
- Include a protocol for sharing information about a pupil who has moved to a new setting
- Ensure DSL/D awareness of when to override a pupils' wishes in order to safeguard them

Schools can discipline pupils for misbehaving when away from their premises or from staff, but only if reasonable e.g. on transport, outside local shops, or in a town or village centre (Section 90/91 Education and Inspections Act 2006).

Disciplinary sanctions can only be applied on school premises or when the pupil is under the lawful control of school staff.

Further policy and guidance:

- [Cyber bullying: advice for Head Teachers and school staff, DfE 2014](#)
- [Advice for parents and carers on cyber bullying, DfE 2014](#)
- [BIG Award](#)
- [The UK Council for Child Internet Safety](#)
- [Special Educational Needs and Disabilities, Gov.uk](#)
- [Relationships education, RSE and PSHE, DfE 17](#)
- [Tackling race and faith targeted bullying](#)

Prevention:

A comprehensive approach can reduce incidents and improve the wellbeing of pupils, including:

- talking about difference in lessons, events, projects, assemblies
- teaching that use of prejudice based language is unacceptable
- creating an ethos of good behaviour and respect
- understanding how actions affect others
- developing parent, carer and pupil awareness
- encouraging parents & carers to reinforce good behaviour at home
- ensuring pupils are clear about what to do if they become bystanders
- implementing clear disciplinary sanctions
- using outside organisations & resources
- providing effective staff training
- good quality training for staff to understand diversity and the needs of all pupils
- work with the wider community such as the police, children's services & other agencies
- making it easy for pupils to report bullying, be confident they will be listened to & action taken
- creating a safe, inclusive environment

Indicators:

Any behaviour which indicates fear or anxiety should be discussed with the child and parents/carers, e.g.:

- Avoiding people, locations, activities and events
- Fear of walking/changing route to & from setting
- Feeling ill in the mornings
- Truancy, going missing, running away
- A decline in the quality of their work
- Coming home with items destroyed or missing
- Becoming withdrawn, starting to stammer, lacking confidence, changing eating habits
- Distress, anxiety, suicidal thoughts
- Crying, poor sleep, nightmares
- Asking for, stealing or 'losing' money
- Refusing to talk about what's wrong
- Unexplained bruises, cuts, scratches
- Aggressive, unreasonable, bullying siblings

The victim may:

- experience considerable distress including depression and self-harm
- may not tell anyone because of threats, feeling responsible, that nothing will change, or they should sort it out themselves

All children & young people need information about where to get advice and support. Their parents and carers need information about:

- identifying changes in children's behaviour
- what to do if they are worried about their child

The bully may:

- Have been bullied themselves
- Have significant needs
- Think it is fun
- Dislike or be jealous of someone
- Feel powerful and respected
- Feel it gets them what they want
- Be trying to impress their peers
- Get gratification from bystanders who watch the reaction of the victim

Intervention:

Settings should support the needs of all pupils who are being bullied **AND** who are bullying e.g. with:

- a quiet word from staff
- pastoral team support
- formal counselling
- engaging with parents
- completing a Family Common Assessment
- a SEND assessment for mental health issues
- referring to CAMHS and/or local authority children's services
- maintaining attendance through on-site or alternative education provision
- applying fair, consistent & reasonable disciplinary measures to the bully alongside any vulnerability
- considering any safety issues for the bully
- being clear that bullying of staff by pupils, parents or colleagues, is unacceptable & will be acted on

Take action, assess the needs of victim AND bully, provide support, follow your policy

Specialist organisations & resources:

- [Schools Out UK](#)
- [Stonewall](#)
- [Bullying UK](#)
- [The Anti-Bullying Alliance \(ABA\)](#)
- [ChildNet](#)
- [The Anne Frank Trust](#)
- [Think U Know \(National Crime Agency\)](#)
- [Mermaids UK](#)
- [Mencap](#)
- [Changing Faces](#)
- [Show Racism the Red Card](#)
- [Kidscape](#)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can:

- be perpetrated by individuals or groups, males or females, and children or adults.
- be a one-off occurrence or a series of incidents over time
- range from opportunistic to complex organised abuse.
- involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence

Victims can be exploited even when activity appears consensual and exploitation, as well as being physical, can be facilitated and/or take place online.

Vulnerabilities:

ALL children and young people can be vulnerable to criminal/sexual exploitation, but some 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 in insecure accommodation
- have connections with other children and young people who are being exploited
- have family members or other connections involved in adult sex work
- have a physical or learning disability
- in care, particularly residential
- are exploring their sexual identity
- are excluded from mainstream education
- have gang connections
- are a foreign exchange student
- are a Class A drug user
- use social media unsafely

Warning signs:

- 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, returning late and/or being found out-of-area
- excessive texts, phone calls, multiple handsets
- 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, unexplained injuries
- 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/other social media
- increasing secretiveness around behaviours
- self-harm or significant changes in emotional well-being
- Carrying weapons
- Parental concerns
- Decline in academic results & performance

A key factor in CSE/CCE is the presence of some form of exchange in return for something:

- **Tangible** e.g. money, drugs, alcohol
- **Intangible** e.g. status, protection, perceived love or affection
- **Prevention** of something negative e.g. a child engages in sexual or criminal 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.

Exploitation can affect any child or young person (male or female) under the age of 18 years.

In the case of CSE, 16 and 17 year olds can legally consent to have sex but only if it does not involve coercion or abuse.

Similarly to other forms of sexual abuse, sexual exploitation can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity (e.g. online abuse).

Sexual exploitation may also occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Child exploitation is perpetrated by men and women, from all ethnic & socio-economic backgrounds.

Your safeguarding duty to protect and support does not depend on the child or young person's willingness to be safeguarded.

Trafficking can be within a very small area, a city, the UK or abroad.

