



# Safeguarding Children 2021-22



# How Our Setting Safeguards Students



## Safe inclusive learning environment where students:

- Are respected
- Are protected from bullying & discrimination
- Can talk & express views, be listened to & get feedback
- Have their needs met & fulfil their potential
- Know how to get help
- Know when discussion is confidential
- Learn about online-safety, bullying, healthy relationships, abuse, neglect, exploitation

## Partnership with parents and carers:

- Open, honest, respectful relationship
- Comfort & privacy to talk & get advice
- Involvement & inclusion at all stages of student's education & care
- Understanding of culture & diversity
- Clear explanations & use of professional interpreters
- Up to date emergency contact details
- Information about our complaints procedure
- Support & signpost to adult services if vulnerable

## Safeguarding & promoting the welfare of children is everyone's responsibility:

- Protecting children from maltreatment
  - Preventing impairment of children's mental & 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
- A child is anyone under 18 years old  
Keeping Children Safe in Education, DfE 2021  
We are child-centred & we will always promote students' health, well-being, personal & emotional development.

## Safeguarding policies, procedures & guidance:

- Available publicly for students, families, staff
- Following national & SCSP guidance & arrangements
- Include staff/pupil behaviour & relationships & online communications
- Updated annually

## Coordinated approach to concerns:

- Quick staff response to inform DSL/D about student concerns
- Timely referrals to Children's Social Care & Police where risk of significant harm exists
- Work with all agencies to support students & families through multi-agency meetings e.g. child protection conferences, plans & actions

## Secure information access, storage & sharing:

- Following legislation & guidance
- IT filters & monitoring systems in place
- Explaining how, what, where & when information is shared
- Detailed, accurate & secure written records of discussions, decisions & actions, shared appropriately

## Trained volunteers, staff & management:

- Clear safeguarding roles & responsibilities
- Onsite safeguarding induction & refreshers
- High quality SCSP basic & advanced staff training
- Regular DSL/D staff safeguarding updates of skills & knowledge

### Early help & support:

- Prompt identification & assessment of additional needs of all students & their family
- Ongoing support, planning & review
- Appropriate information sharing with students, families & agencies
- Prevent concerns from escalating

### Safe recruitment & management practices:

- Ensure unsuitable people do not work with children
- Positive & open culture and environment
- Whistle-blowing process for staff concerns about organisational practice
- Report all allegations of abuse by staff, carers or volunteers

If you have any concerns about a student at this setting please share this information with us straight away. Issues such as appearance, hygiene, behaviour, can be shared with teaching or support staff. Do not worry about reporting small matters – we would rather you tell us than miss a worrying situation.

However, if you think that a student or an adult who cares for them has been or might be harmed; please talk to a member of our trained safeguarding team immediately (details below).

You can ask any member of staff to find them and speak to you about a confidential and urgent matter.

If you are unhappy with the way we have dealt with something, please tell us. If you wish to report it to us formally please use our complaints procedure or write directly to the Head Teacher or Chair of Governors. A concern, allegation or disclosure of abuse involving someone working with children or adults in a paid or unpaid capacity must be reported directly to the Head Teacher, Deputy Head Teacher, unless it involves them and then it should be reported directly to the Chair of the Governing Body.

### Safeguarding Leads



Emma Hardy

Designated Safe-guarding Lead

Office located on main corridor next to School Office.

Tel: 0114 2663137



Guy Willatt

Designated Safe-guarding Deputy

Office located next to Staff Room.

Tel: 0114 2663137



Nicole Ramsey

Designated Safe-guarding Deputy

Office located next to Head Teacher's Office.

Tel: 0114 2663137



Joanna Kay

Designated Safe-guarding Deputy & Special Educational Needs Coordinator

Office located next to the Library.

Tel: 0114 2663137



Kevin Corke

Chair of Governor/ Safeguarding Governor

Contact through school office.

Tel: 0114 2663137

# One to one working



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

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

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

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

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

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

**This risk assessment should be written down, available and reviewed regularly.**

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

## Staff involved in one to one working should:

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

## Volunteers:

If a volunteer is left unsupervised with children & young people they are in 'regulated activity'.

