

**Safeguarding Policy**

**Sheffield Music Hub**

**Children, Young People & Families**

**ACADEMIC YEAR: 2019/2020**

###### Named staff with designated responsibility for Child Protection:

(Serious concerns about a child or young person should **immediately** be reported to the **Designated Safeguarding Lead (DSL) or their Deputy only**)

**The Local Authority Designated Officer provides guidance and management for allegations made against staff or other persons working with children. DO NOT USE THIS CONTACT FOR REPORTING OTHER SAFEGUARDING CONCERNS.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name and Title** | **Location** | **Contact** |
| **Designated Safeguarding Lead**  **(DSL)**  **Looked After Children lead/SENCo** | **Judith Ennis**  **Music Hub Manager** | Sheffield Music Hub  Stadia Technology Park, Block C,  60, Shirland Lane, Sheffield, S9 3SP | 0114 205 3912  07790 374498  [judith.ennis@sheffield.gov.uk](mailto:Judith.ennis@sheffield.gov.uk)  **(For all concerns related to a child’s well-being or safety)** |
| **Designated**  **Safeguarding Deputy**  **(DSD)** | **Robin McEwan**  **Music Hub Manager** | Sheffield Music Hub  Stadia Technology Park, Block C,  60, Shirland Lane, Sheffield, S9 3SP | 0114 205 3912  07891 569624  [robin.mcewan@sheffield.gov.uk](mailto:robin.mcewan@sheffield.gov.uk)  **(For all concerns related to a child’s well-being or safety)** |
| **Head of Music Education - Sheffield**  **(Head of Music Hub)**  **Designated**  **Safeguarding Deputy**  **(DSD)** | **Ian Naylor** | Sheffield Music Hub  Stadia Technology Park, Block C,  60, Shirland Lane, Sheffield, S9 3SP | 0114 205 3912  07989 258886  [ian.naylor@sheffield.gov.uk](mailto:ian.naylor@sheffield.gov.uk)  **(For all concerns related to a child’s well-being or safety)** |
| **Safeguarding Team and EVC** | **Lisa Hibbard** | Sheffield Music Hub  Stadia Technology Park, Block C,  60, Shirland Lane, Sheffield, S9 3SP | 0114 2506861  lisa.hibbard@sheffield.gov.uk |
| **E-Safety Co-ordinator and EVC** | **Kelly Dwyer** | Sheffield Music Hub  Stadia Technology Park, Block C,  60, Shirland Lane, Sheffield, S9 3SP | 0114 2506862  07896 807708  [kelly.dwyer@sheffield.gov.uk](mailto:kelly.dwyer@sheffield.gov.uk) |
| **Data Protection Officer** | **Mark Jones** | Level 8,  North Wing,  Moorfoot,  Sheffield,  S1 4PL | 0114 2736388  [dataprotectionofficer@sheffield.gov.uk](mailto:dataprotectionofficer@sheffield.gov.uk) |
| **Local Authority**  **Designated Officer (LADO)**  **Temporary arrangements May 2019** | **There will be a rota between the Child Protection Coordinator’s and Steve Hill, Service Manager;** | **To make a referral to the LADO please complete the *LADO request form 2018* and email it from your secure email to lado@sheffield.gcsx.gov.uk**  **0114 2734850** | **(For allegations against persons working with children only)**  NB. To make a referral when an allegation of abuse has been made against a person working with children, please follow the guidance on the Safeguarding Sheffield Children website. |
| **Line Manager for Head of Music Education - Sheffield** | Dawn Walton  Director Commissioning Inclusion and Learning | Sheffield City Council  dawn.walton@sheffield.gov.uk | 0114 2736680  **(For supervision of Head of Music Education – Sheffield** |

Music Hub Staff are responsible for knowing who the DSL is in each school in which they work. If the DSL is not clearly displayed at the school please request that this information is posted and/or made available in another way.

Lower level concerns should be reported as soon as possible to the class teacher or the DSLD in the school, higher level concerns should be reported to both the DSL in the school and to the Music Hub DSL. Further information about reporting is contained within this document.

**For general advice and support call Early help Assessment 0114 2037485**

**If you have safeguarding concerns about a child or young person and the DSL is not available then call 0114 2734855**

**See APPENDIX 9 for further details and contact numbers.**

**Music Hub DSD/L details are kept up-to-date on Schoolpoint365 – Safeguarding Children Service system by Kelly Dwyer.**

**Safeguarding Sheffield Children website**

[www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk)

APPENDIX 1: SMH Safeguarding Training

APPENDIX 2: Safeguarding Guidance for Partner Organisations

APPENDIX 3: Early Help, Protection and Support

APPENDIX 4: Key Resources/Additional Support

APPENDIX 5: The Importance of Documentation (what to put in a report)

APPENDIX 6: Cause for Concern Document

APPENDIX 7: Event Review Document - Safeguarding Risk Identified

APPENDIX 8: Recorded Media Consent for Children and Young People

APPENDIX 8A: Recorded Media Consent for Schools/ Organisations

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**Music Hub Safeguarding Children Policy**

**May 2018 – August 2019**

1. **Introduction and Definitions**

**1.1 Description of the Music Hub**

Sheffield Music Hub is a partnership organisation led by Sheffield Music Service (the Local Authority Music Service) and made up of music organisations, music educators and freelance musicians. The safety and well-being of children is central to the work of the Music Hub. This policy is designed to address all safeguarding issues including specific advice for those who work in the music profession.

**1.2 Sheffield Music Hub Aims and Safeguarding Objectives**

1. Aims

The Sheffield Music Hub enables children and young people from all backgrounds and every part of Sheffield to deepen their enjoyment of music and progress to the highest levels of excellence.

Every child is entitled to vigilant care and support on the part of all of those associated with the Music Hub, and it is our statutory duty to care for and ensure that they are healthy, safe, enjoying life and able to achieve their full potential.

1. Objectives

* To have a clear, up-to-date safeguarding policy that is available to all families, employees, volunteers and associates in accordance with Safeguarding Sheffield Children’s Board policy.
* To ensure all people working with the Music Hub know what the procedures are for reporting concerns or allegations against individuals.
* To promote a music curriculum which has the well-being of children at its core?
* To communicate and discuss safeguarding values with all families, employees and associates of the Music Hub.
* To provide training to all people working for the Music Hub.
* To signpost or make training available to partners of the Music Hub when required
* To ensure safe recruitment in a way which deters those who may wish to harm children from becoming involved in the Music Hub?
* To share this policy with Music Hub partners and to require Music Hub partners to provide copy of an up-to-date safeguarding policy each year as part of the Partnership Agreement.

**1.3 Guidance used to inform this Policy**

* 1. Statutory & Non-Statutory guidance:

Appropriate Language: Child Sexual and/or Criminal Exploitation – Guidance for Professionals (2018)

Data protection: a toolkit for schools (DfE Beta version 2018)

*Keeping children safe in education* (DfE 2015)

*Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.* (From ‘Keeping children safe in education’ DfE July 2015)

*Working together to safeguard children* (DfE 2015)

*Information sharing: advice for practitioners providing safeguarding services* (DfE 2015)

*What to do if you are worried a child is being abused (DfE 2015)*

*Early years and foundation stage* (DfE 2014)

*Disqualification under the childcare act 2006* (DfE 2015)

*Mandatory Reporting of Female Genital Mutilation – procedural information (HO/ DfE 2015)*

b. Safeguarding Sheffield Children Board guidance:

SSCB Child Protection and Safeguarding Procedures

[www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk)

c. Recommended toolkit for the voluntary sector:

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)

**1.4 The Definition of Safeguarding**

Safeguarding is defined as:

* protecting children from maltreatment
* preventing impairment of children’s health or development
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcome.

*Safeguarding children and young people and promoting their well-being is therefore more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose.*

**1.5 Definitions of Abuse**

There are different types of abuse. They are:

* physical abuse
* verbal abuse
* emotional or psychological abuse
* sexual abuse/exploitation
* neglect
* bullying and discrimination
* child trafficking
* female genital mutilation (FGM)
* extremism & radicalisation.

Types of abuse can include domestic violence (even if between adults), honour based violence (HBV) and forced marriage. Abuse can be a matter of omission as well as abusive action. Victims of abuse may feel all kinds of emotions, including feeling frightened, confused, alone, guilty, unloved and ashamed.

All people who work with and for the Music Hub should feel they can seek advice as well as report concerns and discuss issues arising from their contact with children and young people (see contacts on front page).

A list of indicators of child abuse is available in section 12.

**2 Roles and Responsibilities**

Safeguarding is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play (‘Working Together to Safeguard Children’ March 2015). It is our duty to prevent abuse as well as to report it. Every member of staff including business support and volunteers has a duty of care and must follow the guidelines for conduct and behaviour. We all have a statutory responsibility to safeguard and promote the welfare of children and young people. It is the responsibility of all staff and volunteers to know who the Designated Safeguarding Lead (DSL) is for every school in which they work. Issues and concerns must be reported to a school DSL and the Music Hub DSL or DSD without delay. This would lead to a Cause of Concern form being completed and appropriate action being taken.

**2.1 Role of the Designated Safeguarding Lead (DSL)**

The DSL must be a senior member of the leadership team. They have a legal responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the Local Authority, and working with other agencies. The DSL and Deputy DSL for the Music Hub are listed on the front page of this policy.

