



Safeguarding Children in Education 2016-17

Sheffield Safeguarding Children and Independent Reviewing Service, CYPF

It is a statutory requirement that safeguarding induction is given to all new staff and volunteers that includes provision of the setting's child protection policy, staff behaviour policy/code of conduct (which includes whistle-blowing procedures), and role of the Designated Safeguarding Lead (DSL) information, as well as the government guidance '**Keeping children safe in education: information for all school and college staff**'. We recommend that this is done as soon as a member of staff or volunteer starts work. This pack lays out the minimum information that needs to be provided.

For further information please read '[Keeping children safe in education](#)', DFE 2016

Safeguarding Induction **does not** replace the training that is statutory for all education staff that have regular contact with children or young people. In Sheffield, this should be provided at least every 3 years (in addition to regular in-school training, updates and briefings that are at least annually), and can be done through the Local Authority Safeguarding Children Training section, based in the Safeguarding Children & Independent Reviewing Service, CYPF.

However this 'Induction Pack' **can** be used as the safeguarding children training for staff that **do not** have regular contact with children and young people at your setting, e.g. some cleaners and caretakers, and this can be delivered by the DSL.

DSLs should ensure that any new member of staff (including supply staff) or visitor to the setting (who will have contact with children or young people) receives a completed '**Safeguarding Children Policy Front Sheet**' when they arrive, which gives details of the safeguarding children team at the setting and their roles and responsibilities.

All documents included in this pack are available from the '[Schools and education settings](#)' section of the [Safeguarding Sheffield Children](#) website.

Safeguarding is everyone's business and it could happen here!

We ALL have a **statutory duty** to:

"Safeguard and promote the welfare of children"

This means:

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

[Working Together to Safeguard Children](#), DFE 2015

**Remember: a child is defined as any person under the age of 18 years
(Children Act 1989)**



A Good Practice Guide to Safeguarding in Education

A positive and preventative curriculum, teaching students:

- To make healthy & safe lifestyle choices
- How & who to ask for help if their health or safety is threatened

A safe learning environment where students know:

- It's okay to talk
- They will be listened to
- They feel safe and secure
- They don't face bullying or discrimination
- Their medical needs are met

Partnership with parents and carers:

- Open & honest relationship with school
- Involvement at all stages of a student's education & care

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children', DfE 2015 as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances

Safeguarding our students is more than child protection – we will promote their health & well-being & ensure their personal & emotional development

Safeguarding policies, procedures & guidance:

- Easily accessible documents for parents, carers, students and staff
- Following national and local guidance
- Reviewed annually

Inclusive practice:

- All students will be helped to fulfil their potential
- A culture where every student feels included regardless of their background or circumstances

Early intervention:

- Early identification of students with additional needs
- Multi-agency intervention and co-operation
- Good information sharing
- Common assessment of need

Well trained volunteers, staff & management:

- Appropriate levels of training & support
- Clarity & confidence about day-to-day expectations
- Working together to safeguard students

Safe recruitment, selection & management practices:

- Identify, deter & reject people who are unsuitable to work with children & young people
- Following national & local guidance



Designated Safeguarding Lead & Deputy

All education settings in Sheffield must have a Designated Safeguarding Lead & one or more Designated Safeguarding Deputies (DSL/D's).

The DSL/D role has lead responsibility for all child welfare and child protection issues

The DSL must be a senior member of the leadership team with the appropriate status, authority, time, funding, training, resources and support for the role.

All DSD's should be trained to the same standard as the DSL, work with the DSL or act in their absence.

Staff in both roles must have the designated safeguarding role explicitly stated in their job description.

The DSL/D role:

Refer or support other staff to refer:

- Suspected abuse to Children's Social Care
- Concerns about radicalisation to the Channel Programme
- Persons dismissed/left due to risk or harm to a child to the Disclosure and Barring Service
- Cases where a crime may have been committed to the Police as required.

