

Conferences and Core Groups

Jargon Buster:

ICPC: Initial Child Protection Conference

RCPC: Review Child Protection Conference

CPC: Can refer to a few different elements-Child Protection Coordinator/Child Protection Chair/Child Protection Conference, the context this acronym is used in should make the meaning clear.

QAIS: Quality Assurance and Involvement Service

What is a Child Protection Conference?:

Child Protection Conferences are multi-agency meetings convened and chaired by a Child Protection Coordinator (sometimes referred to as the "Conference Chair"). The Child Protection Coordinators work in the Quality Assurance and Involvement Service (QAIS).

The purpose of a Child Protection Conference (CPC) is to determine whether a child or young person has experienced or is likely to experience significant harm, by sharing and evaluating different agency information about:

- An 'Initial' CPC ("ICPC") should take place within 15 working days of the strategy discussion which decided to investigate whether or not a child or young person is at risk of significant harm.
- family history, the child's health, development and functioning, and the parent's capacity to ensure the child's safety and wellbeing.
- Consider circumstances that may increase risk and any areas of disagreement.
- Future action needed to safeguard and promote their welfare.
- Whether they should be the subject of a 'Child in Need' or 'Child Protection' Plan; as well as:
- Nominating a lead social worker
- Identifying members of and setting the date for the first core group meeting, within 10 working days
- Setting the Review CPC ("RCPC") date within 3 months

The Initial Child Protection Conference (ICPC) should be attended by:

- Children's Social Care
 - At least two other agencies directly involved with the child or young person.
 - Agencies who have information about the child, parents or other family members, or with expertise in a particular area
 - The child or young person, if of a suitable age and understanding and wanting to attend, and/or their advocate
 - All parents, anyone with Parental Responsibility and other family members
 - Foster carers (current or former)
- The allocated social worker must facilitate the constructive involvement of parents by providing information, considering communication needs, disabilities, child care, and the use of an interpreter (not a family member) if needed.
 - Parents can contribute in writing if they do not wish to attend.
 - A parent may be excluded from the conference or have their participation restricted. If you think this is necessary you must discuss this with the Child Protection Coordinator who is chairing the meeting as soon as possible.
 - The Chair will speak with the child, parents and supporters **before** the CPC to explain the conference process and their contribution.

Conferences and Core Groups

Expectations and Responsibilities of Education Settings in relation to ICPCs and RCPCs:

It is a clear expectation that education settings will;

- Be clear about your role and decision-making.
- **Write a conference report**, which **must** include **scaling and rationale**. It is unacceptable to not submit a report. Non-submission is recorded and will be challenged (template: [SCSP-Child Protection Conferences page](#))
 - Please note that scaling stated in your report can be altered in the conference during the scaling section dependent on information shared in the conference.
- **Send the typed report securely** (via SfX) to the CPC convening team at least 3 working days before the CPC. The convening team will share (via SfX) any reports from other professionals within 3 working days of the CPC with all professionals who have sent their reports to the team by the 3 working days deadline.
- **Share the report** with parents, translated and communicated as needed.
- **Record parental disagreements** in the report
- **Confirm ICPC and RCPC attendance** via SfX secure email to the CPC convening team: They will invite DSL/Ds to CPCs securely via SfX email.
- **Attend ICPCs as a top priority.**
 - There are a very few reasons not to have education representation at an ICPC, it would be highly irregular for an education setting not to attend an ICPC. Non-attendance is recorded and challenged.
- **Attend RCPCs as a top priority.**
 - RCPCs are diarised during ICPCs, so the date is known at least 12 weeks in advance. It is the responsibility of the education setting to maintain a functional calendar system and cover arrangements to ensure that RCPCs are attended, including making arrangements for attendance at RCPCs if they fall in school holiday periods.
- **Attend Core Groups as a top priority.**

The Child Protection Coordinator will;

- Ensure that parents can understand, consider and respond to information, and contribute to the assessment and planning process to safeguard the child or young person.
- Focus on the welfare of the child/ren in the household or wider family is maintained; **their wishes and feelings are clearly presented**; and their full needs are considered.
- Use the Signs of Safety model to analyse strengths, safety, harm/risks and complicating factors to decide whether the child/ren is/are suffering or likely to suffer significant harm.
- Consider whether a Child Protection Plan is needed and decide which category of harm applies. Where a CP plan is agreed by professionals the outline of this will be set in the conference and subsequent Core Group meetings will develop and monitor progress with this in between Review CPCs.
- Consider what further help is needed to support the child/ren if a CP plan is not needed

Children's participation in Conferences;

- Younger children do not usually attend their conferences due to the subject matter; however, older children (secondary school age and above) should be supported to do so where appropriate.
- An 'Advocate' is offered to those over 5 years to help them articulate their wishes and feelings to, and understand the outcome of, the conference. The advocate will inform the CPC of the child's views.

Conferences and Core Groups

The Core Group;

Is responsible for developing in detail, and implementing the 'Child Protection Plan' and includes:

- The lead social worker
- The child or young person and their family
- Practitioners and carers directly involved.
- All practitioners are jointly responsible for actions, updates, monitoring the plan and recording the meetings. The social worker should write up and circulate these records to all core group members.
- The first core group takes place within 10 working days of the initial CPC and further meetings should be held monthly.
- In the absence of the Social Worker the core group should proceed and report back to the Social Worker or their Line Manager.

Developing the Child Protection Plan;

The detailed child protection plan should:

- Ensure the child/young person is safe from harm and their needs met.
- Promote their health, development and welfare.
- Support the family to safeguard and promote the welfare of the child or young person.
- Be based on the 'Sheffield Single Assessment' completed by Children's Social Care

The plan should include:

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

Review Child Protection Conferences (RCPCs):

Review Child Protection Conferences are held within 3 months of the Initial CPC and then at least 6 monthly and:

- Receive the completed core group assessment.
- Use the Signs of Safety model to review the safety, health and development of the child and ensure they are still safeguarded.
- Check that inter-agency co-ordination is functioning effectively.
- Consider the child's wishes and feelings.
- Consider if the plan should continue or change.