**2.2 The Role of the Local Authority Designated Officer (LADO)**

The role of the LADO is to provide advice, guidance and management of situations in which there is an allegation made against a person working with children and young people. The LADO will investigate a situation and liaise with the police and other agencies. It is important in the event of an allegation against a person who is an employee that HR advice is sought at an early stage. (See front cover)

|  |  |  |
| --- | --- | --- |
| **Local Authority**  **Designated Officer (LADO)** | **TEMPORARY ARRANGEMENTS MAY 2019:**  **There will be a rota between the Child protection Co-ordinators and Steven Hill, Service manager.** To make a referral to the LADO please complete ***the LADO request form 2018*** and email it from your secure email to lado@sheffield.gcsx.gov.uk | **0114 273 4850** or via **LADO@sheffield.gcsx.gov.uk** |

**2.3 The Role of Schools**

Schools are the first point of contact for anyone with concerns about a child. The DSL in a school should be informed immediately of concerns and school procedures should be followed.

**2.4 The Role of Partners**

All partners of the Music Hub are expected to have an up-to-date safeguarding policy. They are expected to provide their staff and volunteers with training and to adhere to all statutory responsibilities for the safeguarding of children. A copy of the organisation’s safeguarding policy and procedures will be inspected as a condition of partnership.

Further safeguarding guidance for partner organisations can be found in **APPENDIX 2.**

**2.5 The Role of Music Leaders**

Music Leaders are employed by the Sheffield City Council (SCC) to teach in Sheffield schools and the wider community. They are required to adhere to this policy and these procedures. They will be required to have an enhanced DBS check every three years, a basic safeguarding course every year and to complete a disqualification and barring form in line with SCC procedures.

**2.6 The Role of Accredited Teachers**

Accredited Teachers are freelance musicians who are individual partners of the Music Hub. They are required to follow the safeguarding procedures for Music Leaders (above) in order to retain their accreditation.

**2.7 The Role of Volunteers**

SMH welcomes the role of the Volunteer to support central activities, events & concerts. The positive influence and support of volunteers is embedded in all our work. SMH raises an Enhanced DBS, raised by Sheffield City Council for all weekly volunteers.

If a Music Leader/Ensembles Director, would like a professional musician to play in a music group, in a rehearsal/ concert (one off event), this will be discussed in the planning stage with the DSL/D. A risk assessment will be completed with appropriate measures put into place. If this becomes more regular, a Sheffield City Council Enhanced DBS would need to be raised.

If a parent/carer wished to help for one occasion, their role would be public facing (for example ticket sales) and supervised by an Enhanced DBS SMH member of the team.

The DSL/D works closely with Gillian Hume (Music Leader) who co-ordinates, trains and supports SMH Volunteers.

**2.8 Protecting Children: Seeking Advice and Reporting**

Examples of scenarios that staff may encounter are given below. Advice is available at any time; please do not hesitate to ask a school or Music Hub DSL/D, if you are unsure of the appropriate course of action.

**You are teaching in a school during school time**

* **You think something is wrong with a child and you are not sure what to do** – discuss your concerns immediately with the class teacher & schools DSL/D. You may be asked to record your concerns with the DSL/D. Speak with the Music Hub DSL/D.
* **You see an injury (and you do not have any other information)** – you must report to the class teacher AND seek advice from the school DSL/D. Speak with the Music Hub DSL/D.
* **Child reveals information to you which may indicate abuse, neglect, bullying, participation in or victimisation by gang activity** – you must report to the DSL/D in school AND Music Hub DSL/D immediately.
* **Child reveals information about contact with an adult or another child which may pose a risk.** One example would be exposure to radicalisation and/or extremist views. You must report to the DSL/D in school AND Music Hub DSL/D immediately.

It is likely you will be asked to record any of the above scenarios and subsequent actions on a school’s written document AND on the SMH *Cause for Concern* sheet (**APPENDIX 7**). Any safeguarding records should be sent only through safe electronic means.

Write the report timely and accurately. You could be called to court to give evidence whether as a witness of a disclosure or a witness of an incident.

**In every case:**

* really listen to the child - allow the child time to speak. Use open questions like “Tell me…” Show you care and help them ‘OPEN UP’
* seek clarification from the child if necessary but do not press for information
* stay calm and be reassuring
* reassure the child they have done the right thing by telling you, use phrases like ‘you’ve shown such courage today’
* do not promise to keep information confidential. It is vital that the child receives appropriate support and protection
* do not say that everything will be OK now (don’t promise something you cannot deliver)
* offer reassurance to a child that he/she will be kept safe and take immediate action to protect a child

You may wish to say something like:

*“I am going to try and help. I’m going to talk to X and they will help you through this. You did the right thing by telling me.”*

* Remain calm, no matter how difficult it is to listen to the child – think of how hard it must be to say it. Some things are very difficult to talk about, you’ve been chosen because the child feels they can talk to you. If you show anger, disgust or disbelieve then the child may stop talking for fear of upsetting you further or feel that your negative feelings are being directed towards them
* Take your time and slow down – respect pauses and don’t be tempted to interject or interrupt. Recognise and respond to *their* pace and body language
* talk in a quiet place if possible
* take what you are being told seriously even if you are not sure if you believe it
* do not ask the child to write it down
* do not photo any injuries
* Always record the time and date and make notes on what you noticed and how you reported it. Use the importance of documentation guidance to help you record accurately – see **APPENDIX 5**
* do not discuss your concerns with the mother/father/carer until you have talked to the DSL/D
* you can always seek advice from and report to the DSL of the Music Hub but issues during school time and in a school should go immediately to the school
* be prepared to confirm verbal and telephone referrals in writing within 24 hours of being made.

**Further advice: see Appendix 12**

[NSPCC Learning: let children know you’re listening](http://email.nspcc.org.uk/c/1nb9QjyCT2MTXkneQk8vsURXo)

**Further information:** [Let children know you’re listening: the importance of an adult’s interpersonal skills in helping to improve a child’s experience of disclosure (PDF)](http://email.nspcc.org.uk/c/1nb9UiTYjM8oVj7qHTwRbTu2Z)

[Let children know you’re listening poster (PDF)](http://email.nspcc.org.uk/c/1nba2hAFbePoRgBOr2jyDQIeb)

**Read more on NSPCC Learning:** [Recognising and responding to abuse](http://email.nspcc.org.uk/c/1nba6gW0BYaTPfm0iBHUmPkjM)

**Remember this is about prevention, not just reporting.**

The DSL/D may reach out to:

Safeguarding Advice Line (support for practitioners)

Tel. 0114 273 4855

And the Child Protection Enquiry Team (CPET) where there are specific welfare concerns or allegations about a child or young person as the specifics can be cross referenced using the name and DOB. CPET checks relevant information held on the Children’s Social Care database. This is a two-way exchange of information.

DSL/D will provide the CPET with a landline telephone number so their status can be verified before any information is exchanged or passed on. CPET will record the enquiry, the practitioner’s details and the reason for their concern.

**Tel. 0114 273 4925**

**If the situation arises during ensembles/twilight lessons (not during school hours),** please follow the protocol below report all concerns and seek advice directly from the Music Hub DSL/D whether that is on the night or the next day as appropriate for the need.

**If a child/ young person are not picked up, please follow the protocol below:**

1. After 10 mins of the finish time, the director for the group will contact the parents/ carer by telephone. Please try multiple numbers as the parent/ carer maybe driving. The director/ volunteer will leave a voice mail enquiring on the situation. Do request for a return call within the next 10 mins and provide your contact number.
2. If there has been no communication or update from a parent/ carer within 20 mins of the finish time – please call back again. “Hello, this is X from Sheffield Music Hub. Could I ask that you contact me in the next 10 minutes as we are concerned that you are ok as x hasn’t been picked up?  As per our policy, I will be contacting Social Care in the next 10 mins. My telephone number is X.”
3. If a child is not collected within 30 mins of the finish time, the director will contact Sheffield Children/ Young Peoples’ Social Care on the out of hours number(Tel. **0114 2734855**). Please make the Safeguarding person listed below aware of this situation.
4. If Social Care, do not pick up – please contact 999. Please make the Safeguarding person listed below aware of this situation.
5. If a member of the SMH requires immediate support, the following people are a point of contact on each evening through their personal mobile numbers:

Judith Ennis (Tuesday)

Robin McEwan (Wednesday)

Ian Naylor (Thursday)

1. If there is a situation, where you perceive there is a persistent pattern of lateness, the director will speak to the parents/ carers to address this and find solutions.

**2.9 Significant Harm**

If it is believed or suspected that a child is suffering or likely to suffer significant harm then a referral to Children’s Social Care is mandatory. Information is available on the Sheffield Safeguarding Children Board link:

<http://sheffieldscb.proceduresonline.com/chapters/p_making_refer.html#ensuring>

All contact numbers for referrals are available here:

<http://sheffieldscb.proceduresonline.com/chapters/pr_contacts.html>

**The Child Protection Enquiry Team number is 0114 273 4925.**

Guidelines for working across inter-agencies are clearly outlined here:

<http://www.workingtogetheronline.co.uk/chapters/chapter_one.html#flow_one>

**3. Abuse of Trust**

**All adults who work with children and young people in the Music Hub hold a position of trust.**

**All staff and/or volunteers should ensure that:**

* all relationships are conducted appropriately to the age, gender and understanding of the children and young people involved
* personal conduct and use of language does not invite any speculation as to the appropriateness of any relationship with a child or young person.

**From time to time staff and/or volunteers may encounter children, young people or vulnerable adults who display attention seeking behaviour, or profess to be attracted to them.**

**Staff should:**

* Deal with those situations sensitively and appropriately
* Ensure that their behaviour is not misinterpreted
* Ensure that a senior colleague is made aware of the situation immediately.

**4. One-to-One Working**

Music Hub staff are encouraged to work in small groups and pairs when teaching specialist lessons. However there will be cases, often with older and more advanced pupils, when one-to-one lessons are more appropriate. When teaching in one-to-one situations staff should be aware that students are particularly vulnerable to misinterpretations or inappropriate behaviour.