Liase with:

- The Head or Principal about e.g. ongoing section 47 enquiries and police investigations
- The "case manager" and the Local Authority Designated Officer (LADO) about any child protection concerns relating to a staff member
- Staff and provide support, advice and expertise about safety, safeguarding and referrals
- Contributing to the assessment of children by working with all appropriate agencies & the local authority, including attendance at strategy discussions & multi-agency meetings

Ensure your safeguarding policies are:

- Known, understood and used appropriately
- Reviewed annually with your governing bodies or proprietors
- Available publicly

Raise awareness to ensure that:

- Parents are aware that referrals about suspected abuse or neglect may be made and understand the role of the setting in this
- The setting liaises with the SSCB about training & local safeguarding policies

Training:

Attend relevant & refresher courses at least every 2 years & receive & understand updates of the knowledge & skills for the role, including:

- Assessment process for early help & intervention
- Child protection case conferences
- Safeguarding policy and procedures
- Children in need, those with special educational needs & young carers
- Keeping detailed, accurate, secure written records of concerns and referrals
- The Prevent duty & radicalisation
- Encourage a culture where staff take the wishes & feelings of children seriously
- Providing regular staff updates about safeguarding issues

Safeguarding file:

When children leave the setting, the DSL/D must ensure their file is securely transferred to their new setting, separately from the main pupil file, as soon as possible & receipt is confirmed

Availability:

- During term time hours the DSL/D should be available in person (or exceptionally by phone) to discuss safeguarding concerns
- Settings should arrange appropriate cover for the DSL/D role for out of hours or holiday activities involving children

If you need safeguarding advice, phone the:

Safeguarding Children Advisory Service

Mon-Fri, 9-5pm, Tel 0114 2053535

Useful links/resources:

- [Working Together to Safeguard Children, DfE 15](#)
- [Keeping Children Safe in Education, DfE 2016](#)

Keep your team details updated on [Schoolpoint 365, Sheffield Safeguarding Children Service area](#), we will add your training records, communicate with you & more!



Whistleblowing

Whistleblowing is when someone raises concerns, usually relating to misconduct or malpractice that has happened in the past, is happening now or they fear may happen in the future either within the organisation they work for or externally.

The Public Interest Disclosure Act 1998 protects workers from any detriment from their employer (e.g. bullying or termination of contract) if they disclose information that they reasonably believe is made in the public interest and relates to:

- A criminal offence
- A failure to comply with a legal obligation
- A miscarriage of justice
- Health and safety
- Environment damage
- Information concerning the above has been or is likely to be deliberately concealed.

All organisations should have a clear whistleblowing procedure that is referenced in training and their behaviour policy.

Furthermore there should be an organisational culture that:

- Encourages a safe environment that welcomes the raising of concerns, the resolution of conflict and the building of trust
- Understands the benefit of addressing issues
- Supports staff to reflect about their practice
- Responds to concerns quickly, proportionately, fairly and without reprisal
- Values regular staff learning and training

Whistleblowing is different from a complaint or a grievance - a **grievance** is when an employee has a dispute about their employment & this is dealt with by their organisations' internal procedures.

A **complaint** is usually about someone being poorly treated and seeking redress or justice. Ofsted has limited powers to deal with complaints e.g. about settings that Ofsted regulates such as childcare providers and children's homes.

In the case of maintained schools Ofsted can consider complaints relating to standards of education, pupil achievement, pupil needs not being met and poor management practice.

If you are concerned about your (or any other) organisations practice about safeguarding children or vulnerable adults:

- Raise your concern internally, e.g. with your line manager
- If you feel unable to do this (e.g. your concern relates to them), raise your concern with one of the specified people in your organisation's whistleblowing policy
- If you have raised your concern but feel that the matter has not been dealt with appropriately, your whistleblowing policy should tell you how to escalate that concern
- If you are worried about how to raise a concern, seek independent advice e.g. through your trade union, professional body or the independent whistleblowing advice lines (see below)

In some circumstances your identity can be kept confidential, but this is not always appropriate and may limit an investigation. Anonymous allegations must be taken seriously, but information about a child or vulnerable adult being at risk must be passed to Social Care to be investigated and any anonymity may be lost.