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

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

## Student comfort:

It is important to ensure that the student always feels at ease and that they do not misconstrue people's actions or intentions:

- Ensure they are comfortable
- consider their environment, gender, religious or cultural issues
- Avoid unnecessary physical contact, e.g. sitting too close

**Incidents of distress, anger, or other concerns:** should be reported to a member of the senior leadership or management team **immediately:**

- If 'low-level', follow up with a detailed written report by the staff member including names, dates, and times etc.
- If you have any concerns that an adult in your setting may have harmed or committed a criminal offence against a student, you **must** tell your Head Teacher immediately & they must ring the **Local Authority Designated Officer (LADO)** before an investigation is started, **tel. 0114 2734850**

## Useful resources:

- [Keeping Children Safe in education, DFE 2021](#)

**Related [education policies & procedures](#) on the [Safeguarding Sheffield Children website](#), include:**

- Behaviour guidelines for staff & volunteers
- Allegations of Abuse against Staff in Education Settings
- Safeguarding Files & Access Requests

**Related [education guidance](#) on the [Safeguarding Sheffield Children website](#), includes:**

- Personal Care, Showers & Changing Rooms
- Transporting Pupils
- New Staff, Governors and Volunteers

**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 2021
- [Care Act 2014](#)

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

- Allegations & concerns about staff & volunteers
- 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?**

### 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 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

# Preventing extremism & radicalisation

## The 'Prevent' duty:

All education settings must try to prevent children & young people from being drawn into extremism and/or terrorism.

### Extremism is defined as:

Opposition to fundamental values, e.g. democracy, law, liberty, respect & tolerance of other faiths & beliefs; that can be used to sow division on the basis of race, faith, denomination; to justify discrimination towards women and girls; persuade others that minorities are inferior etc.

It includes e.g. far right views, animal rights activism and religious fundamentalism.

Protecting students from these risks is similar to protecting them from harm and abuse.

The Prevent programme must not involve any covert activity against people or communities. However, specified authorities may need to share personal information, e.g. to ensure that a student at risk of radicalisation is given appropriate support.

### Factors making students vulnerable include:

- Pressure from peers & others or the internet
- Crime against them or involvement in crime
- Anti-social behaviour and bullying
- Family tensions
- Race or hate crime
- Lack of self-esteem or identity
- Personal or political grievances

### Signs to look out for include:

- Isolation
- Fixation on an ideology/belief/subject
- Sense of injustice/grievance
- Subjected to group influence/control
- Seeking identity/meaning/belonging
- 'Them' and 'us' perspective on situations
- Attitudes that justify offending etc.

### If you think a student might be at risk:

- Inform your DSL/D immediately
- The DSL/D will assess the needs of the student & family & ensure that they are supported within school & with a 'team around the family' meeting
- Serious concerns must be referred immediately by the DSL/D to Children's Social Care, & may involve Police, other agencies & the Channel Programme

## Education settings should ensure:

- They are alert to behaviour which may indicate that a student needs help or protection
- They discuss & challenge ideas via the curriculum, debates, outside speakers, etc.
- They have clear procedures in place to assess & protect students at risk
- Designated Safeguarding Leads & Deputies:
  - undertake mandatory 'Workshop for Raising Awareness of Prevent' (WRAP) training via [bookings@learnsheffield.co.uk](mailto:bookings@learnsheffield.co.uk)
  - provide briefings, awareness, advice, and support to staff & volunteers
- Students are safe from terrorist & extremist material when accessing the setting's internet
- They give a **proportionate** response to risk
- They work with all services, e.g. Youth Justice, Social Care, & Community Youth Teams, to ensure the welfare of students, staff & visitors

### 'Prevent' does not:

- Stop students from debating 'risky' issues
- Require unnecessary intrusion into family life
- Override your legal duties of ensuring freedom of speech within legal boundaries

**Be careful that you do not stereotype – any group or community can be drawn to extremist ideas & put a child or young person at risk.**

### Prevent Single Point of Contact:

Andrew Adedoyin, tel.: **0114 2734855**

### Anyone can report a concern in confidence to:

- **Police Prevent Team** tel.: **0114 2523217**
- **Out of hours:** tel.: **101**, or in an emergency **999**
- **Email:** [Prevent@southyorks.pnn.police.uk](mailto:Prevent@southyorks.pnn.police.uk)

### Useful resources:

- [Prevent Duty Guidance, DfE 2019](#)
- [Protecting children from radicalisation, DfE 2015](#)
- [Keeping Children Safe in Education, DfE 2021](#)
- [ACT campaign](#)
- [Terrorism Act 2000](#)
- [Channel Guidance, HO 2015](#)
- [SCSP Child Protection & Safeguarding Procedures](#)

# Information sharing

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

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

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

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

## Governing bodies should ensure their setting:

- Has a policy that reflects the procedures & practice of the local authority & Sheffield 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 and whether 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 Toolkit for Schools, DfE 2018](#)

# 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 caregivers)
- 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 2021\*](#)

## 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](#)

# New staff, governors, volunteers

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

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

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

[\*Working Together to Safeguard Children, DfE '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 2021\*](#)

## 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 2021\*](#) (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