A child or young person who is recruited, transported, transferred, harboured or received for the purposes of any form of exploitation is considered to be a trafficking victim, whether or not they have been forced or deceived.

County lines is a form of exploitation and the term is used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas e.g. within the UK, using dedicated mobile phone lines or other form of "deal line".

They are likely to exploit children and vulnerable adults to move, sell and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Protective factors for a child or young person can include:

- Enjoying & participating in learning, good home/school links
- Engaging in education, employment, training, planning future career
- Good physical & mental health & development
- Age-appropriate sexual activity, no drug/alcohol misuse
- Positive boundaries, guidance, services, activities & peers
- Parental warmth, support, physical care & good safety network

Useful Web-links:

- [Keeping Children Safe in Education, DfE 2020](#)
- [County Lines Guidance, Home Office](#)
- [NSPCC: Child sexual exploitation, child criminal exploitation & gangs, child trafficking](#)
- [Child sexual exploitation: definition and a guide for practitioners, DfE 2017](#)
- [Sheffield Safeguarding & Child Protection Procedures \(Section 3, Children in Specific Circumstances\)](#)
- [Safeguarding Children who may have been trafficked, DfE & Home Office](#)
- [The National Referral Mechanism](#) identifying & supporting victims of human trafficking or modern slavery
- [Sheffield Child Exploitation Screening Tool](#) to help professionals to recognise the signs, indicators and protective factors in relation to child exploitation
- [Child Sexual Exploitation, November 16, SCSP Learning Brief](#)
- [Contextual Safeguarding, December 19 SCSP Team Talk](#)

What to do:

- Tell your Designated Safeguarding Lead or Deputy (DSL/D) immediately if you are concerned about any individual, group or community issue involving or suspecting child exploitation, trafficking, etc.
- The DSL/D will use the CSE/CCE screening tool to consider a child or young person's level of risk and contact either the child's social worker or the **Sheffield Safeguarding Hub (tel. 0114 2734855)** as appropriate
- If you are concerned about a group or community you or your DSL/D can ring 101
- If someone is in immediate danger ring 999
- If you are concerned about the behaviour of a person who works (paid or unpaid) with children, 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, and 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.

The Amber Project is a service for children who are being exploited i.e. are being used for someone else's advantage, gratification or profit which results in harm of the child.

The project brings together the statutory CSE and CCE social work teams as part of a multiagency response. The team also includes police, health, specialist exploitation workers and social workers, working with young people, their families and professionals to educate and support around individuals who are identified at high risk of, or involved in, sexual exploitation, at risk of criminal exploitation, organised crime, grooming, violence and exploitation.

Practitioners cannot refer directly to this service; you must make referrals through the child's current social worker or by ringing the Sheffield Safeguarding Hub directly – see above.

All education settings should ensure that:

- a trained and regularly updated **Child Exploitation (CE) Lead** is identified to staff & students
- the CE Lead & the Designated Safeguarding Lead/Deputy (DSL/D) (if they are different people) work closely together
- all staff are made aware of and understand CSE/CCE indicators and referral pathways
- students are taught (age-appropriately) about:
 - CSE/CCE 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/CCE
- students know who to go to for help and support, and who to report CSE/CCE concerns to inside and outside the education setting
- relevant staff work in partnership with other agencies
- procedures are in place to gather, record and share CSE/CCE information with the Amber Project, including data on pupils who run away or go missing
- they consider effective ways of raising awareness of CSE/CCE with parents and carers

Children missing education:

All children between the age of 5 & 16 years must be in full time education, suitable to their age, ability, aptitude & special educational needs.

Local authorities must identify children who are living in their area and are missing from education, i.e. of compulsory school age and not on a school roll or being suitably educated at home, privately or in alternative provision

Staff should be alert to safeguarding concerns linked to missing children such as exploitation, travel to conflict zones, Female Genital Mutilation (FGM) and forced marriage.

Some circumstances can leave children & young people at greater risk of missing 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, 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
- Communicate with the Local Authority about absence, exclusion & removing pupils from role
- Have safeguarding policies that emphasise missing children and their potential vulnerability
- NOT advise pupils to stay home without official exclusion - it is unlawful & places the pupil at risk

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

Mid-year starters & leavers:

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 schools days or more

For further information go to:

[Children Missing from Education, DfE 2016](#)

Missing from education, home, care resources:

- [Statutory guidance on children who run away or go missing from home or care, DfE 2014](#)
- [South Yorkshire Missing from Home or Care Protocol 2020](#)
- [Keeping Children Safe in Education, DfE 2020 \(page 83-4\)](#)
- [Missing Young People's Service, Futures, Star House](#)
- [Sheffield Procedures for Responding to Children who go Missing from Home or Care \(July 2019\) \(RMFHC Protocol\)](#)
- [Referring a safeguarding concern to Children's Social Care](#)

Children who run away or go missing from home or care (DfE, 2014) definition:

'Young' runaway: a child who has run away from their home or care placement, or feels they have been forced or lured to leave.

Missing child: a child reported as **missing** to the police by their family or carers".

Around 100,000 children go missing each year in the UK & 25% are thought to be at risk of harm, e.g.:

- Running from e.g. abuse or neglect
- Going somewhere they want to be
- Coerced to run by someone else
- Criminal and/or sexual exploitation
- Drug and alcohol misuse

Although 'looked after children' are particularly vulnerable, most children go missing from their family home & the same measures are required to protect both groups of children.

Police definitions:

Missing: whereabouts unknown, out of character, may be subject of crime or risk of harm to themselves or another; risk levels:

- **high** = immediate risk, child or public in danger through vulnerability or serious crime, immediate deployment of resources
- **medium** = risk/threat to themselves or others; active, measured response to trace & support

Absent: whereabouts known but not where expected/required to be; low risk, Police record details, regularly review, agree ongoing actions

In South Yorkshire no child or young person will be defined by Police as 'absent' & low risk.