Useful resources:

- ['Whistleblowing to Ofsted about safeguarding in local authority children's services'](#), Ofsted April 2014
- Public Concern at Work, tel. 020 7404 6609 or email: whistle@pcaw.org.uk
- Ofsted Whistleblowing Hotline tel. 0300 1233155, 8am to 6pm, Monday to Friday, or email: whistleblowing@ofsted.gov.uk or write to WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD
- [Sir Robert Francis's 'Freedom to Speak Up Review'](#)
- ['Whistleblowing procedure for maintained schools'](#), DFE 2014
- NSPCC Whistleblowing Advice Line, tel. 0800 028 0285



To promote good practice we will consider the following guidelines when working with children, young people, parents & carers:

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

Your educational establishment should:

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

Useful resources:

- [Working Together to Safeguard Children, DfE 2015](#)
- [Keeping Children Safe in Education, DfE 2015](#)
- [SSCB Child Protection & Safeguarding Procedures Manual](#)

Related policies & procedures on the Safeguarding Sheffield Children website:

- **Behaviour Guidelines, Sept 16**
- **Training Pathway, Sept 16**
- **Allegations of Abuse against Teachers and Staff in Education, Sept 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 their health & development
- Ensuring they grow up with the provision of safe and effective care
- Taking action to enable them to have the best outcomes.

How can you contribute?

- Put the welfare of the child/young person **first**
- Understand your safeguarding procedures & the role of Designated Safeguarding Lead & Deputy
- 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

Always ensure that the volunteer role:

- Is defined and understood by all
- 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**
- If it is about the Head Teacher, Principal or Senior Manager, you must go directly to the Chair of Governors and inform them
- 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 as appropriate.

If a child or young person 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 Designated Safeguarding Lead or Deputy (DSL/D)

Always write down what you have been told (using the actual words said to you) and give the record to the DSL or DSD **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 and barred list checks
- A Childcare Disqualification declaration.

For further information go to: [Keeping Children Safe in Education DfE 2016](#), Part 3).

You should have **Safeguarding Induction** from the Designated Safeguarding Lead or Deputy at your setting as soon as you start, which includes:

- **Your safeguarding policy & procedures**
- **Whistleblowing procedures**
- **Staff behaviour policy (safeguarding)**
- **The role of Designated Safeguarding Lead and Deputy (DSL/D)**
- **Keeping Children Safe in Education, DfE 2016 (Part 1 as minimum)**
- **Using mobiles, cameras & IT equipment**

All staff must receive 'Basic' safeguarding children training from the Sheffield Safeguarding Children Board every 3 years, and regular updates from the DSL/D within the setting.



Behaviour Guidelines

Staff & volunteers should read these guidelines alongside their employer's code of conduct

DO NOT:

- Use your position to gain access to any information for your own advantage or another persons' detriment
- Intimidate, threaten, bully, coerce or undermine anyone
- Use racist, sexist, homophobic or other language or behaviour that is derogatory or oppressive to others
- Engage in any sexual activity (even consensual) with a student under 18 years or a 'vulnerable adult' who is attending your educational setting
- Play games or have physical contact with a student that is inappropriate
- Use disproportionate force when addressing student behaviour
- Jump to any personal conclusions about staff, volunteers or student's behaviour
- Investigate any allegations about the behaviour of staff and volunteers yourself
- Make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with students
- Create any personal relationship with a student where one does not already exist
- Give **any** personal details about yourself or others to a student unless you have agreed this with a senior member of staff
- Be-friend or communicate with a student via personal internet accounts, social networking, apps or other electronic medium
- Rely on your good name or reputation to protect you when you behave inappropriately - it may not be enough

DO:

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

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

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

Sharing Information & Early Help

Why do we share information?