Remember: **The same attendance and report requirements apply for RCPCs as for the ICPCs**

Useful Links:

- [SCSP Procedures Manual: Initial Conferences](#)
- [SCSP Procedures Manual: Developing and Implementing a CP plan](#)
- [SCSP Procedures Manual: Review Conferences](#)
- [Child Protection Conferences, Safeguarding Sheffield Children website](#)
- [Working Together to Safeguard Children, DfE 2018](#)

Educational Visits and Transportation

Introduction

- All settings have occasions when visits take place offsite.
- Adults should always take care when supervising pupils/students on visits & outings, particularly where the setting is less formal than the usual workplace.
- Adults are in a 'position of trust' and their behaviour should remain professional at all times.
- Transportation of all kinds should be considered, and risk assessed along with any staff or volunteers who transport a pupil in their vehicle.
- Any organisation or individual who provides transport has a legal 'Duty of Care'.

Risk Assessment

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

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

All risk assessment should consider.

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

Educational Visits and Transportation

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

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

Early Years Foundation Stage

Safeguarding and welfare requirements, is essential guidance for staff working with pupils under 5 years old for:

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

Transporting under 5's (additionally):

- Staff **must** inform the manager about any medication they take & get medical advice to ensure their ability to care for children is not affected.
- At least one staff member accompanying a pupil must hold a current paediatric first aid certificate.
- Risk assessments **must** consider adult-child ratios & steps to identify, remove, minimise, manage risk

For all visits:

- Check the EVOLVE guidance and approval information (see below)
- Wherever possible (and especially for complex and higher risk visits), undertake a pre-visit to gauge the suitability of the venue before making any arrangements.
- If the venue or visit has an element of adventure, or the provider is delivering the activity, additional assurances should be sought from the owner or manager.
- The owners/managers of establishments used for visits from educational settings are responsible for ensuring that:
 - They comply with health & safety regulations.
 - The setting & equipment is fit for purpose.
 - Their staff are trained in safeguarding and have relevant and appropriate [DBS checks](#)
- The Educational Visits Coordinator must be informed & must obtain permission from:
 - The Governing Body (or equivalent) in principle, including assurance about risk assessments.
 - The Head Teacher for approval for each visit to go ahead.

Educational Visits and Transportation

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

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

Transportation

Before the journey a member of the senior management team & the Designated Safeguarding Lead/ Deputy (DSL/D) must consider:

- The journey is necessary and appropriate.
- Adult & pupil suitability for journey
- Vehicle is suitable for the intended use.
- Safeguards to reduce any risks identified.

No adult should transport a pupil without:

- Safeguarding and behaviour management training
- Recruitment checks for ‘regulated activity’
- Checking any doubts/concerns with their manager
- The agreement of a senior manager

Education settings must:

- Declare in writing to their insurers that staff & volunteers carry pupils in cars or setting transport.
- Check:
 - Staff driving licenses & suitability.
 - Vehicle is compliant e.g., insurance, MOT, road-worthy & suitable.
- Keep copy of above with insurance documents
- Complete and update annual vehicle checks.

Setting must ensure journey has:

- A risk assessment and a behaviour management or health/care plan is completed for each pupil & shared with driver and escort **prior** to the journey.
- Pupils should travel with **2** appropriate adults to ensure sufficient support in e.g., a medical or other emergency, car accident.
- No pupil should travel with only a driver unless in an emergency or if all other options have been considered, and the benefit outweighs the risk.
- Age-appropriate seating & restraints in place & driver & escort are fully aware of how they operate.
- Journey is planned & written plan is copied & left with a senior manager at the setting.
- Contingency plan e.g., for adverse weather, breakdown, accident, and other situations

Educational Visits and Transportation

Drivers & escorts must ensure that they:

- Carry up-to-date documents on the journey:
 - Accurate list of all pupils & adults on journey
 - Emergency contact details for pupils on journey
 - Any pupil health/care/behaviour plans
- Do not take people/do anything **not** journey related.
- Are fit & able to drive/escort at the time of journey.
- Check vehicle safety and suitability.
- Age-appropriate seating & seatbelts are used.
- Ensure setting management have agreed to the journey & have copies of all documentation.
- Have let setting know their expected time of return.
- Report in when the journey has ended.
- Do not smoke in the vehicle or while pupils are present.

If you have any concerns about the transportation of a pupil you MUST discuss them with a senior manager and the DSL/D at your setting.

Useful web links/resources:

- [HSE: A Guide to Workplace Transport Safety](#)
- [Sheffield Educational Visits resources & online approval system \(EVOLVE\) \(log on required\)](#)
- [Health & Safety: advice for schools, Updated April 2022](#)
- [Keeping Children Safe in Education 2023](#)
- [Driver Safety -Advice, RoSPA](#)
- [DVLA – Health Conditions and Driving](#)
- [Occupational Safety Advice RoSPA](#)
- [Smoking in Vehicles, DoHSC 2015](#)
- [HSE: Driving for Work](#)

First Aid and Medical Conditions

Introduction:

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 and staff.

Statutory Requirements:

It is a statutory requirement for education settings 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; and written records of any medication administered are kept.
- They are compliant with national guidance.
- The setting, healthcare professional, parents, carers and student agree, if possible about implementing a healthcare plan
- Clear information about roles and responsibilities is given to **all** staff and volunteers about arrangements for the administration of medicines, support and care.
- Staff and volunteers know what to do and respond appropriately when they become aware that a student with a medical condition needs help.
- Staff receive appropriate training, instruction and guidance prior to being asked to administer medicine, support, or care to students.
- Parents and 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 and safe to have it in their possession.