Guidelines when teaching one-to-one are:

* to be sensitive to how the student may feel about your actions
* to keep professional boundaries as you would with a whole class
* do not try to develop a ‘friendship’ or communicate with the student directly outside of lesson time
* do not reveal personal information to the student or exchange mobile numbers or email addresses
* only touch a student when there is a sound educational reason (moving a hand into the correct position) and gently explain the reason
* Do not agree to teach in rooms which are in isolated positions, without windows or too small in size.
* ensure the Head of Music or another member of staff in the school is aware of when and where you are teaching each week
* Apply the guidance for reporting concerns and taking advice in Secondary Schools as well as in Primary Schools.

**4.1 Safe Venues**

All music lessons and activities delivered by Music Hub staff and accredited teachers should ideally take place on SCC premises or in professional educational settings. However accredited teachers may use professional or private studio within the home but regardless of venue all aspects of the safeguarding policy should be adhered to at all times.

**5. Behaviour Guidelines for Music Hub Staff and Volunteers**

Remember: it is always possible that someone may misinterpret your actions, however well intentioned. Ask yourself are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?

**5.1 Do Not:**

* use your position to gain access to information for your own advantage or another’s detriment
* intimidate, threaten, coerce or undermine anyone
* engage in any sexual activity (even consensual) with a student under 19 years of age with whom you are working.
* play games or have physical contact that is inappropriate
* jump to conclusions about people’s behaviour without checking facts
* investigate any allegations on your own
* make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter
* create a 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
* allow any student to access any of your personal accounts on social networking sites
* rely on your good name to protect you - it may not be enough.

**5.2 Do:**

* remember that an allegation could be made against you
* report all Health & Safety issues without delay
* keep students safe and protect them from physical and emotional harm
* look after yourself
* treat **everyone** with respect by celebrating diversity and ensuring cultural dignity
* provide a positive example to others and encourage them to follow
* whenever possible, work with another appropriate adult in all planned activities
* make sure you are seen and/or heard by others if working alone with a student
* respect everyone’s 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 or bullying between children or involving an adult to a child
* familiarise yourself with the schools code of behaviour
* report any gifts you receive and ensure they are not of significant value or intention
* give gifts to students **only** as part of an agreed reward system
* follow procedures for reporting all allegations against staff, carers and volunteers.

Staff that are asked to work in inappropriate venues (such as cupboards, rooms with no window, rooms in isolated areas) should first discuss the problem with the school and then if changes are not made, report the situation to their line manager.

**6. Educational Visits, Tours and Residential Courses**

**All Music Hub groups that wish to embark upon a special day out, tour or residential course must first seek permission from Ian Naylor, Head of Music Education - Sheffield at least six months in advance of the trip.**

SMH Music Leaders will discuss with a SMH manager and complete the detailed Event Spreadsheet which covers all aspects of this event/ visit/ residential course. Details covered, would include which group(s) are going, how well the venue or area is known, what safeguarding measures will be in place (including a staffing list and pupil/staff ratio), First Aid, itinerary, use of EVOLVE, child licensing and financial details. With this information, Ian Naylor, the Head of Music Education would give permission to proceed. Sheffield Procedures and risk assessments for visits must be signed off by the Sheffield City Council Educational Visits Coordinator based at Thornbridge Outdoor Centre.

If a significant safeguarding risk was identified during an event/visit/ residential course, the Event Review Document would be completed, discussed and shared with the SMH DSL/D to assist with future planning/ training.

See **APPENDIX 6** for Event Review Document.

Sheffield Music Hub notifies the South Yorkshire Police of all events so that security assessments can be considered before any large event and policing resources allocated appropriately.

Sheffield Music Hub adheres to Children in Entertainment regulations, and all events will be planned in accordance with the Restrictions to Performances guidance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Age 0 to 4** | **Age 5 to 8** | **Age 9 and over** |
| **Maximum number of hours at place of performance or rehearsal** (Reg.22) | **5 hours** | **8 hours** | **9.5 hours** |
| **Earliest and latest permitted times at place of performance or rehearsal** (Reg.21) | **7am to 10pm** | **7am to 11pm** | **7am to 11pm** |
| **Maximum period of continuous performance or rehearsal** (Reg.22) | **30 minutes** | **2.5 hours** | **2.5 hours** |
| **Maximum total hours of performance or rehearsal** (Reg.22) | **2 hours** | **3 hours** | **5 hours** |
| **Minimum intervals for meals and rest** (Reg.23) | **Any breaks must be for a minimum of 15 minutes. If at the place of performance or rehearsal for more than 4 hours, breaks must include at least one 45 minute meal break.** | **If present at the place of performance or rehearsal for more than 4 hours but less than 8 hours, they must have one meal break of 45 minutes and at least one break of 15 minutes**  **If present at the place of performance or rehearsal for 8 hours or more, they must have the breaks stated above plus another break of 15 minutes.** | **If present at the place of performance or rehearsal for more than 4 hours but less than 8 hours, they must have one meal break of 45 minutes and at least one break of 15 minutes**  **If present at the place of performance or rehearsal for 8 hours or more, they must have the breaks stated above plus another break of 15 minutes.** |
| **Education** (Reg.13) | **N/A** | **3 hours per day (maximum of 5 hours per day). 15 hours per week, taught only on school days. Minimum of 6 hours in a week if aggregating over 4 week period or less.** | **3 hours per day (maximum of 5 hours per day). 15 hours per week, taught only on school days. Minimum of 6 hours in a week if aggregating over 4 week period or less.** |
| **Minimum break between performances** (Reg.23) | **1 hour 30 minutes** | **1 hour 30 minutes** | **1 hour 30 minutes** |
| **Maximum consecutive days to take part in performance or rehearsal** (Reg.26) | **6 days** | **6 days** | **6 days** |

**7. Safer Recruitment**

Candidates applying for a position with the Music Hub must provide a full work history without gaps (or with explained gaps in employment) and appropriate references, including one from a recent or current employer. The recruitment process is rigorous in order to ensure the safety of Sheffield children. Schools are discouraged from employing private instrumental tutors on the basis of a recommendation from another school unless they plan to carry out a safe recruitment process. This protection is one reason why it is a good idea for schools to use Music Hub Music Leaders or Accredited Teachers.

All Music Hub employees have completed a satisfactory Disqualification by Association declaration where appropriate.

**7.1 Disclosure and Barring Services (DBS- Formally known as CRB Checks)**

It is a mandatory for all staff working in schools and after-school centres to have an enhanced DBS check. The Local Authority (through Capita) carries out these checks before a member of staff begins work and they are renewed every three years.

Schools are likely to ask Music Hub staff for their disclosure number, which is clearly displayed on the back of their identity badge. Some schools may wish to photocopy the badge. Schools are not required to check a DBS clearance for a member of Music Hub staff themselves. This process is carried out by the Music Hub only and cleared through HR Connect.

**8. Allegations of Abuse against a Member of Staff or Volunteer**

**If an allegation of abuse is made against anyone working for or with the Music Hub, National Safeguarding guidelines will be followed as specified below:**

**8.1 Responding to a Complaint or an Allegation made to an Employer**

The person to whom an allegation is made or to whom a concern is reported should not question the child or investigate the matter further themselves. Instead, they should:

* treat the matter seriously
* avoid asking leading questions; keep an open mind
* communicate with the child (if the complainant) in a way that is appropriate to the child’s age, understanding and preferred language or communication style
* make a written record of the information (where possible in the child’s own words), including:
  + - when the alleged incident took place (time and date)
    - who was present
    - what was said to have happened
* sign and date the written record
* report the matter immediately to the designated senior manager (Headteacher if in a school or Head of Music Education – Sheffield if in a central activity), or deputy in his/her absence or where the senior manager is the subject of the allegation.

**8.2 In Response to a Complaint, the Head of Music Education – Sheffield will:**

* notify the Local Authority Designated Officer (LADO) within 1 working day of receipt of the allegation. The LADO will determine the nature and scope of the investigation
* inform the member of staff
* collect evidence, make basic checks (eg whether the member of staff was in that school on that day), take records (but no statements are taken at this stage)
* contact SCC HR to determine procedures.

**8.3 Witnessing an Incident Involving Another Member of Staff or Volunteer:**

* if you witness an incident which may be inappropriate or abusive involving an adult to a child, you have a duty to report this to the Headteacher if in a school or to the Head of Music Hub if during a central activity. If unsure you should not hesitate to take advice.
* if necessary you must take immediate steps to safeguard the child/children involved before reporting.

**8.4 If a Member of Staff or Volunteer Thinks an Allegation may be made or Feels they may have Behaved Inappropriately they should:**

* contact Ian Naylor, Head of Music Education – Sheffield immediately

**8.5 Scope of Procedures**

Procedures will apply where a person who works with children has:

* behaved in a way that has harmed or may have harmed a child
* possibly committed an offence against or related to a child
* behaved towards a child or children in a way that indicates that s/he is unsuitable to work with children.

They will also apply where:

* concerns arise about the person’s behaviour with regard to her/his own children
* concerns arise about the behaviour in private or community life of a partner, member of the family or other household member.

**8.6 NSPCC Whistleblowing Advice**

The NSPCC Whistleblowing Advice Line has been developed to provide support to employees wishing to raise concerns over how child protection issues are being handled in their own or other organisations.

The advice line is not intended to replace current practices or responsibilities of organisations working with children. The helpline advisors will encourage professionals to raise any concerns about a child with their own employer in the first instance. However, the advice line offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.

**The NSPCC Whistleblowing Advice Line number is 0800 028 0285.**

<https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

**8.7 Up -skirting**

The definition of ‘Up-skirting’ is when someone takes a picture under a persons’ clothing without their permission. Up-skirting is a specific criminal offence in England and Wales with the introduction of The Voyeurism Offences Act’ in 12th April 2019.