It is rare for a child to go missing for long - they can be considered missing after e.g. 10 minutes, as this all it takes to be exploited online.

Parents & carers may not report their child as missing due to fear of social care or police involvement or they may feel judged and blamed.

Local Authorities must develop a local protocol that reflects these risks & issues, reviews best practice & considers children not reported as missing but accessing other services e.g. trafficked children.

The Sheffield Children Safeguarding Partnership (SCSP) should ensure that agencies work effectively together to assess & respond to risk, & monitor the local protocol, agency reports & data analysis.

**If a child is missing ring:
Sheffield Safeguarding Hub 0114 2734855
immediately**

When a child is found:

- Be supportive, actively listen, respond to needs
- Police Prevention Interview (previously called safe and well checks) - has child suffered harm, where & who they have been with, disclosure of offending by or against them
- Independent return interview within 72 hours - identify, understand & address harm, reasons for going missing, help feel safe, provide information

Assessment:

- individual & family circumstances
- motivation for running away
- potential destinations and associates
- circumstances of being found or returned
- individual vulnerabilities
- frequency of episodes & pattern of absence
- hurt or harm while missing
- known or suspected risk of sexual exploitation or trafficking, involvement in criminal activity or drugs
- contact with people posing risk to children

If a child is taken into police protection they must be moved as soon as possible into local authority accommodation.

16 and 17 year olds:

- Are no less vulnerable & are equally at risk, particularly of sexual exploitation & gangs
- If they present as homeless, local authority children's services must assess their needs & provide accommodation as needed.

Children who repeatedly go missing:

- Not 'normal' - could indicate abuse or exploitation
- Offer further support and guidance
- Review previous actions
- Consider alternative strategies
- Local longer-term help & support including while child away from home or care if appropriate
- Information sharing essential between agencies

Useful resources on the Safeguarding Sheffield children website:

- [Missing children & young people](#)
- [Contextual safeguarding](#)
- [Criminal exploitation](#)
- [Sexual exploitation](#)
- [Referring a safeguarding concern to Children's Social Care](#)

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 and 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.

DSL/D's manage referrals & support staff to refer:

- Suspected abuse to Children's Social Care
- Concerns about radicalisation to the **Prevent Single Point of Contact**, tel.: **0114 2734855**

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 as required

The DSL should work & liaise with:

- The three safeguarding partners (Health, Police, Local Authority)
- 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, especially pastoral support staff, school nurses, IT Technicians, SENDCOs & Snr Mental Health Leads, about safeguarding issues (including online & digital) & referrals
- Relevant agencies about the assessment & protection of children & attendance at strategy discussions & multi-agency meetings

Keep your safeguarding team details updated on [Schoolpoint365](#), [Safeguarding Children Teams](#) area so we can add your training records and communicate with you!

Useful links/resources:

- [Working Together to Safeguard Children, DfE 18](#)
- [Keeping Children Safe in Education, DfE 20](#)

DSL/D's should 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 Sheffield Children's Safeguarding Partnership (SCSP) 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)
- Relevant staff can promote educational outcomes of children experiencing safeguarding issues

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:

All safeguarding files **should** be immediately & **securely** transferred, separately from the main pupil file, and a receipt should be obtained.

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

Receiving 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, exceptionally, by phone to discuss safeguarding concerns with staff
- A DSL/D should be contactable for staff for all out of hours or holiday activities involving children

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”.

The definition includes ‘honour’ based violence, female genital mutilation, forced marriage and child 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 the victim
- **‘Behaviour’** includes psychological, physical, sexual, financial and emotional forms of abuse; stalking and harassment

A pattern of coercive and/or controlling behaviour is a criminal offence.

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 harm for children and young people, especially if it is combined with substance misuse and/or mental health problems.

Education settings:

You must ensure that all staff & volunteers understand & follow this guidance.

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

The DSL/D will:

- Talk with the staff member, ask them 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(ren) 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(ren) may be at risk of significant harm, the DSL/D will make a referral through the Safeguarding Hub **immediately**, tel. **0114 2734855**, and will share information appropriately & securely with other involved agencies

Confidentiality and consent:

- Staff 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 and/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 person to the Multi-Agency Risk Assessment Conference (MARAC)

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 Social Care First Contact Team**, tel.: **0114 2734908** in addition to other services.

Sheffield Domestic Abuse Helpline:

Tel.: 0808 808 2241

(Monday – Friday 8am – 8pm,

Saturday 9am – 5pm)

Specialist Independent Domestic Violence Advocacy (IDVA) workers (with interpreters available) to listen advise, assess, refer & support people aged 16 or over

Indicators of domestic abuse:

- Suspicious injury
- Disguising 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 parents that we work with about their relationships. 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 physical harm
- Being injured while trying to intervene
- Witnessing or overhearing abuse of others
- Being threatened to remain silent
- Seeing ill treatment of pets
- Seeing damage at home, toys, belongings
- Abuse during contact sessions or handover
- Being encouraged to take part in the abuse
- Being abused and/or abusive in intimate relationships
- Lost or reduced contact with parent, family, 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 partnership 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 is under 18 years old consider referral to Children's Social Care:

- If under 16 they **must** be referred to Social Care
- If 16 or over, complete a DASH and contact the Domestic Abuse Helpline; if assessed as high risk will be referred to the Multi-Agency Risk Assessment Conference

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.

Community Independent Domestic Violence Advocacy (IDVA) workers provide long term advocacy, support & service co-ordination for victims of domestic abuse.

Community IDVA workers also take the voice of the victim to MARAC & inform them of the outcomes.