National guidance:

[First Aid in Schools, DfE 2014](#)

[Health and Safety: advice for schools, DfE 2018](#)

[Statutory Framework for EYFS 2021](#)

[First Aid at Work, HSE](#)

[Supporting pupils at school with medical conditions, DfE 2015](#)

[Special educational needs and disability \(SEND\) - GOV.UK](#)

[Ensuring a good education for children who cannot attend school because of health needs, DfE 2013](#)

First Aid and Medical Conditions

Key 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 and 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.

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.

Record-keeping and Reporting:

Record-keeping:

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-aider or person dealing with the incident.

First Aid and Medical Conditions

Reporting:

- [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 and 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.

Parent and Carer Responsibilities:

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 and 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 and 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 education setting will:

- Be responsible for pupils/students with medical needs who are educated off-site, such as attending Alternative Education 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

Personal Care, Showers and Changing Rooms

Introduction:

- Some children and young people in education settings will need personal care.
- Where regular, specialist care or equipment is needed this should be subject to an EHC Plan (see below).
- The provision of personal care is routine in early years settings particularly for the youngest children.
- It is also part of the routine care for some children and young people with a disability.
- It is good practice to encourage and promote the greatest level of self-care and independence for each child and young person to ensure that their health, safety, independence and welfare is promoted and their dignity and privacy respected.
- Personal care issues should never be a barrier to a child attending any education setting.
- All children and young people are entitled to respect and privacy when receiving personal care, changing clothes or taking a shower.

They need appropriate supervision, which respects their chosen gender, their age and needs, to ensure:

- their welfare, health and safety
- that bullying does not occur
- that they are not embarrassed

Personal care includes:

Body bathing and showering	Menstrual hygiene	Application of medical treatment
Toileting, nappy change and incontinence care	Dressing and undressing	The safe disposal of pads/nappies and waste

Personal care principles:

- Needs vary between individuals –always provide personal care sensitively
- Always explain what is happening before you begin and where possible obtain consent from the pupil to the care being carried out
- If encouraging self-care and independence only intervene if necessary or if pupil asks for help
- All staff providing personal care should have guidance and training
- Care should be provided at the point of need and undue delay should be avoided
- Arrangements should be open, transparent, fully recorded (including changes) signed by staff and shared with parents/carers.
- Always consult with colleagues if any variation from agreed care is necessary.
- Your setting should ensure good hygiene and infection control including procedures to follow in relation to nappy changing.
- ‘Regulated activity’ – all staff providing personal care need pre-employment and vetting checks (including DBS checks) completed and in place.
- This work **must never** be done by volunteers.
- Personal care should be done by one visible and audible staff member with other staff nearby.
- Where concerns exist about staff vulnerability during personal care, a risk assessment should be completed, and appropriate safeguards put in place.

All arrangements for personal care of pupils must be reviewed regularly with parents/carers and the pupil.

Personal Care, Showers and Changing Rooms

Your setting guidelines should include:

- who will provide personal care
- where it will take place
- what records are needed
- what resources to use
- disposal, washing, storage of soiled items
- infection control measures
- what to do if the child is unduly distressed or marks/injuries are noticed
- what to do if suspect improper practice or are concerned about staff behaviour etc.

The supervising adults must have:

- the correct gender balance.
- had up-to-date safeguarding training.
- a full understanding of their appropriate behaviour with children and young people
- In public areas settings **must** ensure that pupils have separate facilities or different use times and are not changing or showering with the public
- Separate facilities must be provided for all chosen genders of your pupils.
- Transgender students in particular may feel vulnerable and/or at risk in toilets and changing rooms because of unwanted attention, bullying or harm and should be sensitively offered suitable facilities as appropriate (such as an individual changing cubicle, toilet facilities, etc)
- Where physical contact between staff and a child or young person is necessary e.g., for personal care, it must be agreed, appropriate and comfortable for both parties

The owners and managers of sports facilities are responsible for ensuring that:

- They comply with health and safety regulations.
- Their setting and equipment is fit for purpose.
- They have an up-to-date safeguarding and child protection policy.
- Their staff are trained in safeguarding children and young people and have appropriate DBS and other recruitment checks completed and checked.
- Have a designated member of staff for safeguarding and child protection.
- Staff, children and young people are aware of who to report any concerns to

Personal Care, Showers and Changing Rooms

Staff Do's and Don'ts

Staff should:

- Avoid physical contact with a child or young person when they are undressed (unless providing necessary personal care)
- Avoid any visually intrusive behaviour.
- Always announce their intention to enter changing rooms.
- Avoid remaining in the changing room unless required to because of a child or young person's needs.
- Ensure that pupils do not use mobile phones or other media equipment in toilet or changing room areas.
- Ensure that pupils' preferences are considered, and their privacy, dignity and appropriate confidentiality seen as paramount.
- Consider gender, religious and cultural issues especially prior to initiating any necessary physical contact.
- Ensure that general supervision is age and needs appropriate and sensitive to potential pupil embarrassment.
- be vigilant about their own behaviour and ensure they follow agreed guidelines.
- **Ensure that if a pupil complains about any inappropriate behaviour it is taken seriously and responded to appropriately**

Staff should not:

- Change in the same place as the children or young people.
- Shower or bathe with the children or young people
- Assist with any personal care that the child or young person can do themselves.
- Use mobile phones or other media equipment in toilet or changing room areas

If one-to-one work is required, ensure that the situation is risk-assessed and suitable safeguards are put in place prior to commencement.

Children with SEND:

[Children with Special Education Needs & Disabilities \(Gov.uk\):](#)

- The local authority will assess if a child or young person needs an EHC plan.
- The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for over-seeing this area of work and a plan should include the views of parents, carers and the pupil.
- For further Sheffield related information see: [SEN Disability Information & Support Service](#)
- Children with disabilities needing intimate personal care and/or other support, often receive it from a number of carers which may increase their risk of abuse.
- For further information about safeguarding disabled children, see: [Safeguarding d/Deaf and disabled children, NSPCC](#)

Children Under 5 (EYFS):

Settings with provision for children under five must ensure suitable hygienic changing facilities for children in nappies.