- To ensure the fullest possible picture of the child's circumstances
- To enable practitioners to assess the needs of the child properly
- To co-ordinate and improve service provision to the child and family
- To protect other adults and children

If you are unsure about sharing information, seek advice from your colleagues, supervisor, manager or the school Designated Safeguarding Lead.

Some examples of information to be shared:

- Child seems e.g. hungry, inappropriately dressed, has hygiene concerns;
- Child's behaviour is concerning e.g. aggressive, withdrawn, unhappy, overly familiar, sexually inappropriate;
- Suspicion/evidence child has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns;
- Things said by/about child that are concerning

For further information go to the **Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures at:** <http://sheffieldscb.proceduresonline.com/index.htm>

Who should I share information with?

Low level issues should be shared with support and/or teaching staff at your setting, as soon as possible.

Serious issues about a child or young person should **only** be reported to the Designated Safeguarding Lead (DSL) or their Deputy (DSD). This should be done **immediately**. The DSL/DSD will decide who else needs to have this information. Details of these staff are on the back page of this pack.

Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at the setting **must** be reported directly **and only** to the Head Teacher, unless it involves the Head Teacher and then it should be reported directly to the Chair of the Governing Body.

Early help

Early help achieves better outcomes for children. Assessments, help and support must be child-centred, family focused, holistic in approach and clear about outcomes. Effective communication and the appropriate sharing of relevant information are key in understanding what is going on for the child/young person. Supporting children/young people effectively involves building on strengths as well as identifying difficulties. Agencies will work together with children, young people and their parents to ensure best outcomes.

In Sheffield, the Thresholds of Need guidance has been developed to support early help. It assists workers to identify needs and analyse risk when working with children and their families in order to provide additional support in a timely manner. You can find this guidance at:

<https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board/sscb-information/thresholds-of-need-guidance.html>



Abuse & Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

Physical Abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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 or young person.

Emotional Abuse:

This is the persistent emotional maltreatment of a child or young person such as to cause severe and adverse effects on their emotional development.

It may involve conveying to a child or young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving them 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 them, including interactions that are beyond their developmental capability as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another, serious bullying (including cyberbullying), causing children and young people to frequently feel frightened or in danger, or the exploitation or corruption of children or young people.

Some level of emotional abuse is involved in all types of maltreatment of a child or young person, although it may occur alone.

Neglect:

This is the persistent failure to meet a child or young person's basic physical or psychological needs, likely to result in the serious impairment of their health or development.

Neglect may occur during pregnancy 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 them from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.
- It may also include neglect or being unresponsive to their basic emotional needs.

Sexual Abuse:

This 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 they are 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 or young people 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 (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Taken from: *'Working Together to Safeguard Children', DFE 2015 (Appendix A, page 92)*

Procedure if child abuse is discovered or suspected

Basic Principles:

- Do not interrogate the child, but check out in a non-leading way that you are clear about what the child or young person is saying
- Do not discuss your concerns with the mother/father/carer until you have talked to the Designated Safeguarding Lead (DSL) or their deputy (DSD).
- If possible, ensure that a familiar, trusted adult remains with the child
- Do not promise the child that you will not tell anyone or to keep 'secrets' about what they may say to you – it is vital that the child receives appropriate support and protection from other agencies
- Allow the child space and time to talk to you
- Do not keep information to yourself (you need to share it immediately with the DSL/DSD), but do not discuss it with others unless the DSL/DSD agrees to this.
- If the DSL/DSD are not available, you should immediately contact the:

Safeguarding Children Advisory Service, Tel: 2053535, Monday to Friday, 9-4.30pm

NB. If, at any point, there is a risk of serious harm to a child a referral should be made to children's social care immediately. Usually this is done by the DSL or DSD. However, anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. If necessary, they should refer direct to children's social care themselves. Concerns should always lead to help for the child at some point.

Relevant Information:

Try to give the DSL/DSD as much detail as possible about what you have seen or heard. Include:

- Details of child
- Location of child
- Details of the concern
- Condition and expectations of the child
- Information given to/ received from parents/carers, if any
- Any background information.