Domestic Abuse, Stalking and Harassment (DASH) risk assessment:

- Helps identify the levels of risk & offer appropriate services and safety planning
- Should be completed with young people (aged 16 & over) & adults disclosing domestic abuse, stalking, harassment & honour-based violence

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

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 IDVA worker (if the victim is working with the service)
- 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 can talk to the **Sheffield Domestic Abuse Helpline, tel. 0808 808 2241** for advice about support for someone involved in domestic or relationship abuse.

If the situation is suspected to be high risk, the IDVA worker may talk to you about completing a Domestic Abuse, Stalking & Harassment risk assessment (DASH).

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 setting, the DSL will be sent a request for information.

The DSL must respond immediately as they may have information that is vital to safety planning.

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, timescales for action and what is expected to change
- Apply these lessons e.g. through changes to agency responses, policies and procedures
- Prevent further domestic abuse/violence and homicide through improved and co-ordinated multi-agency working practices.
- Contribute to a better understanding of the nature of domestic abuse/violence
- Highlight good practice

Training:

Training about domestic abuse, risk assessment, DASH and MARAC is available from IDAS.

Follow this link for more information:

[Independent Domestic Abuse Services \(IDAS\)](#)

Useful resources:

- [Sheffield Children's Safeguarding Partnership \(SCSP\) Child Protection & Safeguarding Procedures, Domestic Abuse](#)
- Adult Social Care First Contact tel. 0114 2734908
- Sheffield IDAS tel. 0114 2493920
- [Domestic abuse: how to get help, Home Office guidance](#)
- [National Domestic Abuse Helpline website](#)
- National Domestic Abuse Helpline, tel: 0808 2000 247
- [Independent Domestic Abuse Services \(IDAS\)](#)

Sheffield Domestic Abuse Coordination Team (DACT) resources:

- Leaflets and posters to download: [Sheffield Domestic Abuse Coordination Team \(DACT\)](#)
- For paper copies of leaflets and posters, email: dact@sheffield.gov.uk
- [Sheffield Young People and Domestic Abuse Pathway](#)
- [Young People and Domestic Abuse/Peer on Peer Traffic Light Tool](#)

Early Help is the total support that improves a family's resilience and outcomes and can often reduce the chance of a problem getting worse.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

Safeguarding and promoting the welfare of children applies both to early help and child protection.

It is defined as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical 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

Providing early help is more effective in promoting the welfare of children than reacting later.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Early help can prevent further problems from arising and relies on local organisations working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services

Sharing information is key to good assessment and provision of suitable and timely support.

All staff should be aware of their setting's early help process and understand their role in it.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care; and
- is a privately fostered child.

Useful resources:

- [Keeping Children Safe in Education 2020](#)
- [SCSP Early Help information](#)
- [Family Common Assessment Framework](#)
- [Referring your safeguarding concerns](#)

If you are worried that a child or young person may need early help, inform your Designated Safeguarding Lead or Deputy as soon as possible.

The DSL/D will assess the child and their family's needs and work with them to address those needs, including referring them to services as appropriate (see the document 'referring your safeguarding concerns' in the useful resources box above).

The [Health and Safety \(First Aid\) Regulations 1981](#) sets out requirements that 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, senior manager or Head Teacher should review the setting's first-aid needs at least annually to ensure the provision is adequate and standards are being met.

National guidance:

- [First Aid in Schools, DfE 2014](#)
- [Health and safety: advice for schools, DfE 2018](#)
- [Early Years Foundation Stage Framework, DfE 2017 \(updated re Covid 19 disapplications\)](#)
- [First Aid at Work, HSE](#)

First-aid personnel:

When considering how many are required you 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. ([subject to temporary Covid-19 changes](#))

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

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; & written records of any medication administered are kept
- They are compliant with national guidance (see 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; and be contactable
- 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 or infectious

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 (see [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.

National guidance:

- [Supporting pupils at school with medical conditions, DfE 2015](#)
- [Special Educational Needs and Disability code of practice, DfE 2015 \(updated re link to Covid19 changes\)](#)
- [Early Years Foundation Stage Framework, DfE 2017 \(updated re covid 19 disaplications\)](#)
- [Ensuring a good education for children who cannot attend school because of health needs, DfE 2013](#)

Governing bodies & proprietors of all schools & colleges are required to safeguard & promote the health, safety and welfare of their pupils under:

- [Section 175, Education Act 2002](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Non-Maintained Special Schools \(England\) Regulations 2015](#)

Governing bodies & proprietors should:

- have a senior level lead to take **leadership** responsibility for their safeguarding arrangements [Working Together to Safeguard Children, DfE 18](#)
- ensure compliance with these duties & ensure that policies, procedures & training are effective

The Sheffield Children Safeguarding Partnership (SCSP) requires that Safeguarding Governors attend [Governors Safeguarding Training](#).

Designated Safeguarding Lead & Deputy's:

You should appoint a senior leader as Designated Safeguarding Lead (DSL) with ultimate responsibility for safeguarding & child protection. This responsibility **cannot** be delegated to the Designated Safeguarding Deputy (DSD).

You should appoint one or more DSD's depending on the needs and structure of your setting.