The practice is a distressing and humiliating violation of privacy for victims and serious offenders risk being placed on the Sex Offenders Register. Perpetrators will face 2 years in prison.

**9. Administration of Medicines and First Aid**

A child’s health should always be put first during lessons and activities and it is important that children are observed for signs of tiredness or illness and appropriate action taken when needed. This may be as simple as suggesting a child sits and rests for a moment (when playing wind instruments and singing this can be particularly important) or it may involve taking a child to a welfare officer in school if they are feeling unwell. For those working in schools during the school day, medicines should only be administered by an appropriate member of the school staff.

The Music Hub will train as many people as possible in emergency first aid and these will mainly be those who work in centrally-based activities outside school hours.

Staff and volunteers for centrally-based activities and groups will be informed as to the whereabouts of first aid equipment.

In case of serious medical emergency (outside of school hours/activities), the parent/carer should be notified immediately. It may be necessary to phone for an ambulance dialling 999 or to accompany a child to hospital. The child should be accompanied by a member of staff or volunteer until a parent/carer arrives.

Emergency contacts details for parents/carers will be kept and updated with ensemble registers.

For residential/trips, Sheffield Music Hub will seek detailed guidance from parents/carers, to ensure that the needs of the child are met.

**10. Bereavement and Loss**

Bereavement and loss is experienced by all of us across our lifetime. Recognising that you may be experiencing this whilst trying to support or assist a child/young person/family is crucial. Take care of yourself and ask for support by talking to a trusted family member, friend, colleague or the DSL.

**10.1 Types of Loss:**

* death of relative/friend
* miscarriage/abortion
* death of a pet
* parent in prison
* parental separation
* young person in or taken into care
* moving home/school/country etc.

Additional factors to be aware of around bereavement and loss are:

* traumatic bereavement
* death/separation linked to terrorism
* death/separation linked to gang activity
* death/separation resulting in/occurring whilst child/young person is in care
* language barriers
* learning disability
* cultural differences.

**10.2 Indicators of Bereavement and Loss:**

0-2 years

* no concept of death
* will notice the absence of a parent between 4-7 months
* anxious about separating from parent
* acts in ways they did when they were younger (regressive behaviour)
* feeding and sleeping difficulties.

2-5 years

* sees death as reversible
* may feel they have caused the death
* may make up fantasies to fill gaps in knowledge
* feels abandonment and separation
* despair
* angry about changes to their daily routine
* sleep problems
* complaints such as tummy aches.

5-11 years

* starts to understand the finality of death at about eight years old
* withdrawal/sadness/loneliness
* gets angry more often, difficulty concentrating at school
* tries to be the perfect child
* regressive behaviour
* tries to be brave and control things
* feels different to their peers, struggles to express him/herself verbally.

The impact of bereavement and loss on children and their families can affect their heath, financial situation, safety, contribution to society, ability to enjoy life and education.

Children and young people want/need help to gain control over their grief, feelings and needs. Here are some tips:

* be honest
* use plain language
* encourage questions
* reassure them
* ask them to tell their story
* Facilitate opportunities to meet/share with others who have had similar experiences.

Often, young people express their grief physically, rather than verbally. They tend to grieve in spurts and go through periods seemingly unaffected. They need to be reassured that it is ok to have fun as well as being supported to understand their often conflicting emotions. Young people may experience denial, guilt, anger, idealisation, panic, psychosomatic symptoms, numbness, loneliness, worry, confusion.

Support around bereavement is available – please see **APPENDIX 4**.

See [cruse.org.uk](http://cruse.org/) for further guidance on bereavement in teenagers.

https://www.cruse.org.uk/Children/teenagers-understanding-death

**10.3 Loss through Imprisonment**

Each year in England & Wales, c200,000 children have a parent who is sent to prison. Many children have siblings or other family members in prison.

Statistic – 41% of people who offend have experienced childhood bereavement.

Support

Teacher Support Helpline: 08000 562 561

Sheffield Samaritans: 0114 276 7277

Sheffield Educational Psychology Service (0114 250 6800) provide support and have expertise in crisis management.

Action for Prisoners provides advice, information, support networks, resources and training. In addition, a helpline is available on 0808 808 2003.

<http://www.prisonersfamilies.org.uk>

**11. Abuse - Definition and Indicators**

Some children are suffering or likely to suffer significant harm. Local authorities have legal justifications for compulsory interventions in a child’s life in order to decide whether they should take action to safeguard or promote the welfare of a child.

To understand significant harm, professionals would consider:

* the nature of harm in terms of maltreatment or failure to provide adequate care
* the impact on the child’s health and development
* the child’s development within the context of their family and wider environment
* any special needs such as a medical condition, communication impairment or disability that may affect the child’s development and care within a family
* the capacity of parents to adequately meet the child’s needs
* the wider and environmental family context.

It is therefore essential that you report all safeguarding concerns to the school DLS and Music Hub DSL as part of your professional duties. It is often the combination of small bits of information that build the jigsaw of a child’s/ young person’s life.

Identifying a child’s needs early is crucial. Schools provide early support with children/young people having an early help document to record low level additional needs with the parent/carer/member of the safeguarding team. If safeguarding concerns are identified, it indicates that a Family Common Assessment (FCAF) may be required. See **APPENDIX 3** for Early Help information.

Children/young people who are being abused or neglected are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired without the provision of services.

Below are definitions, indicators and circumstances that may suggest a child is at risk of significant harm.

**Definition of physical abuse**

Physical abuse is deliberately physical hurting a child which might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning/scalding, drowning or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

**Indicators of physical abuse:**

* bruising
* bruised eyes
* unexplained or unusual fractures/ broken bones/ joint injuries
* frequent injuries
* internal injuries
* suffocation – red dots around eyes
* substance misuse – access to drugs
* shaking
* bald patches
* scalds burns – radiator stripes – dipping injury
* poisoning
* bites (these may contain DNA – act ASAP)
* behavioural indicators – cringing or flinching if touched unexpectedly
* dressed inappropriately to hide bruises or other injuries (e.g. long sleeve shirt in the summer)
* violent to other children or animals
* fear of medical help or examination
* refusal to undress for gym
* chronic running away
* self-destructive tendencies
* fear of suspected abuser being contacted
* peer on peer abuse – child on child

**Definition of emotional/psychological abuse**

Emotional/psychological abuse is persistent emotional maltreatment of a child which can have severe and persistent adverse effects on a child’s emotional development. The effects of emotional abuse might take a long time to be recognisable; practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. This could be deliberately telling a child that they are worthless, unloved, inadequate or not giving a child the opportunity to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate, exploiting or terrorising a child/young person.

**Indicators of emotional/psychological abuse**

* physical, mental or emotional development delay
* sudden speech disorders
* overreaction to mistakes
* continual self-deprecation
* extreme fear of any new situation
* inappropriate response to pain
* neurotic behaviour
* delayed language development
* self-harm
* extreme behaviour – rocking – nail biting
* wetting or soiling
* difficulties with play
* forms relationships with adults not children
* frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
* extremes of passivity or aggression
* seeing/hearing the ill treatment of another
* domestic violence
* parents/carers who withdraw their attention from their child, giving the child the ‘cold shoulder’
* parents/carers blaming their problems on their child
* parents/carers who humiliate their child, for example, by name-calling or making negative comparisons.
* overstretching children (in a manner not appropriate for their age/ development)
* ‘cotton wool’ children (not allowed/encouraged to be independent at an appropriate level for their age/development)

**Definition of sexual abuse**

Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Some children/ young people who are victims of sexual abuse do not recognise themselves as such. Remember a child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (e.g rape or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside clothing). It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

**Indicators of sexual abuse**

* physical sexual health problems, including soreness in the genital and anal areas, injuries around genitals, sexually transmitted infections or underage pregnancy
* sexually inappropriate knowledge/language/behaviour for their age
* overly affectionate
* ask others to behave sexually or play sexual games
* wetting or soiling, day or nightmares
* sleeplessness
* self-harm
* eating disorders – loss of appetite or compulsive eating
* psychosomatic symptoms eg abdominal pain
* personality changes - isolated, withdrawn, insecure or clinging
* trying to be ‘ultra-good’ or perfect, overreacting to criticism
* itching around genitals
* fidgeting
* extreme reactions, e.g. depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
* watching pornography
* regress to younger behaviour patterns – thumb sucking or bringing out discarded toys
* inability to concentrate
* lack of trust/ fear of certain people or of a particular person or fear of a certain place
* being worried about clothing being removed
* female genital mutilation.

**Definition of sexual exploitation**

Sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assault. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child Sexual Exploitation (CSE) doesn’t always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Children/young people who are victims of sexual exploitation often do not recognise themselves as such.

**Indicators of sexual exploitation**

* appear with unexplained gifts or new possessions
* associating with other young people involved in exploitation
* have older boyfriends or girlfriends
* suffering from sexually transmitted infections or become pregnant
* mood swing or changes in emotional well-being
* drug and alcohol misuse
* go missing for periods of time or regularly come home late
* regularly miss school or education or don’t take part in education
* displaying inappropriate sexualised behaviour

The ‘Say Something’ helpline helps prevent and support vulnerable children/young people and victims of CSE.

Call or text 116000 to talk to someone.

<http://www.stop-cse.org/saysomething/>

**Definition of Female Genital Mutilation (FGM)**

FGM comprises of all procedures involving partial or total removal of the external female genital organs or any other injury to the female genital organs for non-medical reasons.

