

**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 peoples views into account
- There are systems in place for pupils to express their views and give feedback
- Children and young peoples 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)

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### 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 peoples views into account
- There are systems in place for pupils to express their views and give feedback
- Children & young peoples 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

## 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](#)**