Documentation:

You will be asked to document any incidents and concerns you have when you have talked to the DSL/DSD. This will need to be done straight away; if someone has told you something you should document the actual words that they said to you. The DSL/DSD will give you further guidance about what this documentation requires.

Confidentiality:

Do not discuss any confidential information about a child with general staff without the agreement of the DSL/DSD or Head Teacher. Do not discuss any confidential information about a child with friends, family etc.

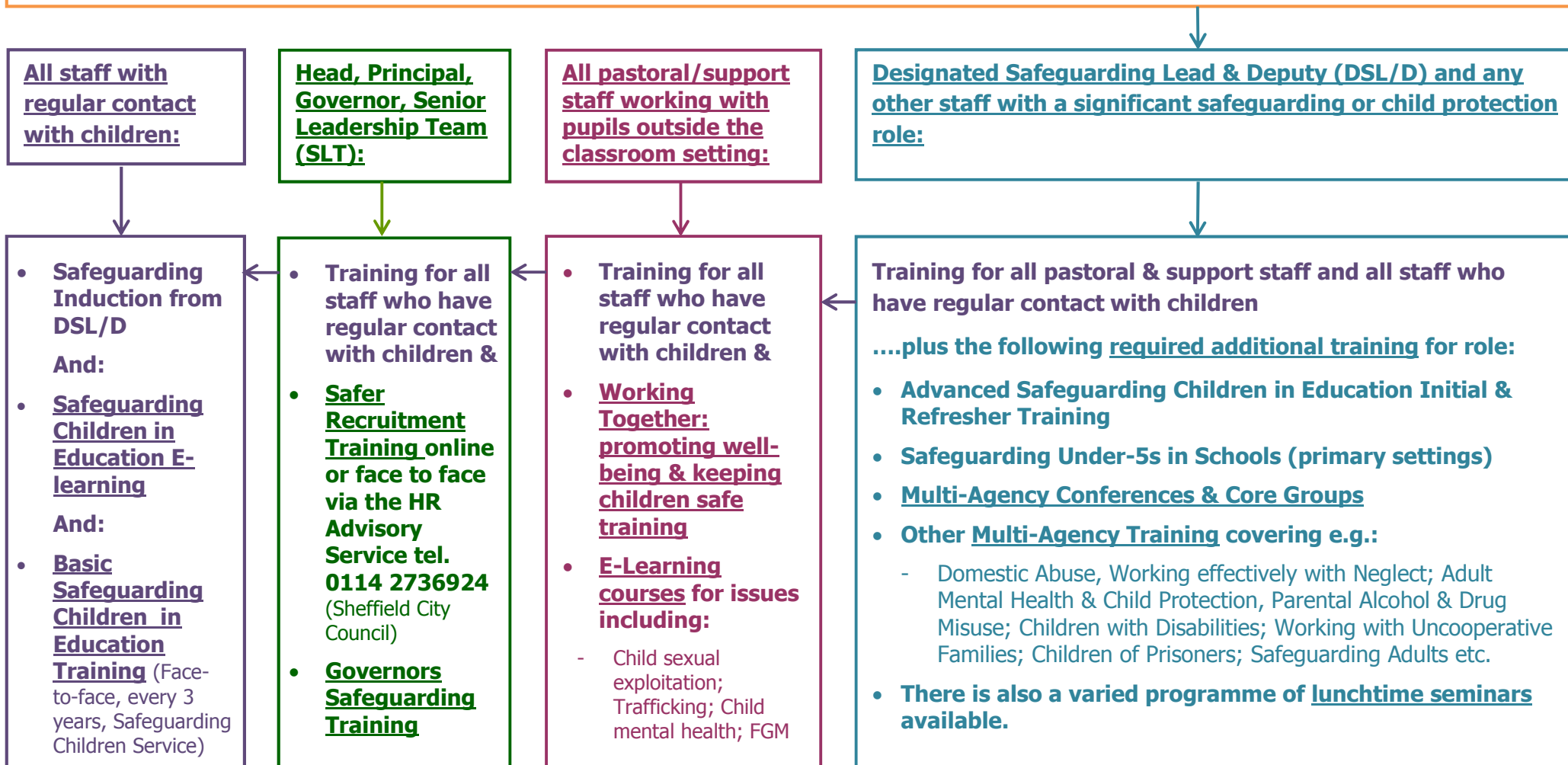
No information about a child should be left lying around. Safeguarding and Child Protection records should not be seen by anyone else, without permission from the DSL/DSD, including anyone with parental responsibility.