The DSL/D should:

- Complete the same level of SCSP training
- Have this explicit role in their job description ([Keeping Children Safe in Education, Annex B, DfE 2020](#))
- Liaise with the local authority & other agencies
- Provide support to staff during working hours & out of hours or out of term activities
- Attend SCSP Advanced [DSL/D Training](#) & other courses
- Update their knowledge & skills regularly via emails, meetings & reading materials
- Follow the guidance about their role in [Education policies, procedures & guidance, Safeguarding Sheffield children website](#)

The child or young person's wishes – ensure that:

- All safeguarding assessment and provision takes children and young people's views into account
- There are systems in place for pupils to express their views and give feedback
- Children and young people's wishes and feelings are central to all processes in the setting

Safeguarding policies & procedures:

You must ensure that your setting takes appropriate & timely action to safeguard & promote pupil welfare, including implementing:

- An effective safeguarding policy based on government guidance & SCSP procedures that:
 - reflects the additional barriers for children with special educational needs & disabilities
 - is tailored to the needs of the setting
 - is updated annually
 - is available publically (e.g. on your website)
- A staff behaviour policy and a code of conduct which includes acceptable use of technologies, staff and pupil relationships & communication
- A Pupil Behaviour Policy
- A procedure for responding to children missing from education
- Recording more than one emergency contact number for pupils where possible
- 'Safeguarding Induction' for all new staff & volunteers which includes:
 - The above policies
 - Part 1, Keeping Children Safe in Education DfE 2019
 - The role of the Designated Safeguarding Lead & Deputy

For more information follow this link: [Safeguarding Children Induction Pack](#).

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

Peer abuse:

Peer abuse can include verbal comments & bullying, sexual violence & harassment, physical harm, sexting, initiation rituals and violence.

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
- Recording, investigating & dealing with allegations
- Clear processes to support the victim, perpetrator, students, families and staff
- Not passing this off as "banter" or "growing up"
- Your setting's approach to dealing with sexting and gender issues ([Equality Act 2010](#))

The School Governance Service

(Learn Sheffield)

Tel: **0114 2507417**

Email: governance@learnsheffield.co.uk

Multi-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 the SCSP including assessments and thresholds
- Supplies information for the SCSP to perform its functions, e.g.:
 - [Schoolpoint 365, Safeguarding Children Teams](#)
 - [Safeguarding Annual Audit from Head Teachers](#)
- Contributes to the provision of co-ordinated, early help for the additional needs of children
- Attends & contributes to Child Protection Conferences & other multi-agency meetings
- Allows access from a child's Local Authority to conduct Children Act 1989 assessments
- Shares information appropriately with other professionals and agencies

Looked after children:

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

- Previously or 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.

Relevant staff should:

- Have the skills, knowledge & understanding to keep 'looked after children' (LAC) safe
- Work with all agencies & act promptly
- Have appropriate information about:
 - A child or young person's legal status and contact and care arrangements
 - The level of authority delegated to the carer by the local authority for the child
 - The child's social worker, Virtual School Head and Personal Advisor

Teaching about safeguarding:

- Pupils should be taught about safeguarding & online-safety as part of the curriculum & PHSE
- Relationships, sex and health education has statutory requirements from Sept 20
- IT filters & monitoring systems should not 'over-block' access to important information

The child wishes - ensure that:

- All safeguarding assessment and provision takes children and young people's views into account
- There are systems in place for pupils to express their views and give feedback
- Children & young people's wishes and feelings are central to all processes in the setting

Safer recruitment:

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

- Check all staff who work with children
- Take proportionate decisions on whether to ask for any checks beyond what is required
- Appropriately supervise volunteers
- 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 SCSP; but the training should cover the content of [Keeping Children Safe in Education, DfE 2020](#).

Concerns that staff/volunteers may pose a risk of harm to children - ensure that:

- Procedures are in place for concerns or [allegations of abuse against staff & volunteers](#)
- Referral is made to the Local Authority Designated Officer (via the [LADO request form](#))
- You follow legal duty to refer to the Disclosure & Barring Service (DBS) if a person in regulated activity has/would be dismissed/removed due to safeguarding concerns

Alternative Provision/Pupil Referral Unit (PRU):

You must arrange suitable full-time education:

- from the sixth day of a fixed period exclusion
- for pupils who cannot attend because of illness

Governing bodies of maintained schools can send a pupil off-site for education to improve their behaviour:

- Ensure parents/carers are clear about the placement & reviews to discuss progress
- Pupils should have the same amount of education as in a maintained school

The PRU management committee must ensure pupil safety & education & have their needs met.

For more information go to: [Alternative Provision, DfE 2016](#)

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
- Pupils are taught about online safety
- Online safety is reviewed regularly and in line with the technology used by your setting
- Staff online-safety training is part of the setting's overarching safeguarding approach

Safeguarding training - follow SCSP guidance:

- Safeguarding induction, including online safety, for all new staff & volunteers
- 'Basic/whole-school' SCSP training every 3 years
- Regular DSL/D updates e.g. via email & staff meetings to develop skills & knowledge of issues
- Staff should be encouraged to contribute to safeguarding arrangements and policy

Boarding schools and children's homes:

- Will have additional factors to consider e.g.:
 - Inappropriate pupil relationships
 - Additional potential for peer abuse
 - The impact of significant gender imbalance
 - Other signs of abuse

You should work with agencies & 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

Sheffield Safeguarding Annual Audit:

- Head Teachers & Governing Body **must** report annually to the SCSP via the local authority about how they meet their safeguarding duties
- In Sheffield this must be done via an online template on the 'Phew' website to enable the SCSP to collate information and the setting to develop an action plan
- The Governing Body should scrutinise & challenge the audit before submission

Information sharing:

Be aware of your duties within the Data Protection Act 2018/GDPR to hold & process personal information fairly, lawfully, safely & securely.

Recognise the importance of information sharing between local agencies as early as possible to identify and respond to abuse and ensure that:

- Clear processes are in place ([Information sharing: advice for practitioners providing safeguarding services, DfE 2018](#))
- Staff follow all data protection principles above & understand that legislation is not a barrier to sharing or withholding information if this would result in a child being placed at risk of harm
- Where a pupil moves setting, the DSL/D:
 - Considers how & when to share information with the DSL/D at the new setting
 - Transfers the pupils' safeguarding file, separately from the main pupil file, to the new setting immediately & securely & confirmation of receipt is obtained
- All DSL/D's & SENDCO's are aware of all pupils transferring into their setting & their support needs
- The Safeguarding Annual Report from Head Teachers is completed & returned to the SCSP

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 Special Educational Needs, disabilities or medical conditions, staff should:

- Recognise their additional vulnerability
- Consider the duties under the Equality Act 2010, 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.