**Facts on FGM**

* FGM is very harmful. It is not like male circumcision. It causes long-term mental and physical suffering, difficulty in giving birth, infertility and even death. **FGM is illegal in the UK.**
* FGM is much more common than most people realise. Sheffield has a higher percentage of women who have experienced FGM and is considered a ‘hotspot’ nationally.
* It is estimated that there are around 74,000 women in the UK who have undergone the procedure, and about 7,000 girls under 16 who are at risk.
* FGM is traditionally practiced in Yemen, Oman, Malaysia, Indonesia and the United Arab Emirates as well as 26 countries in Africa including Somalia, Sudan and Sierra Leone.
* FGM is most often carried out on young girls aged between infancy and 15 years old. The age at which girls undergo FGM varies enormously according to the community beliefs and can occur at marriage or during the first pregnancy.
* FGM is often referred to as ‘cutting’, ‘female circumcision’, ‘initiation’, ‘Sunna’ and ‘infibulation’.

Indicators that FGM may be about to or has already taken place can be:

* a girl/young women may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’
* a prolonged absence from the school and a noticeable change in the child’s behaviour on their return, including a reluctance or inability to take part in physical activity
* a prolonged family trip to the country of origin. This procedure often takes place over the summer, as the recovery period after FGM is 6-9 weeks.
* mother or sister has undergone FGM
* a child may spend long periods of time away from class during the day – perhaps indicating bladder or menstrual problems
* any girl withdrawn from Personal, Social and Health Education may be at risk as a result of her parents/carers wishing to keep her uninformed about her body and rights
* when a female family elder is around, particularly when she is visiting from a country of origin
* communities/families that are less integrated into British society.

**Reporting FGM**

**FGM Reporting is essential.** Please see the FGM Reporting chart below to identify the route of reporting and the professional responsibilities/ lawful duty. This will vary depending on the age of the child/ woman and who has disclosed the information. Please see the FGM Reporting Information requirements to assist the Police/ Social Care.

**FGM Reporting**

**Woman (18+)\* discloses or is identified as having had FGM**

**Girl under 18 years\* tells you they have had FGM**

**Girl under 18 years\* is risk of FGM**

**Someone else tells you about a girl under 18 years\* who has had FGM**

**If there is a risk of life or likelihood of serious immediate harm**, report the case immediately to police, including dialling 999 if appropriate

A strategy discussion will consider the medical needs, issues & risks, which will include the police.

Refer girl to Children’s Social Care via safeguarding procedures.

Best practice is to report by the close of the next working day. Reporting must be within 31 days even if historical and happened outside of the UK.

Personal mandatory reporting duty – Ensure the police are notified ASAP via 101. You do not need to be 100% certain that FGM has been carried out. This duty is on the individual; the DSL can support you but cannot submit the report.

Does the woman have female children/ young female relatives/ pregnant?

Girls are more vulnerable if a mother/ sister/ auntie etc have undergone FGM.

Consider health needs, support & if any additional adult vulnerabilities that raise safeguarding concerns.

A strategy discussion will consider the issues and risk, which will include the police.

Refer girl to Children’s Social Care via safeguarding procedures.

Duty to speak with the School DSL/ SMH DSL to discuss who will contact Children’s Social Care (CSC) to refer.

If level of risk is unclear discuss with CSC.

Duty to speak with the School DSL/ SMH DSL to discuss who will contact Children’s Social Care (CSC) to refer.

If level of risk is unclear discuss with CSC.

*FOR INFORMATION*

*\*The relevant age is the girl’s/ woman’s age at the time of the disclosure/ identification of FGM. The purpose of duty does not apply when a woman aged 18 or over discloses she had FGM when she was under 18.*

Read the *Report information* *FGM* (pg 25 SMH Policy) to provide all the relevant information to assist the police.

*FOR INFORMATION*

*\*The relevant age is the girl’s/ woman’s age at the time of the disclosure/ identification of FGM. The purpose of duty does not apply when a woman aged 18 or over discloses she had FGM when she was under 18.*

**FGM Report Information**

You should be prepared to provide the call handler with the following information:

* that you are making a report under the FGM mandatory reporting duty
* your details:
* name
* contact details (work telephone number and email address) and times when you will be available to be called back
* role and place of work
* details of your organisation’s designated safeguarding lead:
* name
* contact details (work telephone number and email address)
* place of work
* the girl’s details:
* name
* age/date of birth
* address
* if applicable, confirmation that you have undertaken, or will undertake, appropriate safeguarding actions.

You will be given a reference number for the call and should ensure that you document this in your records.

Throughout the process, you should ensure that you keep a comprehensive record of any discussion held and subsequent decisions made, in line with standard safeguarding practice. This will include the circumstances surrounding the initial identification or disclosure of FGM, details of any safeguarding actions which were taken, and when and how you reported the case to the police (including the case reference number). You should also ensure that your organisation is kept updated as appropriate.

**FGM mandatory reporting is a legal duty provided for in the FGM Act 2003 & The Serious Crime Act 2015 requiring social and health care professionals and teachers\* in England and Wales to make a report to police when a Girl under 18years discloses they have had FGM.**

**The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.** The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. If however, you are unsure, or if the person making the report does not belong to a profession captured by the duty, you should report the case to the police, and highlight that a report may have been made previously. SMH DSL/D can support you with this but cannot make the report.

**Where there is a risk of life or likelihood of serious immediate harm, professional should report the case immediately to police, including dialling 999 if appropriate.**

\*The duty applies to any teacher who is employed or engaged to carry out ‘teaching work’ whether they do or do not have qualified teacher status

**FGM is child abuse, and employers and professional regulators are expected to pay due regard to the seriousness of breaches of the duty.**

**Failure to report is a criminal offence under The Serious Crime Act 2015.**

Further information including FGM phrases/terms in various languages is available at:

Multi-Agency Practice Guidelines: Female Genital Mutilation

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf>

<http://sheffieldscb.proceduresonline.com/chapters/p_female_gen.html>

Sheffield has a multi-agency FGM pathways to support victims and those at risk.

**Definition of neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Children who are neglected often also suffer from other types of abuse. Neglect may occur if a parent/carer becomes physically or mentally unable to care for a child. A parent, who has an alcohol or drug addiction, may be impaired in their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may involve a parent/carer failing to:

* provide adequate food, clothing and shelter (including exclusion from home/ abandonment)
* protect a child from physical and emotional harm or danger
* ensure adequate supervision
* ensure access to appropriate medical care or treatment

**Indicators of neglect**

* constant hunger – compulsive scavenging
* emaciation or obesity
* hiding or storing food
* poor personal hygiene
* constant tiredness
* delayed development/not reaching milestones
* living in a dirty or unsafe home
* poor hair/skin
* dilapidated/inadequate clothing
* stealing
* untreated medical problems
* low self esteem
* poor social relationships
* living in an unsafe environment i.e. around drugs, alcohol or violence
* destructive tendencies
* often angry, aggressive or self-harm
* Munchausen’s by proxy
* emotional neglect

http://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/neglect-strategy-1

**Definition of child trafficking**

Child trafficking is the recruitment, movement or transportation of children in order to exploit, sell or force a child to work. Many children are trafficked into the UK from abroad, but children can also be trafficked form one part of the UK to another. These children are often subjected to multiple forms of exploitation.

Children are trafficked for:

* child sexual exploitation (CSE)
* benefit fraud
* forced marriage
* domestic servitude such as cleaning, childcare, cooking
* forced labour in factories or agriculture
* criminal activity such as pickpocketing, begging or transporting drugs.

**Indicators of child trafficking**

A child that has been trafficked may not be obvious but you might notice unusual behaviour or events. These could include:

* spending a lot of time doing household chores
* rarely leaving their house, having no freedom of movement and no time for playing
* being orphaned or living apart from their family, often in unregulated private foster care
* living in substandard accommodation
* not being sure which country, city or town they’re in
* being unable or reluctant to give details of accommodation or personal details
* not being registered with a school or a GP surgery
* having no access to their parents or guardians
* having no documents or has falsified documents
* being seen in inappropriate places such as brothels or factories
* possessing unaccounted for money or goods
* being permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
* being injured from workplace accidents
* providing a prepared story which is very similar to stories given by other children.

Further information including signs an adult is involved in child trafficking, the effects, things you may notice in a child and next steps are available from here:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/signs-symptoms-effects/>

The Modern Slavery Act 2015 significantly enhances support and protection for victims, gives law enforcement the tools they need to target today’s slave drivers, ensures perpetrators can be severely punished, and includes a world leading provision to encourage business to take action to ensure their end-to-end supply chains are slavery free.

The Stolen Lives Project raises awareness of these issues.

<http://www.stolenlives.co.uk/>

**Definition of faith abuse**

Faith abuse is the abuse of a child because of a belief in spirit possession. This abuse/ neglect may occur in the household where the child lives or a place of worship. The abuse can be one or many forms of abuse: physical, emotional/psychological, sexual or neglect.

**Indicators of faith abuse**

* previous indicators identified from physical, emotional/psychological, sexual or neglect abuse
* wider social/community consensus that witchcraft exists, propagated by faith or influential leaders. This includes beliefs in demons or the devil acting through children or leading them astray (traditionally seen in some Christian believers); the evil eye or djinns (some Islamic contexts); and dakini (some Hindu contexts).
* child(ren) reporting that they are or have been accused of being ‘evil’, and/or that they are having the ‘devil beaten out of them’
* belief that the child is the ‘victim’ of a supernatural force and the abuse is designed to ‘save’ him or her by ‘driving out the devil’ or other evil spirits – perpetrators may believe that they are doing the right thing.
* the child’s ‘possession’ accounts for misfortune befalling on those nearest to him or her.
* the fear the child may harm or kill their parents, family, relatives etc
* abusers target children that are ‘different’ because they have a disability or learning difficulty; an illness; or are exceptionally bright.
* ritual or multi murders, where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies.
* use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery and sexual exploitation.