Safeguarding Children in Education Training Pathway

Further Training and Booking Information at: [Training for Education Settings](#)

All staff in Early Years and Foundation Stage school settings should follow this training pathway. Foundation Stage Leads who are Designated Safeguarding Deputy's in primary schools should complete the education training pathway for DSL/D's **unless they solely** work with children 5 years old and under. In this case only they should attend the **Early Years Advanced Safeguarding and Child Protection Training**





A Safeguarding Policy Front Sheet

Bradfield School

We all have a statutory duty to “safeguard and promote the welfare of children”, ([Working together to safeguard children, DfE 2015, page 5](#))

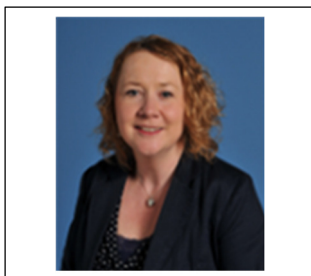
If you have any concerns about the health and safety of a child or young person at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues such as a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry about reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

However, if you think that a child, a young person or an adult who cares for them has been or might be harmed; please talk to one of the people below immediately.

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

The people you can talk to are:



Our Designated Safeguarding Lead is:

Name: **Mrs Donna Barker**

Their office is located: **N1/0 OFFICE**

Their tel. no is **(0114 286 3861) Extension 5001**



Our Designated Safeguarding Deputy is:

Name: **Mrs Claire Fletcher**

Their office is located: **N0/0 OFFICE**

Their tel. no is **(0114 286 3861) Extension 5001**

An allegation or disclosure involving someone working with children in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

This document can be laminated & given to parents, supply staff & visitors at your building reception, to help them to identify your safeguarding team quickly & share information easily



The Safeguarding Children Team in your setting includes:

Head Teacher/Principal: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: **Ian Gilbert** Tel no: **5000**

Designated Safeguarding Lead (DSL): a member of senior leadership team responsible for addressing safeguarding issues, providing advice & support and liaising with the local authority & other agencies.

Name: **Donna Barker** Tel no: **5001**

Designated Safeguarding Deputy (DSD): a teacher or support worker (not admin or finance worker) who works with and covers for the DSL role above.

Name: **Claire Fletcher** Tel no: **5011**

Special Educational Needs Coordinator (SENCo): provides advice, liaison & support for staff & agencies working with pupils with special education needs & disabilities and their families

Name: **Elaine Barber** Tel no: **5012**

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children and young people by helping staff understand issues that affect how they learn and achieve

Name: **Claire Fletcher** Tel no: **5011**

Child Sexual Exploitation (CSE) Lead: develops and maintains policies & staff awareness of CSE, the Sheffield Safeguarding Children Board responsibilities and the Sexual Exploitation Service key priorities

Name: **Claire Fletcher** Tel no: **5011**

Your Safeguarding Children Team also links with the:

Safeguarding Governor: helps the Governing Body to have safeguarding policies & procedures in place, ensures they are followed and addresses general safeguarding issues that staff and parents raise

Name: **Julie Gill** Tel no: **See Head Teacher**

Chair of Governors: addresses allegations of abuse made against the Head Teacher (and other members of staff when the Head Teacher is not available), liaises with the Local Authority; and works with the Head to ensure safe recruitment practices

Name: **Deborah Eaton** Tel no: **See Head Teacher**