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

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 Children Safeguarding Partnership (SCSP)
- Supplies information to the SCSP, e.g. your safeguarding team details, via Schoolpoint 365; & the SCSP Safeguarding Annual Audit
- Understands local assessment protocols & the SCSP's Thresholds of Need Guidance
- Attends, supports and contributes 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

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, e.g. where gaining consent would put a child or young person's safety or well-being at risk. Where possible seek consent & be open & honest about why, what, how and with whom information will be shared. Consent must be explicit and freely given. When sharing with or without consent (see below) or choosing not to share, record the reasons why
- **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.

The GDPR and Data Protection Act 2018:

- Place greater significance on organisations being transparent and accountable for their data use
- Require 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 be shared:
 - Legally without consent if a practitioner is unable to or cannot be reasonably expected to gain consent; or if to gain consent could place a child at risk
 - Lawfully if 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.

The [General Data Protection Regulation 2018](#) reflects the progress of digital technology and the 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. **Where possible, share information with consent**, 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

[Information sharing: advice for practitioners providing safeguarding services, DfE 2018](#)

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 needed 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
- Allows 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. If shared:

- what you shared, why & who you shared with
- who you discussed your decision with, and
....if not shared, the reasons why not.

Always review retained information regularly and do not keep longer than necessary.

Useful web links/resources:

- [Information sharing advice for safeguarding practitioners, DfE 2018](#)
- [Data Protection for the Education Sector, ICO](#)
- [Data Protection Toolkit for Schools, DfE 2018](#)

Parental ill-health:

Many parents & carers experience mental ill-health e.g. eating disorders, depression, anxiety & psychotic illness & will provide a safe, secure, supportive family environment for children.

However, mental ill-health can sometimes blunt emotions & make a person unresponsive or behave in bizarre or violent ways.

Parents & carers may neglect their own & their children's physical, emotional & social needs & their children may become '[young carers](#)'.

Stigma can prevent people from asking for support & children may feel responsible or secretive.

Other issues such as domestic abuse, drug or alcohol misuse & social isolation can increase the risks.

Consider nature of parent mental illness itself:

- Frequency & length of episodes of illness
- Emotional & practical impact of its severity
- If long term medication or the illness itself leads to cognitive and/or personality changes
- The symptoms & their likely impact
- The age, exposure and understanding of the child at the onset of the illness
- Are there periods of wellness with a good return of skills and abilities between episodes?
- Is a care plan in place which takes account of the needs of the child as well as the parent?
- Are specialist services accessible for the family at key times of need?

Parental mental ill-health - settings should:

- Ensure they are educating all pupils about mental health with assemblies, PHSE etc.
- Work with the whole family wherever possible
- Share information with all involved agencies
- Consult involved adult mental health professionals & invite to all relevant multi-agency meetings
- Jointly assess & plan with the family & involved services e.g. the Family Common Assessment Framework or Child In Need processes
- Ensure child is supported as a 'young carer'

If you feel that the child is at risk of significant harm, refer your concerns immediately to the Sheffield Safeguarding Hub tel. 0114 2734855

For further national and local resource information go to: [Mental Ill-Health, Safeguarding Sheffield Children website](#)

Children & young people's mental ill-health:

- Can be an indicator of abuse or neglect
- Only trained professionals should diagnose

Includes:

- Not looking after their emotional or physical needs
- Direct self-harm & depression
- Staying in an abusive relationship
- Taking risks too easily
- Eating distress & addiction

Children with disability may find it more difficult to express their thoughts & feelings.

Staff should:

- Be aware of the impact of abuse, neglect & trauma on a child's mental health, behaviour & education
- Observe & identify worrying behaviour & speak to DSL/D immediately
- Always take self-harm/suicidal thoughts seriously
- Be supportive, respectful, understanding & non-judgmental

Children requiring mental health support:

- Governing bodies/proprietors should ensure there are processes in place to identify mental health problems, support, referral & accountability
- Settings should seek advice from specialist agencies about support & positive health, wellbeing and resilience resources

Children with suicidal thoughts - ask:

- Check if they have taken any substances or injured themselves & if so should receive urgent medical attention even if they appear well
- What is troubling them, the extent any self-harm is likely or planned, help required

Information sharing:

Informed consent should be sought if the young person is competent unless:

- The situation is urgent and there is no time
- Seeking consent is likely to cause serious harm or linked to serious crime

If consent is refused/not sought, share information if:

- Likely to cause serious harm/link to serious crime
- Risk greatly outweighs harm caused by sharing
- There is a pressing need to share the information

A competent young person can limit the information shared with parents/carers if there is no risk of serious harm or link to serious crime.

A young person who threatens/self-harms & is caring for a child or pregnant, must be referred to Children's Social Care for the child/unborn baby.