These beliefs are not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and Pagan faiths, among others. Not all those who believe in witchcraft or spirit possession harm children.

**Extremism and radicalisation**

Following on from the Counter-Terrorism and Security Act 2015, the government document ‘Protecting children from radicalisation: ‘the prevent duty’, all schools must have “due regard” to the need to prevent people from being drawn into terrorism and extremism.

**Definition of extremism**

Extremism is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

**Definition of radicalisation**

Radicalisation is the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

Preventing terrorism means challenging extremist (and non-violent) ideas that are also part of the terrorist ideology. Prevent will also mean intervening to stop people moving from extremist groups or from extremism into terrorist-related activity. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism.

**Indicators of radicalisation**

* becoming distant or showing a loss of interest in friends or activities
* possession of materials or symbols associated with extremist causes

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

Factors that make a student vulnerable include:

* pressure from peers, other people or the internet
* influence from other people or the internet
* crime against them or their involvement in crime
* anti-social behaviour and bullying
* family tensions
* race/hate crime
* lack of self-esteem or identity
* personal/ political grievances

Discuss any concerns with the school’s DSL/D and the Music Hub DSL/D.

PREVENT concerns can be talked through/escalate through contacting:

Adult or Children’s Safeguarding at SCC/Safeguarding Children Advisory Service/South Yorkshire Prevent Officers.

Sheffield Children and Families SPOC,

Hannah Appleyard

Email: [LADO@sheffield.gcsx.gov.uk](mailto:LADO@sheffield.gcsx.gov.uk)

Tel. 0114 2734850

Safeguarding Adults Team

Email: [safeguardingadults@sheffield.gcsx.gov.uk](mailto:safeguardingadults@sheffield.gcsx.gov.uk)

Tel. 0114 273 6870

OR

South Yorkshire Police Prevent Officers (this can be at an informal stage) via 101.

Brendan Pakenham

Prevent Officer

07769 131474

[Brendan.pakenham@southyorks.pnn.police.uk](mailto:Brendan.pakenham@southyorks.pnn.police.uk)

Joanne Batty

Prevent Officer

07770 823772

[Joanne.batty@southyorks.pnn.police.uk](mailto:Joanne.batty@southyorks.pnn.police.uk)

Through these channels, cases go to a panel made up of different professionals. The panel decides on the support and intervention required to help vulnerable individuals.

‘Sheffield safeguarding children – Preventing Extremism and Radicalisation’ document is available on this link:

<https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html>

All Music Leaders have attended the PREVENT training. Accredited Teachers are advised to complete the online PREVENT training course.

National

These points of contact are not intended for use in emergency situations (a child in immediate risk of harm or a security incident). In this case, follow normal emergency procedures.

In an emergency (yours or others safety is threatened) call 999.

Non emergencies:

Call 101 or the Anti-Terrorist Hotline 0800 789 231

If you are concerned about extremism in a school or organisation that works with children or if you think a child might be at risk of extremism you can contact the Department of Education telephone helpline (020 7340 7264) or email [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

To report online material promoting terrorism or extremism go to this website:

<https://www.gov.uk/report-terrorism>

**Definition of gang activity**

A group of 3 or more people, who have a distinct identity which commits general criminal or anti-social behaviour as part of that identity, and uses (or is reasonably suspected of using) firearms or knives

**Indicators of gang activity**

* Child/young person in gangs may be subjected to actual or threats of physical/sexual violence, including against their family members.

NSPCC gang activity helpline 0800 800 5000

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people/>

**Gang Violence**

*The Children’s Commissioner for England published a report in February 2018 looking at children and young people in England who are members of gangs. The report is based on findings from a 12 month engagement programme with children, their families and professionals, analysis of data, learning from serious case reviews, and research.*

*It estimates that: 313,000 children and young people aged 10-17 know a street gang member and 34,000 children who have been the victims of a violent crime in the past 12 months either are a gang member, or know a gang member. The report looks at: the characteristics of children involved in gangs; the children most at risk of being groomed and exploited by gangs; how those responsible for safeguarding children responded to the rise in gang violence; the Government’s response; and how children and young people can be kept safe from gang violence.*

**Further information:** [Keeping kids safe: improving safeguarding responses to gang violence and criminal exploitation (PDF)](http://email.nspcc.org.uk/c/1nnrn9ayz9Lh10qZ4SnhDc03C)

**Definition of teen partner abuse**

One in five young men and one in ten young women think that that abuse or violence against women is acceptable. According to an NSPCC study of 13-17 year olds, 25% of girls and 18% of boys reported some form of physical partner violence; nearly 75% of girls and 50% of boys reported some form of emotional partner violence and 33% of girls and 16% of boys reported some form of sexual partner violence.

**Indicators of teen partner abuse**

* isolation – no longer spending time with a usual circle of friends
* constantly checking a mobile phone, and getting upset when asked to turn it off
* being withdrawn or quieter than usual
* being angry or irritable when asked how things are
* changing their appearance, clothes, make up or style
* making excuses for a boyfriend or girlfriend.
* physical signs of injury, such as unexplained scratches or bruises
* truancy, falling grades
* self-harm.

**Definition of substance misuse**

Substance misuse is concerning for users and families whether that is a child/young person or adult. The level of risk increases significantly when:

* the substance use is unusual in view of the age of the young person
* the misuse is becoming chaotic and risky
* the misuse is leading to crime or exploitation by others, including sexual exploitation
* the misuse is a serious danger to health
* the young person is caring for another child/young person and using substances
* an adult is involved in facilitating the misuse

Indicators for children/young people at risk of parent/carer substance misuse

* being left home alone or with inappropriate carers
* emotional difficulties
* developmental delay
* feelings of gloom, isolation, social isolation, not taking friends home
* self-harming/suicidal behaviours
* school problems (truancy, levels of attainment dropping, difficulty in concentrating)
* offending behaviour
* neglect
* high levels of accidents in the home possibly due to poor parental/carer supervision
* tendency to keep secrets
* attachment issues and behavioural difficulties
* family isolation e.g. moving schools, relationship conflict, domestic abuse
* extreme anxiety and fear (fear of hostility, violence)
* children with disabilities have an increased risk to their safety
* inconsistent approach to management of a child/young person’s medication
* role reversal and confusion e.g. protecting others, acting as a mediator and/or confidant, taking on an adult role
* the long term effect of substance misuse with continued absence, emotional or physical unavailability of a parent/carer can be very detrimental to children and young people

**Definition of domestic abuse**

Children/young people are at risk of suffering long term psychological and emotional damage from domestic abuse as a result of:

* witnessing the abuse perpetrated against another
* experiencing the fear and anxiety of living in an environment where abuse occurs
* becoming actual victims of abuse and neglect
* taking on the role of the abuser
* witnessing physical abuse against pets
* being controlling through use/ tone of voice

Domestic Abuse Helpline: 0808 808 2241

Email: help@sheffielddact.rog.uk

Website: [www.sheffielddact.org.uk](http://www.sheffielddact.org.uk)

Further Advice

The following updated assessment has been added to the Safeguarding Sheffield Children website: [**Domestic Abuse, Stalking, Harassment & 'Honour-Based' Abuse (DASH) Risk Assessment, Nov 18**](https://www.safeguardingsheffieldchildren.org/assets/1/updated_dash_november_18.docx)

**Definition of forced marriage**

This affects mainly girls and young women, however 15% of victims are male. Force can be in the form of emotional pressure by close family members and the extended family. This may include threatening behavior, abduction, imprisonment, physical violence, and/or rape. In extreme cases, this can result in murder.

**Indicators of forced marriage**

* absence and persistent absence
* fear about forthcoming school holidays
* surveillance by siblings or cousins at school
* decline in behaviour, engagement, performance or punctuality
* being withdrawn from school by those with parental responsibility
* not allowed to attend extra-curricular activities
* prevented from going onto further/higher education

Consider that there are often children of forced marriage, who live in this potentially stressful environment.

**Definition of mental ill-health**

Children can experience a range of mental health conditions, including: obsessive compulsive disorder, post-traumatic stress disorder, social phobia, generalized anxiety, attention deficit/ hyper-activity disorder (ADHD), autism spectrum disorder, anorexia nervosa, bulimia nervosa, binge-eating disorder, depression, bipolar disorder and schizophrenia.

Some of these disorders can be life-threatening.

**Indicators of mental ill – health**

* mood/behaviour changes
* intense feelings
* difficulty concentrating
* unexplained weight-loss
* physical symptoms e.g. headache/stomach-ache
* substance misuse
* self-harm

Some children whose parent/carer has a mental illness may:

* withdraw into themselves, become anxious
* struggle at school, find it hard to concentrate on their school work.
* may find it very difficult to talk about their parent’s illness or their problems especially when they have no explanation of their illness. This may stop them from getting help.
* feel ashamed of their parent’s illness and worry about becoming ill themselves.
* be preoccupied with fears of ‘catching’ the illness
* show signs of a similar illness or severe emotional problems
* have physical health problems

**Self-harm/suicide**

* Any child/young person who self-harms or expresses thoughts about this or about suicide has to be taken seriously
* Deliberate self-harm is a common precursor to suicide and young people who deliberately self-harm may kill themselves by accident.

**Workplace Wellness**

Sheffield Music Hub employees (Music Leaders/ managers/ business team) as part of Sheffield City Council have access to the Employee Assistance Program.

The EAP offers telephone cover for the employee and their immediate family members who reside at the same address, including older children between the ages of 18 and 24 that are in full-time education.

A supportive provision that covers all life’s ups/ downs/ figuring stuff out: emotional support, work. Career/ housing, relationships, children, money, fitness and nutrition, your rights, coaching, change and conflict resolution, retirement, bereavement, crisis, illness, mental help, trauma etc.