For further information go to the welfare requirements in the EYFS Framework 2023:

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)

Personal Care, Showers and Changing Rooms

Useful Resources:

[NSPCC 'safe use of changing facilities' Briefing](#)

[Keep Children Safe in Sport, NSPCC Child Protection in Sport Unit](#)

[Child Protection and Safeguarding in Sport](#)

[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education \(May 2019 v2\)](#)

Personal Electronic Devices, Photographs and Images

Key learning from Serious Case Review: Nursery Z which informs the approach

The Serious Case Review into Nursery Z, where personal devices were a tool used by the perpetrator to abuse and share images, found;

“One tangible lesson that has come out from this review has been the danger of mobile phones within [education] settings.”

“Challenge inappropriate behaviour such as use of mobile phones.”

What are personal devices?

Personal devices are devices owned by the individual, not the setting.

- Personal devices can be, but are not limited to;
- **Mobile phones**, which, nowadays, are almost exclusively internet-enabled, have cameras, video recording functions and audio recorders built-in or these recording functions can be easily downloaded as apps.
- **Personal cameras**, which often also record video footage as well as still images.
- **Tablets**, e.g., iPads or Android tablets. These devices usually possess the features of mobile phones, outlined above.
- **Laptops**; internet-enabled, have webcams and ability to record audio footage as well as video images.
- **Smartwatches and wearable technology**; ability to access messages sent to mobile devices, some have the ability to record video and audio.

Why is there a safeguarding risk?

Whilst it is important that children and young people have photographs and films of special moments, the increasing use of digital technology presents a number of risks for children, young people, and their families, mainly due to the way it is used rather than the technology itself.

Safeguarding issues must be considered when taking and using images of children, young people, and staff, e.g., if they have fled from domestic abuse their whereabouts may be revealed to an abusive partner.

Some people simply do not want their images to be publicly available.

Prohibition of personal devices in education settings:

The use of Personal Devices whilst in contact with children must be prohibited for a number of reasons, e.g.

Distraction

- The focus for all adults in the setting should be on keeping children safe and ensuring their positive development.
- Having a personal device to hand means this is a distraction, and potential health and safety hazard.

Professional risk

- By using a personal device around children adults expose themselves to an increased professional risk of being accused of an inappropriate action, such as taking images of children.

Professional trust alone does not mitigate the safeguarding risk

- Leadership teams in education settings cannot control what personal devices are used for by the user.
- The use of personal devices in education settings when children are present is, in itself, an inappropriate act.
- Personal devices may not be used to take photographs or video images anywhere within the Settings grounds.

Personal Electronic Devices, Photographs and Images

Remember: It is both inappropriate and unnecessary to have a personal device to hand for any adult working with children, there is no reason to have access to a personal device until breaktimes and away from children

Developing the safeguarding culture and setting expectations around personal electronic devices

The use of personal devices should be part of the Code of Conduct at the setting.

Adults (Staff, Students and Volunteers) Should Never:

- Take photos of children in the setting where parents have not given their consent (the consent would be for the use of a professional device in all scenarios)
- Use a personal device, including wearable technology, to take photographs or store any personal information about a child or family.
- Comment about a child or their family on social media or other public forum
- Seek contact with or respond to requests for contact from a child or their family via personal phones, text, e-mail, or social networking accounts.
- Give their personal contact details to a child or parent including e-mail, social networking, home, or mobile phone numbers.

Please note: If a child attending the setting or their family is a personal friend or relative, the staff member, student or volunteer must inform their line manager at the earliest opportunity.

Suggestions for supporting staff with a change in safeguarding culture about personal electronic devices

Safe storage of personal devices

- It is acknowledged that personal devices are a part of everyday life for adults and that they are highly likely to be brought into the setting by an adult.
- Settings should designate the safe place for personal devices to be stored during work time, such as having secure lockers available for personal devices to be locked away.

Mobile/Personal Device Zones

- The location where personal devices can be used (Mobile Zones) should be defined in the setting, such as a staffroom/communal area for adults where children cannot and will not be present.

Clear Emergency Contact Procedure

- It is not appropriate for adults to be contacted via their personal devices during their working time in contact with children, as being directly alerted to a family emergency, for example, at this time could cause upset which is not appropriate for children to witness.
- Settings should have an emergency contact procedure for adults in the setting, so that if an adult needs to be contacted the person attempting to make contact does so by going through administrative staff or manager, who has access to a device owned by the setting that is used for professional communication purposes.

Personal Electronic Devices, Photographs and Images

Use of professional devices

It is standard practice that settings use devices, such as tablets and cameras, to capture images of children for educational purposes, etc. These 'professional' devices, purchased and maintained by the setting, are the only ones that should be used to take images of children, **with parental/carer consent**.

A setting should never ask an adult to use a personal device to take images and/or recordings for any reason. Any such request should be refused.

Professional devices used for taking images, recording and video should be stored on-site securely and be password protected. They should not be removed from the setting.

Ensure that asset registers are always up to date, so that adults and the devices they use can be easily linked

Sheffield Children Safeguarding Partnership model acceptable use policy summary

An 'acceptable use' agreement for the use of a professional device, which includes the expectations for use, is highly recommended. Acceptable use agreements are often part of the staff code of conduct.