Parental ill-health - protective factors

The child has:

- Support of family, friends, teachers others
- Good self-esteem, security, worth, confidence, developing age-appropriate independence
- Understanding of own strengths and limitations
- At least one secure relationship
- Positive education & community experiences
- Good attendance & achieves as expected
- Opportunity to read & play alone & with others
- Appropriate information about the parent or carers illness, related events & interventions
- Contact details for professionals & others in the event of a crisis
- Social skills, coping strategies, intelligence, problem solving abilities
- Regular medical and dental checks

The parent or carer has:

- Ill-health which is mild, short-lived, stable
- Another parent, carer, friend or family member who can help
- No other family difficulties
- Complied well with treatment & advice
- Modelled appropriate emotion and interaction
- Provided appropriate guidance & boundaries
- Supported the child's individuality, race, religion, gender, sexuality and disability
- Provided appropriate dress, hygiene, care
- Accepted support when needed from friends, family and services

The family home provides:

- Stability & attachment to the primary carers
- A positive daily routine for the child
- Satisfying, healthy relationships with wider family, friends & community
- A place for the child to invite friends to
- Sufficient income and good physical standards
- Supportive siblings, family members and friends

Safeguarding Adults:

If concerned about an adult inform your DSL/D immediately - they can seek advice from:

- **Adult Safeguarding tel. 0114 2736870**
- **Adult Access Team tel. 0114 2734908**
- **South Yorkshire Police tel. 101**

Ring 999 in an emergency

Parental ill-health - indicators of risk

Children who are:

- Featured in parent/carers harmful thoughts, delusions, obsessive behaviours, suicidal plans
- Targets of parent/carers aggression or rejection
- Profoundly neglected
- Un/new-born infants of mother with a severe mental illness or personality disorder
- Age-inappropriate young carers
- Witnessing harmful adult behaviours
- Having unsupervised contact with a mentally ill parent or carer
- Socially isolated
- Unable to explain what's happening at home
- Feeling unloved & with poor attachments
- Feeling frightened, inhibited, anxious
- Bed-wetting, self-harming, emotional problems
- Thinks they will be mentally ill in later life
- Embarrassed by parent/carers behaviour/beliefs
- Going missing from home or education
- Becoming involved in criminal behaviour
- Misusing alcohol or drugs
- Using online media unsafely

Is the parent or carer:

- Experiencing undiagnosed or untreated illness
- Unaware of the child's emotional needs
- Emotionally inappropriate or unavailable
- Affecting child's development & understanding
- Violent, unpredictable or chaotic
- Expressing negative views/rejection to the child
- Over-protective/has unreasonable expectations
- Unable to provide basic care for the child due to financial issues relating to their ill-health
- Experiencing or has a history of domestic abuse
- Non-compliant with services & treatment
- Misusing drugs, alcohol and/or medication
- Exhibiting severe eating disorders or self-harm
- Demonstrating a lack of insight into their illness and the impact on the child
- Having compulsory admissions to hospital
- Experiencing relationship difficulties, social isolation, poor support
- Involved in criminal offending

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 '18](#)

How can you contribute?

- Put the welfare of the child/young person first
- Understand your safeguarding procedures & the role of Designated Safeguarding Lead & Deputy (DSL/D)
- 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 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 (or equivalent) 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 etc. as appropriate.

If a child 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 DSL/D

Always write down what you have been told (using the actual words said to you, as much as possible) and give the record to the DSL/D 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, section 128 and barred list checks
- A Childcare Disqualification declaration

If you require further information go to: [Keeping Children Safe in Education, DfE 2020](#)

Training:

You should have **Safeguarding Children Induction** from your DSL/D as soon as you start which includes:

- Your safeguarding policy & procedures (including response to children missing from education)
- Whistleblowing procedures
- Pupil & staff behaviour policies
- The role of the DSL/D
- [Keeping Children Safe in Education, DfE 2020](#) (Part 1)
- Use of mobile devices, cameras & IT equipment

All staff must also receive:

- 'Basic'/'Whole-School' safeguarding children in education training from the Sheffield Children Safeguarding Partnership every 3 years
- Regular emails, updates & internal briefings about safeguarding from the DSL/D

Safeguarding children & young people online involves a range of issues e.g. cyberbullying, pressure to look 'right' & get 'likes', fake news, violence, extremist behaviour, grooming, child sexual & criminal exploitation, gambling and sexting.

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

Online safeguarding good practice:

- Safe & secure network & broadband connection
- Compliant Information Communication Technology (ICT) security e.g. firewalls, access restrictions
- Up-to-date online-safety policies are understood, implemented & regularly reviewed by staff, pupils, parents & carers
- Staff, pupils, parents/carers responsible ICT use
- Education & training includes progressive & age appropriate online safety curriculum

All settings should have:

- A trained [Online-Safety Coordinator](#) who is also a trained Designated Safeguarding Lead/Deputy
- An Online-Safety Policy that reflects your whole-school approach alongside other policies including:
 - Use of cameras, mobile devices, social media
 - Acceptable ICT Use for staff & pupils
 - Pupil and staff behaviour including bullying
 - Online safety & the curriculum
 - Data protection, information sharing & security
 - Filtering and monitoring

The Online-Safety Coordinator is responsible for:

- Undertaking [SCSP training](#)
- Safeguarding students online & assessing the needs of students who may be at risk
- Supporting & educating staff, parents & carers

Communication with pupils, staff, parents, carers should include:

- Rules for online safety & internet access in all areas of the setting
- Articles about online-safety in setting newsletters, publicity, website etc.

Pupils, staff, parents, carers should be able to:

- Access & fully understand your age-appropriate Online Safety & Acceptable Use Policies
- Use the internet appropriately & know their use can be monitored & traced to individual users

Assessing & managing risk - settings should:

- Take reasonable precautions to prevent pupil & staff access to inappropriate sites or material
- Maintain an audit of all ICT & social media use
- Teach pupils about responsible & safe use of the internet and what to do when things go wrong
- Ensure staff check sites & links before pupil usage
- Ensure all online platforms used to communicate with pupils & their families (e.g. learning online at home) are fully risk-assessed & monitored
- Ensure all staff & pupils are aware of & can access a clear reporting process for online-safety issues
- Ensure their Acceptable Use & Online Safety Policies considers how all technology, online environments & mobile devices communicate one; access social networks, music, videos & gaming sites; take photographs & record videos
- Carefully manage images & other identifying information about students; obtain their written consent before use; remove/delete image when student has left the setting

Cyber-bullying can make children feel scared, upset, isolated & vulnerable, particularly as it can happen whilst alone and/or in their own home.