The intranet info is here:

<http://intranet/health-safety-wellbeing/health-wellbeing/mental-health/employee-assistance-programme-eap>

Direct contact:

Telephone Counselling & Information Line - **0800 111 6387** (24hr support – free phone line and confidential)

General Enquiries - [helpline.wellness@rehabworks.com](mailto:helpline.wellness@rehabworks.com)

**12. Child Sexual Exploitation (CSE)**

**12.1 Definition :**

*‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’*

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for ‘normal adolescent behaviours’. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don’t comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

**Child sexual exploitation is never the victim’s fault, even if there is some form of exchange.** It is important to remember that CSE can happen to children of all ages of all ethnic and community backgrounds. Children as young as 8 have been identified however children aged 12-15 years are most at risk of CSE. Equally children aged 16 or over can experience CSE, and it is important that such abuse is not overlooked due to assumed capacity to consent.

**12.2** **Indicators of CSE**

* Acquisition of money, clothes, mobile phones etc. without plausible explanation;
* Gang-association and/or isolation from peers/social networks;
* Exclusion or unexplained absences from school, college or work;
* Leaving home/care without explanation and persistently going missing or returning late;
* Excessive receipt of texts/phone calls;
* Returning home under the influence of drugs/alcohol;
* Inappropriate sexualised behaviour for age/sexually transmitted infections;
* Evidence of/suspicions of physical or sexual assault;
* Relationships with controlling or significantly older individuals or groups;
* Multiple callers (unknown adults or peers);
* Frequenting areas known for sex work;
* Concerning use of internet or other social media;
* Increasing secretiveness around behaviours; and
* Self-harm or significant changes in emotional well-being.

The following areas of vulnerability are examples of the types of things children can experience that might make them more susceptible to CSE:

* + - * Having a prior experience of neglect, physical and/or sexual abuse;
      * Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
      * Recent bereavement or loss;
      * Social isolation or social difficulties;
      * Absence of a safe environment to explore sexuality;
      * Economic vulnerability;
      * Homelessness or insecure accommodation status;
      * Connections with other children and young people who are being sexually exploited;
      * Family members or other connections involved in adult sex work;
      * Having a physical or learning disability;
      * Being in care (particularly those in residential care and those with interrupted care histories); and
      * Sexual identity.

**12.3 How are children sexually exploited?**

The following illustrative examples, although very different in nature and potentially involving different sexual or other offences, could all fall under the definition of CSE.

* + - * A 44 year old female posing as a 17 year old female online and persuading a 12 year old male to send her a sexual image, and then threatening to tell his parents if he doesn’t continue to send more explicit images;
      * A 14 year old male giving a 17 year old male oral sex because the older male has threatened to tell his parents he is gay if he refuses;
      * A 14 year old female having sex with a 16 year old gang member and his two friends in return for the protection of the gang;
      * A 13 year old female offering and giving an adult male taxi driver sexual intercourse in return for a taxi fare home;
      * A 21 year old male persuading his 17 year old ‘girlfriend’ to have sex with his friends to pay off a drug debt;
      * A mother letting other adults abuse her 8 year old child in return for money;
      * A group of men bringing two 17 year old females to a hotel in another town and charging others to have sex with them; and
      * Three 15 year old females being taken to a house party and given ‘free’ alcohol and drugs, then made to have sex with six adult males to pay for this.

It is important that professionals and agencies work together to ensure that the context of CSE is understood locally, engaged with diversity, proactively prevents harms and is viewed within the wider continuum of exploitation, violence and abuse.

**13. Sexual Violence and Sexual Harassment between Children in Schools and Colleges**

**13.1 Definition**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and this will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:

* making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
* not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
* challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
* Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers.

**Further Advice:**

19th February 2019 : The Independent Inquiry into Child Sexual Abuse (IICSA) has published findings from an analysis of personal accounts from victims and survivors of child sexual abuse made as part of **‘The** **Truth Project’**. *Findings from analysis of 1,697 personal accounts made in the period June 2016 to November 2018 include: 55% reported that they did not tell anyone about the abuse at the time it was happening; 11% were under four years old when the abuse started, and 31% were between 4-7 years old when it began; 86% of survivors told the Truth Project that the abuse had a negative impact on their mental health; 21% reported that the sexual abuse took place in schools.*

[Truth Project dashboard February 2019](http://email.nspcc.org.uk/c/1nbaW8pvdtGooZ2ux1OsNxjux)

* **Read more on NSPCC Learning:** [Child abuse and neglect](http://email.nspcc.org.uk/c/1nbb86rxvFITiVh47JZvYt9Lk)

**13.2 Sexual Violence.**

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence. For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the **Sexual Offences Act 2003** as described below:

**Rape**

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration**

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault**

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is Consent?**

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

**Sexual harassment**

For the purpose of this advice, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

* + - * sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
      * sexual “jokes” or taunting;
      * physical behaviour, such as: deliberating brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
      * online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It is important to consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

**13.3 Harmful Sexual Behaviours**

Children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviours”.

Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two. Harmful sexual behaviours should be considered in a child protection context, ages and the stages of development of the children are critical factors to consider.

Detailed advice is available from the specialist sexual violence sector: contact Rape Crisis or the Survivors Trust for details of the nearest centre. Also, see NSPCC re guidance for advice on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/>

**13.4 Responding to reports of sexual violence and harassment:**

Reports of sexual violence and harassment are likely to be complex and require difficult decisions to be made, often quickly and under pressure. Ultimately any decisions are on a case-by-case basis with the DSL / DSD taking the lead role and using their professional judgement, supported by agencies, children’s social care/ police etc. The Brook Traffic Light Tool should be used to identify inappropriate behaviour. Sexually Harmful Behaviour (SHB) is often not a single issue for young people and is often presented alongside other vulnerabilities.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

Some situations are statutorily clear:

* A child under the age of 13 can *never* consent to sexual activity.
* The age of consent is 16.
* Sexual intercourse without consent is rape.
* Rape, assault by penetration and sexual assault are defined in law.
* Creating and sharing sexual photos and videos (often known as ‘sexting’) of under 18’s is illegal. This includes children making and sharing sexual images and videos of themselves.

**13.5 Managing a disclosure**

As per **‘Keeping Children Safe in Education’** all staff should be trained to manage a disclosure.

* Nor promising confidentiality at this initial stage as it is very likely a concern will need to be shared further.
* Listening to the child without being non-judgmental, being clear about boundaries, not asking leading questions, and only prompting where necessary with open questions.
* Considering the best way to make a record of the disclosure and immediately write up a thorough summary.
* Only recording the facts as the child presents them as notes should not reflect the personal opinion of the note taker.
* Additional information on confidentiality and information sharing is available at: Safeguarding Practitioners Information Sharing Advice and NSPCC: Information sharing and confidentiality for practitioners.

**13.6 Actions following a report of sexual violence/ sexual harassment**

There is a need to carefully consider the following;

* the wishes of the victim in terms of how they want to proceed and victims should be given as much control as is reasonably possible over decisions regarding any investigation will be progressed and any support that they will be offered;
* the ages and developmental stages of the children involved;
* any power imbalance between the children (eg is the alleged perpetrator significantly older);
* there are on-going risks;
* other related issues and wider context.

**14. Terrorism**

National Prevent priorities remain focused on ‘Daesh’ and ‘Al Qa’ida’, Extreme Right Wing activity and online radicalisation. There is also an increasing emphasis on working with families who have returned from conflict zones, which could potentially impact on schools across the country.

Locally, these are some of the practical steps that are recommended:

* ensure physical security arrangements are up to date eg security of buildings, visitor access, evacuation procedures, etc. There is advice and guidance available via the National Counter Terrorism Security Office. Local responses should of course be proportionate to the risk. This is part of our Risk Assessment and Evolve process
* if you require advice regarding school trips please liaise with your local police contact or speak with **Tim Wright in the Council’s ASB & Community Safety Team (0114 2734076** [**tim.wright@sheffield.gov.uk**](mailto:tim.wright@sheffield.gov.uk)**)**
* make sure there is support in place for any of the school community affected by the recent attacks. The Council’s Educational Psychology Service has recently issued a note to schools highlighting resources available following the Manchester bombing. There is additional support available to anyone directly involved in the incidents (survivors and witnesses) – please contact Tim Wright for details.

From a Prevent perspective, please remind staff of their key role in safeguarding vulnerable individuals, particularly children and young people, by ensuring they are clear on referral routes and are confident to raise concerns. If you require further support or advice regarding concerns outside your internal safeguarding pathways, please contact

* Hannah Appleyard on **0114- 273 4850**

(Service Manager in the Safeguarding Children Service

[LADO@sheffield.gcsx.gov.uk](mailto:LADO@sheffield.gcsx.gov.uk)).

* Be alert and respond to hate incidents in the school community – ensure these are reported appropriately (via the police or third party reporting sites like Tell MAMA). Similarly, if you become aware of emerging tensions in the local community please notify [communitysafety@sheffield.gov.uk](mailto:communitysafety@sheffield.gov.uk).

Educate Against Hate

Nationally, the <http://educateagainsthate.com/> website continues to collate resources, advice and good practice relating to Prevent for teachers, parents and school leaders.

**15.** **Mental Health and Workplace Well-being**

**Definition of mental ill-health**

Children can experience a range of mental health conditions, including: obsessive compulsive disorder, post-traumatic stress disorder, social phobia, generalized anxiety, attention deficit/ hyper-activity disorder (ADHD), autism spectrum disorder, anorexia nervosa, bulimia nervosa, binge-eating disorder, depression, bipolar disorder and schizophrenia.

Some of these disorders can be life-threatening.