- The information systems are the property of the setting, and it is a criminal offence to use a computer for a purpose not permitted by senior management.
- I will ensure that my information systems use will always be compatible with my professional role.
- This organisation's information systems may not be used for private purposes, without specific permission from the senior management.
- This organisation may monitor my information systems and Internet use to ensure policy compliance.
- I will respect system security and I will not disclose any password or security information to anyone other than an appropriate system manager.
- I will not install any software or hardware without permission.
- I will ensure that personal data is kept secure and is used appropriately whether in organisation, taken off the organisation premises or accessed remotely.
- I will respect copyright and intellectual property rights.
- I will report any incidents of concern regarding children and young people's safety to the organisation's Online Safety Lead Officer or the Designated Safeguarding Lead
- I will ensure that any electronic communications with children and young people are compatible with my professional role.
- I will promote online safety with children and young people in my care and will help them to develop a responsible attitude to system use and to the content they access or create.
- The organisation may exercise its right to monitor the use of information systems, including Internet access, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use may be taking place.
- If I, or another member of staff, breach this Information Systems Code of Conduct, action may result in disciplinary action.

Personal Electronic Devices, Photographs and Images

Photographic/image consent

All settings need a policy about taking and publishing images during events and activities and what actions you take to keep children safe.

This policy must be available and understood by pupils (as appropriate) parents, staff, and volunteers.

- You must get the informed, signed consent of everyone appearing in the photograph, video, and image, including staff and the parents and carers of pupils, before it is created.
- Young people may be able to give consent themselves if they are considered able to make an 'informed' choice.
- If you believe a young person is making an informed choice, always check with your DSL/D to see if there are safeguarding issues that the young people themselves are unaware of or may not have considered.
- No images of a looked after child should be created or used without prior written and signed consent from their social worker and Local Authority
- Never use full names or other personal details of the subject of any image you use as children may become vulnerable to grooming.
- Always be clear about the purpose and audience for the image.
- If you use images from another agency, you need to check that agency has obtained informed consent.
- Only use secure equipment provided by your setting to take, store, and download images – never use your personal devices.
- When an image is transferred to your workplace network they should be erased immediately from their initial storage location
- Be careful about using images of children in swimming costumes or other revealing clothing due to the potential for misuse of images.
- Always destroy images once consent has expired or the child or young person has left your setting.
- Never take images of a child's injury or an audio recording of a disclosure, even if requested by children's social care.
- Family members can take photos of their child in school activities. Photos taken for personal use by family members are not covered by the Data Protection Act.

The press;

The press are exempt from the Data Protection Act.

If you invite them to your premises or event you need to obtain prior consent from all staff, parents and carers involved.

Some key considerations;

CCTV and webcams:

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

Images:

- Are your display boards seen by the public?
- May be shared online, copied, downloaded, screenshotted, adapted and used inappropriately.
- May appear in internet search results.
- May become owned by the platform once posted and then licensed for e.g., commercial purposes.
- Become a part of a child's public image which may affect them later e.g., job applications.
- Have you demonstrated an inclusive approach by including images of people of different ethnicity or disability?

Personal Electronic Devices, Photographs and Images

- Have you checked any copyright implications?

Useful links

[Data Protection: Gov.uk](#)

[SCSP Child Protection & Safeguarding Procedures: Online Safety](#)

[Safeguarding Sheffield Children website: Online Safety](#)

[Searching, screening and confiscation; Advice for Head Teachers, school staff & governing bodies, DfE 2018](#)

[Taking Photo's in Schools](#), Information Commissioners Office

[Minimising Professional Risk](#)

[SCSP Online Safety key information](#)

Private Fostering and Host Families

Legislation and Definition

The Children Act 1989 requires parents, professionals & anyone proposing to privately foster a child under 16, to notify the local authority immediately or within 6 weeks.

Private fostering is when a child under 16 (18 if disabled) is cared for by someone other than a parent, a person with parental responsibility or a close relative, for 28 days or more (including occasional short breaks).

Private Foster carer can be;

- Extended family e.g. A grandparent, brother, sister, aunt, uncle, stepparent, by marriage/civil partnership.
- A friend of the family
- The parent of a friend of the child
- Someone unknown to child/young person's family.

Legal Responsibility

- The private foster carer is responsible for providing daily care & promoting/safeguarding their welfare.
- Private foster carer's rights come from the voluntary agreement made with the parent.
- Responsibility for the child's welfare remains with the person with parental responsibility.

Private foster carers can get support & financial help.

Reasons for Private Fostering

- children from abroad living with extended family.
- host families for language schools
- parental ill-health
- parents move but student stays to finish exams.
- teenagers estranged from their families.
- children brought to the UK for adoption.
- children at independent boarding schools placed with host families for holidays.
- trafficked children

Private Fostering and Host Families

The Sheffield Connected Persons Team

Responsible for assessing the best interests of the child, including:

- listening to what the child wants
- arranging support for the child and the carer
- helping carer to apply to be a private foster carer.
- ensuring cultural, linguistic, religious needs met
- undertake regular visits to see the child & carer.
- signpost to other agencies as necessary

If the arrangement is deemed unsuitable, decisions will be made to safeguard the child's welfare.

Host families & 'Homestay':

If a parent or student arranges the homestay, this is not a fostering arrangement.

If a setting arranges exchange visits (even if via a company), consider the safety of all pupils who are in the home of a family to whom they are not related.

Adults providing the care are in 'regulated activity' and your setting is the 'regulated activity provider'.

UK homestays - you should:

- obtain a DBS enhanced certificate with barred list information for all for students under 16.
- consider obtaining a DBS enhanced certificate for students over 16, and
- use professional judgement to assess the suitability of the adults who provide the care.
- Notify the local authority if the homestay is for 28 days or more.