The main methods of cyber-bullying are:

- Messages, texts, emails, photographs, video's, sexting, to individuals or groups
- Communicating threats, upset, offense &/or includes racist, sexist, or homophobic content
- Humiliating/abusive phone calls
- Inappropriate communication shared through social networking & gaming sites
- Encouraging other people to bully the victim
- Setting up fake profiles to make fun of someone
- Creating a false identity to send inappropriate communications in someone else's name
- Using chat rooms & gaming sites to threaten, abuse, lock out, &/or spread rumours
- Send viruses or hacking programs to harvest information or destroy someone's game/device
- Post intimate, sensitive & personal information without someone's permission or knowledge

An adult may use the above methods to pretend to be someone online to befriend, obtain sensitive information/materials & threaten to expose information to their family or friends if they do not do as they say.

It is a crime to:

- Harass or bully via text, email or phone call
- Create, possess, distribute indecent images of child even with consent or if self-generated
- For an adult to have [sexual communication](#) with a child under 16 years

The age of criminal responsibility is 10 years.

Other issues:

- Taking a photograph without consent is an invasion of privacy & may be distressing
- Once photos are sent to a device, network or website they are impossible to fully track or delete
- Giving out any personal information (including photos) could put someone at risk of harm
- Location tracking services allow any individual to identify the location of people & devices

Head Teachers & staff have powers to search pupils & their possessions, see:

- 'Reasonable force, searching & screening, Sept 20A' in [education policies, procedures & guidance](#), Safeguarding Sheffield Children website.

3 key concerns when using the internet:

- **Content** – harmful material or ideas e.g. racist, pornographic, bullying, sexual, homophobic
- **Contact** – who interacting with online, are they encouraging student to do something harmful?
- **Conduct** –online behaviour e.g. making, sending, receiving explicit images, bullying, gambling
- Most issues can be resolved through regular education and targeted training.

Consider whether the student was:

- Posting inappropriately on the internet?
- Offered e.g. gifts or money for something?
- Meeting someone through the internet?
- Supervised whilst using the internet?
- Supported/protected by parents/carers?
- Being shown harmful material?
- Able to understand & give reasons for risk-taking?
- At risk of or suffering significant harm?

Youth gambling:

- 17% of under 16's gambled online in last 7 days
- Targeted through adverts, apps, influencers, gaming, etc.
- Teach about gambling issues via the curriculum

Top tips:

- **Never publicise 'unsafe' sites:** it encourages people to look & implies other sites are 'safe'
- Teach staff, students, parents & carers to act safely in all internet use
- If your concern is low level, discuss with parents or carers & agree a plan
- Where appropriate, assess child and families needs with an FCAF
- **If any child or young person is at risk of significant harm refer them immediately to The Sheffield Safeguarding Hub, tel. 0114 2734855 or to their current social worker**
- If you think parents/carers are part of the risk] or if a crime may have been committed, **do not inform them before** you discuss with The Hub
- Ensure other involved practitioners are aware of your online safety concerns and incorporate this into the support they are providing

Useful links:

- [Safeguarding Sheffield Children website: Online Safety](#)
- [Sheffield Children Safeguarding Partnership Procedures - Online Safety](#)
- [UK Safer Internet Centre](#)
- [Screening, Searching & Confiscation: advice for schools, DfE 2018](#)
- [Safeguarding and remote education](#)
- [NSPCC NetAware](#)
- [Preventing Bullying, DfE](#)
- [NSPCC: Sexting](#)
- [Thinkuknow](#)
- [YGAM](#)

Assessing risks and problems

Child or young person's level of need:

Universal	Universal plus/partnership plus	Targeted/acute/specialist
<ul style="list-style-type: none"> Has a range of IT skills and understands how the internet works and its global audience Safely enjoys the benefits of the internet and is able to communicate safely with friends and family Maintains personal security when using chat rooms, gaming etc. Does not disclose personal details of friends to unknown parties Family aware of use and understand safe use principles Child shares interest with parents 	<ul style="list-style-type: none"> Some IT skills but doesn't really understand how the internet works Uses the internet carelessly, visiting unregulated sites Visits adult sites and views explicitly sexual or violent material Is the victim or perpetrator of occasional low level cyber-bullying Has IT skills but using them to access unsuitable areas of the internet Uses the internet to establish contact with unknown others and discloses contact details Transmits pictures/video of self or others which could be used by internet predator or for cyber bullying Discloses address and phone details Agrees to meet stranger with peer(s) 	<ul style="list-style-type: none"> Visits illegal sites or sites designed for adults and develops an interest which may lead to criminal or exploitative actions Exposes friends to risk by disclosing details to strangers Posts explicitly sexual/ violent material including photos/ video of self or others Discloses stranger abuse resulting from internet contact Is the victim or perpetrator of sustained and/or serious cyber-bullying that includes disclosure of personal and identifying information Agrees to meet stranger alone

Action from practitioners:

<ul style="list-style-type: none"> Child is benefiting from parental guidance and curriculum activity Continue discussion about online safety in curriculum 	<ul style="list-style-type: none"> Parents, carers and school provide advice and consider steps which need to be taken Parents and carers are given advice as needed Age appropriate access controls put in place Discuss with DSL/D in school Consider action plan 	<ul style="list-style-type: none"> Inform DSL/D Notify police Inform parents/carers if safe to do so Notify other parents/carers if appropriate
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All pupils/students should be taught to evaluate the content of online information, e.g.:

- Are representations of body image photo-shopped or air-brushed?
 - How other people portray their lives online
 - How to spot fake news
- How to disengage and control their internet use