Homestay abroad - you should:

- liaise with partner schools to arrange effective safeguarding of all students involved.
- make parents aware of the arrangement.
- contact the foreign embassy or High Commission in the country to discuss checks
- Provide pupils with contact details for emergencies or if they feel uncomfortable

Private Fostering and Host Families

Support, advice and actions

To notify the **Sheffield Safeguarding Hub** about a possible private fostering arrangement ring:

0114 2734855

For advice about private fostering, ring the:

Connected Persons Team, tel.: 0114 2736489

Resources

- [Private Fostering, Sheffield City Council](#)
- [The Children \(Private Arrangements for Fostering\) Regulations 2005](#)
- [Private fostering: better information, better understanding, Ofsted 2014](#)
- [Children Act 1989 Private Fostering, DfE](#)

Safeguarding Supervision

Working Together to Safeguard Children 2018

- Designated practitioner roles should always be explicitly defined in job descriptions.
- Practitioners should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- appropriate supervision and support for staff, including undertaking safeguarding training (p59)

Effective Supervision

- Provides support, coaching & training for the practitioner & promotes the interests of children.
- Should foster a culture of mutual support, teamwork & continuous improvement.
- Encourages the confidential discussion of sensitive issues.
- Should be a safe environment where trust and confidentiality are maintained (as appropriate)
- Promotes equal opportunities and anti-discriminatory practice

Types of Supervision

One to one supervision:

- The most common supervision method
- In private, pre-arranged time & agreed agenda
- Having the same supervisor develops trust, openness and honesty and confidentiality.

However, other methods can complement, rather than replace, one to one supervision.

Group supervision:

- A group of staff involved in the same task, meeting together with supervisor to discuss work issues.
- May be done a regular team meeting or as a separate session to look at specific issues.

Unplanned or “ad-hoc” supervision:

- Allows staff to discuss, obtain a decision or gain permission to do something quickly.
- Staff who work closely with their supervisor may communicate daily but will still need regular one to one supervision.

Peer supervision:

- A systematic approach where colleagues discuss professional issues & key topics with one another.
- Should result in solutions that are helpful to the person who presented his or her problem

Safeguarding Supervision

Function of Supervision

Management:

- Quality of performance
- Discussion of relevant policies & procedures
- Safeguarding roles and responsibilities
- Development and monitoring of workload.
- Specific case management.

Learning and Development:

- Identifying learning style and barriers, development needs and learning opportunities
- Giving and receiving constructive feedback
- Reflective practice through case discussion

Personal Support:

- Clarifying boundaries
- Allowing staff to express their feelings about the impact of their safeguarding work.
- Monitoring their health
- Obtaining appropriate health support when appropriate

Mediation:

- ensuring that staff, the setting, the agency and other organisations are working together effectively.
- dealing sensitively with concerns
- consulting and briefing staff on changes and developments that affect their area of work.
- advocating between worker or team and other parts of the agency or with outside agencies

Frequency

Supervision should be a minimum of every 6 weeks and reflect:

- The level of experience & competence (not necessarily length of service) of staff
- Circumstances e.g., demanding work, risk, personal & performance issues, levels of stress

Changes to supervision should be by agreement between the two parties and be clearly recorded.

Agency and temporary staff should receive supervision in the same way as permanent staff.

Safeguarding Supervision

Who needs supervision?

- Supervision should be offered to all staff whose work brings them into contact with children, young people and their families.
- Whilst the focus may be on the safeguarding team members, other staff will need support either on an ongoing or specific basis.
- Staff who are experiencing trauma, e.g., where they have been involved in providing information for a court case or Serious Case Review or coming to terms with serious injury or death of a child or young person. In these situations, staff may need extra support from their line manager, the setting's safeguarding team and Occupational Health.
- Staff should be aware that supervision is available and how they would access it.

Formal recording of Supervision

This is the supervisor's responsibility & should:

- Allow an issue to be revisited later.
- Record all decisions, the reasons for them, agreed actions, who will take responsibility and the timescale for conducting these actions.
- Be typed where possible.
- Be signed and dated by both parties.
- Supervisee should receive a copy.
- Be access restricted.
- Record disagreement about the content of the record, both parties should record this.
- If a student is discussed, a summary of the discussion & agreed actions & timescales must be put in the student's safeguarding file.

Who should provide formal Supervision

One of the purposes of safeguarding supervision is to provide specialist guidance and advice in relation to safeguarding and child protection matters.

- The person providing supervision needs to be fully trained and experienced in safeguarding children as well as being trained in providing supervision itself.
- This may mean that an education setting will need to use the supervision skills of people outside the setting, either across other areas of the organisation, or from private or independent organisations. If this is the case for your setting you must ensure that the supervisor follows appropriate confidentiality and data security processes.

Safeguarding Supervision

Useful Resources

- [Working together to safeguard children, DFE 2018](#)
- [Maintaining a Safe Culture: Supervision, section 4.2, SCSP Child Protection and Safeguarding Procedures Manual](#)
- [EYFS 2023](#)

Secure Storage, Subject Access Requests and Recording Guidelines

Introduction:

- Documenting safeguarding concerns effectively is vital to the effective safeguarding of children and young people.
- A safeguarding file should be set up for each student when a safeguarding concern is identified.
- Safeguarding records are retained for significant time periods and therefore must be fully understood even after they have left your education setting.

Key recording principles:

All documents should:

- Be factual, evidenced, concise, complete, accurate and objective.
- Include full names, dates, role/relationship to student.
- Be securely stored (physically or electronically)

The file should be in date order and have a:

- Front sheet with basic details of the student (e-storage systems generate this)
- Chronology of the contents
- Record of all discussions (including phone calls) and meetings relating to the student and their family
- Copy of any other relevant documents e.g., assessments, minutes of conferences, core groups etc.

Each file record should include:

- Date and time of writing the record and when an incident and/or concern began (e-storage systems have time stamps)
- Clear and comprehensive summary of concern
- How the concern was followed up and resolved
- Any action taken, decisions reached and outcome.
- All discussions and decisions made (including with Designated Safeguarding Lead/Deputy)
- It is **essential** that the rationales behind decisions are recorded.
- The extent and nature of any involvement by other professionals, and their full details

Storage:

E-Storage systems

Many education settings choose to purchase an e-storage system for safeguarding files.

There is no expectation that e-storage systems are used.

The choice to use an e-storage system is for an education setting to make.

Any support around functionality of an e-storage system would need to be sought from the provider.

Top tips for e-storage systems:

- Know about the level of encryption and type of authentication needed to keep information secure.
- Carefully manage who has access to what information (permissions)
- Know how to disable permissions/remove access when someone leaves or needs access withdrawn.
- Think carefully about who is receiving notifications.
- Manage 'tags' very carefully so information can be filtered effectively.

Secure Storage, Subject Access Requests and Recording Guidelines

- Understand the archiving protocols for the e-storage system. It is the responsibility of the setting to ensure that the correct information retention periods are adhered to.

Clouds, shared folders and drives:

- If using internal IT systems for file storage ensure 'restricted access' folders and drives are password protected and that the correct people have access (e.g., Head, DSL/Ds)
- Use best practice for setting passwords that cannot be broken/guessed.
- Ensure password protected and restricted access drives and folders cannot be overridden by IT technicians.
- Check archived e-files don't have digital continuity or password protection limitations and that retention is set appropriately.
- If using cloud software storage ensure it is secure, subject to UK law and meets all data protection requirements and handling standards.

Paper files:

If paper storage is used for safeguarding files then;

- All individual hardcopy safeguarding files should be stored in a locked cabinet.
- Access to child protection information is only via the Head Teacher, Designated Safeguarding Lead or Deputy (DSL or DSD)

Retention periods and transfer of safeguarding information between settings:

Retention periods;

- Early Help information retained should be securely archived until 25 years after last action.
- Child protection information retained should be securely archived at least until the subject is 85 years old.
- If using an e-storage system please check the retention periods are set correctly.

Transfer;

- When a child leaves a setting their safeguarding information needs to be transferred from the setting to the new setting **securely** at both ends of the transfer. This may take the form of an e-transfer or an in-person/signed for transfer.
- Transfers must be prompt.
- The DSL receiving a safeguarding file must not dispose of any of the original contents.
- Keep a clear transfer record for files transferred/files received.
- Copies of safeguarding files should not be retained by the setting transferring the information unless there is a specific reason for doing so;
- You may need to keep copies of significant documents for future use, e.g., documents that originated from your agency.
- If the new establishment is out of city consider if a copy of the whole file should be retained. If the decision is to retain a copy then mark this clearly in the transfer record. Best practice would be to have written confirmation from the out of city setting that the safeguarding file has been received. This confirmation must be kept with the transfer record. This would mean that the copied file can be disposed of by the transferring setting in Sheffield.
- Please be aware that any copying of documents must be subject to personal and sensitive [data processing conditions](#) and current retention/archiving requirements
- If the education setting is the last setting that will be attended by a young person (e.g., a secondary school or 6th Form College) then the retention periods need to be understood and strictly adhered to for when that information must be securely disposed of.

Secure Storage, Subject Access Requests and Recording Guidelines

Information sharing:

- Appropriate information must be shared by the DSL/D or Head with relevant staff and other education settings.
- This must be done in a timely manner to respond effectively to the child or young person's needs.
- Your setting should have a process for sharing information about a pupil after they have left.

Subject Access Requests:

- If a parent requests access to their child's safeguarding file, this is a 'Subject Access Request' (SAR), and you must seek Human Resources and legal advice from your organisation.
- The [Information Commissioners Office, Rights of Access webpage](#) can advise you about the requirements to release information.

Overview;

- The duty is on a data controller (e.g., the education setting) to respond to a request for personal data (SAR) within one month.
- The right of access to personal data belongs to the person the data is about (e.g., the child). However, as the child is a minor, their parents can be provided with the personal data if the child does not have the maturity/ability to understand it, or if the child does have maturity/ability and gives express permission for it to be released to the parents.
- This would be a decision for the setting to make and being mindful of any sanctions that may be imposed by the Information Commissioner's Officer for releasing personal data in breach of these principles.

If a SAR is received;

- acknowledge receipt of the correspondence
- confirm that this is considered a subject access request under the General Data Protection Regulation
- explain that as the information relates to the child being subject to or at risk of child abuse/ill-treatment you are lawfully permitted to refuse to release such information to parents where considered necessary.

In most cases, subject access requests would be dealt with in the following way;

- Send a holding response to acknowledge receipt of the correspondence confirming that a full response will be provided within one month of receipt of the request (or up to a further two months if the request is deemed to be complex)
- Confirm to parents that not all of the information requested may be retained by the setting and that you will confirm which of their questions need to be directed to the Local Authority or other agencies.
- Provided free of charge. However, a "reasonable fee" can be charged for further copies of the same information and when a request is manifestly unfounded/excessive or repetitive.

SAR checklist for education settings;

- ✓ We can recognise a SAR and we understand when the right of access applies.
- ✓ We have a policy for how to record SAR's we receive verbally.
- ✓ We understand when we can refuse a SAR.
- ✓ We are aware of the information we need to provide to individuals when we do so.
- ✓ We understand the nature of the supplementary information we need to provide in response to a SAR.
- ✓ We have a process to ensure that we respond to a SAR without undue delay & within one month of receipt.
- ✓ We are aware of the circumstances of when we can extend the time limit to respond to a SAR.
- ✓ We understand the particular emphasis on using clear, plain language if we disclose information to a child.
- ✓ We understand what we need to consider if a SAR includes information about others

Secure Storage, Subject Access Requests and Recording Guidelines

Where to go for support with a SAR;

- If you require assistance in preparing information for release to pupils or parents following receipt of a SAR, please contact The Governance Team quickly for advice:

The Governance Team, Legal Services, Sheffield City Council

Email: legalservicesgovernance@sheffield.gov.uk

- Any Sheffield school/college can contact the Governance Team for advice – there will be a charge unless they have a traded service package with Legal Services.
- Alternatively, you can contact your HR Advisor.

Recording guidelines:

Key principles;

- All safeguarding files must be professionally written & respectful.
- Remember that people may request access to these files, or they may be used for e.g., court, case reviews, etc.
- DSL/D's should regularly audit files to ensure standards are maintained.
- Secure storage in an individual file is required without exception.
- The author of the safeguarding record must be clear, including their role and relationship to the child.
- Rationale for decisions must be recorded.

Safeguarding records must be;

1. Factual
2. Evidenced
3. Concise
4. Complete
5. Accurate
6. Objective

Records must include include (where known) details of:

- The correct biographical details of the Child/young person
- Others in household
- Involved practitioners.
- Your concerns
- Any incident
- Any action taken

Uncollected Children

Introduction

Occasionally, children and vulnerable young people are not collected from educational settings by parents & carers before the setting closes.

This often causes anxiety for the child or young person and for staff.

These guidelines have been developed to support settings when this happens.

They are written to help staff respond sensitively and consistently and to ensure the safety and welfare of children and young people.

Essential Practice

- Ensure that full contact information & at least 2 emergency contact numbers are received promptly from all parents & carers.
- Ensure that contact and emergency information is regularly updated.
- Inform parents & carers where appropriate that if a pupil is not collected from the setting by closing time, this procedure will be followed.

Procedure to follow

If a child or vulnerable young person is not collected within an agreed period, e.g., 15 minutes after closing time, the following steps should be taken:

- A check should be made for information about changes to the normal collection routines.
- Reasonable attempts should be made to contact:
 - Parents, carers, or others with parental responsibility at home or at work
 - Other adults authorised to collect the child or vulnerable young person from the setting.
- The child or vulnerable young person should not leave the premises with anyone other than parents, carers, others with parental responsibility or another authorised person.
- If no-one can be contacted to collect the child or vulnerable young person after e.g., one hour, the Sheffield Safeguarding Hub or Police should be contacted.
- The child or vulnerable young person should stay at the setting in the care of two [Disclosure & Barring Service \(DBS\)](#) checked staff members until safely collected either by the parent, carer, a person with parental responsibility, authorised person, social worker or police officer.
- If necessary, Children's Social Care will assess the child or vulnerable young person's situation & find appropriate and safe alternative accommodation if needed.
- A full written report of the incident and outcome must be recorded in the child or vulnerable young person's safeguarding file.

Staff should not attempt to physically look for the parent or carer.

Staff should never take the child or vulnerable young person home with them.

Uncollected Children

Under 5's

Education settings with provision for under-fives will have to pay regard to the:

[Statutory Framework for the Early Years Foundation Stage, 2021](#)

Our EYFS summary: '**Under 5's in Schools**' can be found in: [education policies & procedures](#), on the Safeguarding Sheffield Children website.

Useful numbers and resources

- **Sheffield Safeguarding Hub 0114 273 4855**

This number is for professional & public calls, and the number transfers to the Emergency Duty Team after office hours.

- [Referring a safeguarding concern to Children's Social Care](#)

Multi-agency guidance on the Safeguarding Sheffield Children website

- **Multi Agency Support Teams 0114 2037485**
- Children's Social Care contact details are regularly updated in the '[Contact Us](#)' section of the [Safeguarding Sheffield Children](#) website
- '**Referring your safeguarding concerns**' in [education policies & procedures](#), on the [Safeguarding Sheffield Children](#) website

Work and Study Placements

Introduction:

Young people up to 18 years old (and after) can be in work, education or study placements, part or full time, which can make them vulnerable to abuse.

Examples may be Key Stage 4 work experience and off-site or alternative work, education, and study provision in voluntary and independent organisations.

Education settings need to protect young people from harm and, alongside placement organisations, need to have appropriate health, safety and welfare safeguards and policies in place.

Young people are particularly vulnerable if the placement is:

- More than one day per week
- Longer than one term
- Aimed at young people who are vulnerable e.g., under 16 years or who have special needs.
- Where a supervisor or a colleague has substantial unsupervised access to the student
- One which has a residential component

Safeguards to have in place:

- Staff in education settings and organisations who arrange, vet, or monitor placements must have all recruitment checks and up to date safeguarding training.
- Staff should always liaise with the Designated Safeguarding Lead or Deputy (DSL/D) prior to the placement to discuss any safeguarding issues which may impact on the young person or others at the placement.
- Placement organisations should have a safeguarding children policy, make appropriate recruitment checks and have staff training in place.
- The education setting should define what actions need to be taken if safeguarding issues are raised before, during or after the placement.
- If the placement is with other children, young people or vulnerable adults, the young person's suitability for the placement will need to be risk-assessed by the education setting before the placement starts, including:
 - Discussion with the DSL/D
 - Consideration of whether a DBS check is required (where young person is over 16)

The key to a safe and successful placement is:

- Advanced planning and risk assessment
- Appropriate supervision, communication and monitoring between student, parents and carers, education setting and placement organisation

Work and Study Placements

Regulated Activity:

Any person specifically designated to care for, train, supervise or be in sole charge of a child under 16 on a work experience placement should be considered to be in regulated activity if:

- they are unsupervised, and
- in this role at least once a week, or
- on more than 4 days in a 30-day period, or
- overnight

If so, the person supervising should be:

- vetted and subject to a 'barred list check and an enhanced DBS disclosure
 - given appropriate safeguarding training.
 - given details of a person at the education setting to contact if they have concerns.
- Please note: If the student is over 16 and the placement involves contact with children (i.e., 'regulated activity') the placement organisation should consider whether to request an enhanced DBS for the student. This should be explored with HR for further advice.

Before the placement:

The student should have:

- An awareness of online safety, what is abuse, their rights and responsibilities.
- Regular contact with someone (at the placement and education setting) that they can talk to immediately if they are worried, uncomfortable or suffer abuse

Useful Links and Resources:

[Young People at Work, HSE website](#)

[Keeping Children Safe in Education, DfE 2023](#)

[Special educational needs and disability code of practice: 0 to 25 years, DfE April 2020](#)