**Indicators of mental ill – health**

* mood/behaviour changes
* intense feelings
* difficulty concentrating
* unexplained weight-loss
* physical symptoms e.g. headache/stomach-ache
* substance misuse
* self-harm

Some children whose parent/carer has a mental illness may:

* withdraw into themselves, become anxious
* struggle at school, find it hard to concentrate on their school work.
* may find it very difficult to talk about their parent’s illness or their problems especially when they have no explanation of their illness. This may stop them from getting help.
* feel ashamed of their parent’s illness and worry about becoming ill themselves.
* be preoccupied with fears of ‘catching’ the illness
* show signs of a similar illness or severe emotional problems
* have physical health problems

**Self-harm/suicide**

* Any child/young person who self-harms or expresses thoughts about this or about suicide has to be taken seriously
* Deliberate self-harm is a common precursor to suicide and young people who deliberately self-harm may kill themselves by accident.

**Workplace Wellness**

Sheffield Music Hub employees (Music Leaders/ managers/ business team) as part of Sheffield City Council have access to the Employee Assistance Program.

The EAP offers telephone cover for the employee and their immediate family members who reside at the same address, including older children between the ages of 18 and 24 that are in full-time education.

A supportive provision that covers all life’s ups/ downs/ figuring stuff out: emotional support, work. Career/ housing, relationships, children, money, fitness and nutrition, your rights, coaching, change and conflict resolution, retirement, bereavement, crisis, illness, mental help, trauma etc.

The intranet info is here:

<http://intranet/health-safety-wellbeing/health-wellbeing/mental-health/employee-assistance-programme-eap>

Direct contact:

Telephone Counselling & Information Line - **0800 111 6387** (24hr support – free phone line and confidential)

General Enquiries - [helpline.wellness@rehabworks.com](mailto:helpline.wellness@rehabworks.com).

**16. Young Carers and Disability in the Family**

**Definition of a Young Carer**

A young carer is a child or young person up to the age of 18 who provides substantial care for a family member(s) that has a chronic illness, mental health issues, a disability, and/or substance misuse issues. Caring responsibilities can include:

* cooking, cleaning, shopping, self/sibling care, paying bills, making appointments, writing letters
* washing, moving, dressing, giving medication
* listening to problems, keeping company, calming or reassuring
* first aid, phoning ambulance, taking to hospital, making arrangements

Support to young carers is available through Sheffield Young Carers and Sheffield City Council. More information can be found from these links:

<http://www.sheffieldyoungcarers.org.uk/>

<https://www.sheffield.gov.uk/caresupport/carers/youngcarers.html>

<https://www.sheffield.gov.uk/caresupport/carers/youngcarers/needs-assessment.html>

**16.2 Disability in the Family**

NSPCC reports that research suggests that disabled children are:

* at a greater risk of physical, sexual and emotional abuse and neglect than non-disabled children
* at greater risk of abuse if they have behaviour/conduct disorders, learning difficulties/disabilities, speech and language difficulties, health-related conditions and deaf children.
* can have limited opportunities to seek help from someone else
* can be at greater risk if living in residential care
* more likely to experience bullying

Information on how to improve protection for disabled children is available:

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/2014/right-to-be-safe/>

If a parent/carer becomes ill or disabled, children/young people may feel:

* frightened, insecure, uncertain
* anger, guilt, depression and/or anxiety
* fearful of the unknown
* the ups/ downs of their parent’s emotions
* their needs are not being attended to (very young child)
* the pressure of being powerless to help (older child)

**17. Bullying**

Children and young people can bully and abuse each other emotionally, physically or sexually and this should be taken as seriously as adult abuse. Children/young people who bully or abuse are likely to have considerable needs themselves whilst posing a significant risk of harm to others. Bullying can be face to face or through media such as the internet or mobile phones. It can cause considerable distress, affect health and development, or cause significant harm including the inducement of self-harm.

Do not assume that issues around bullying and prevention of bullying are the school’s responsibility. Complaints about bullying (or any type of abuse by another child) should be taken seriously and reported to the DSL of the school and the Music Hub. If staff suspect or witness bullying it is important to remember that the perpetrators are likely to have significant needs and that help should be sought without delay.

Music Hub staff have had SEAL (Social and Emotional Aspects of Learning) training on 10 May 2010 and this ethos should be part of every lesson. Sharing and good behaviour towards others can be promoted through the types of activities, words of songs and the way groups and classes are encouraged to work well together. The Music Hub will look to review aspects of the SEAL training as part of ongoing professional development.

**17.1 Cyber Bullying**

The Music Hub team will not engage in activity deemed to be bullying online. Any such activity should be reported to the Music Hub DSL immediately.

The most common types of cyber-bullying are detailed below. This list is not exhaustive and may become longer as new technologies and new threats emerge.

* Text messages — messages that are threatening or cause discomfort also included here is "Blue jacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
* Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
* Mobile phone calls — silent calls or abusive messages; or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible.
* Emails — threatening or bullying emails, often sent using a pseudonym or somebody else’s name.
* Chatrooms — menacing or upsetting responses to children or young people when they are in web-based chatroom.
* Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger)/Yahoo Chat/WhatsApp.
* Websites — use of defamatory blogs (web logs), personal websites and online personal “own web space” sites such as Bebo (which works by signing on in one’s school, therefore making it easy to find a victim) and Myspace.

**17.2 If you are Bullied Online**

* You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of Sheffield Music Hub.
* Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
* Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the Sheffield Music Hub’s own mediation and disciplinary procedures.
* Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
* If they refuse, it should be an organisational decision what to do next – generally the individual could report the matter to the social networking site if it breaches their terms, or seek guidance from the Sheffield Music Hub/ Sheffield City Council, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
* If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the Sheffield Music Hub may consider contacting the local police. Online harassment is a crime.

**Online Risks: Vulnerable Children and Young People**

*Internet Matters has published a report in February 2019 highlighting the online risks different groups of vulnerable children face and the support they need. Findings from a study of 2,988 children and young people aged 10-16 from the annual Cybersurvey by Youthworks show that: 58% of young carers and 48% of those in care said they had been cyberbullied compared to 25% of those with no vulnerabilities; 40% of young people with self-reported mental health difficulties report having been cyberbullied in contrast to 23% of those with none; and children and young people with hearing loss are five times more likely than their peers to say that the ‘internet often left me with thoughts and feelings that were upsetting’.*

**Source:** [Internet Matters](http://email.nspcc.org.uk/c/1nbbXXV27benSEXyma64pb8W5)

**Further information:** [Vulnerable children in a digital world (PDF)](http://email.nspcc.org.uk/c/1nbc1XgnxUzSQDHKdJuq89L1G)

**HROS:** High Risk Online Scenarios fall into 4 main categories: These are typical comments from the survey of 38,000 young people’s views

**Contact**: High risk online relationships involving sexting and reasons for doing so: pressured to do so, blackmail, I was tricked into it, I was in a relationship and I wanted to share a picture, I just tried it for fun, due to threats I shared it.

**Content**: Visiting or being exposed to websites: that talk about self-harming or suicide, promoting racist views, selling illegal goods, giving dangerous advice, urge me to be very thin, violent photos that I didn’t want to see.

**Conduct:** high risk conduct; use of chat rooms, I look at pages meant for adults, visiting online gambling sites, downloading movies or music without paying.

**Cyberscams**: Abuse of personal date: I have had: my social media account hacked, personal details stolen r hacked, credit card details stolen and used , being tricked into buying fake goods, tricked into paying money for something I didn’t want to buy.

**18 E-safety and Acceptable Use for Music Hub Staff and Volunteers**

**18.1 Rationale**

*The widespread availability and use of social media applications bring opportunities to understand, engage and communicate with each other in new ways. It is important that we understand these are often becoming integral to modern life. Indeed it is important that professionals understand these technologies as children and young people are engaging in social media more than any other group in society and it significantly influences their lives.\*1*

Sheffield Music Hub believes in the positive influences technology can have on education and communication with families. By engaging in the virtual world, professionals can remain current with technological advances and model for young people positive virtual boundaries and relationships.

*Nevertheless it is essential that the use of ICT and online tools is carefully managed to ensure that all members of the musical community (teachers, families and young people) are kept safe whilst recognising the potential risks or dangers with ICT usage and data storage.\*2*

*A Staff AUP is not intended to unduly limit the ways in which members of staff teach but aims to ensure that the school and all members of staff comply with the appropriate legal responsibilities, the reputation of the Music Hub and partners are maintained and the safety of all users is ensured. Members of staff are entitled to seek their own legal advice on this matter before signing the AUP.\*2*

*\*1 Model Social Media Policy for Teaching and Support Staff in Schools – Schools’ HR Hub Updated May 2012 (SCC Safeguarding Sheffield Children)*

*\*2 Staff Acceptable Use Policy Template 2012 (SCC Safeguarding Sheffield Children)*

**18.2 Policy**

With internet use becoming more prominent in everyday life for personal and professional purposes, it is important that all members of staff are made aware that their online conduct can have an impact on their role and reputation.

This policy is not intended to restrict employees activity on social media however caution and professional judgement are required and consideration should be given to how a member of staff uses applications, who they communicate with and the subject matter of that communication.

Employees and volunteers should be aware that information they share through social media applications, even if they are on “private spaces”, are still subject to copyright, data protection, Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation. These regulations apply both for work and/or personal purposes; whether during work hours or otherwise and wherever social media may be accessed.

Civil, legal or disciplinary action could be taken should an employee be found to have brought the profession or institution into disrepute, or a behaviour or communication is felt to have undermined confidence in their professional abilities.

Examples of inappropriate actions which could result in disciplinary action are:

* inappropriate posting of comments on Facebook about pupils or their parents/carers or partnership organisations which divulge personal information
* commenting on or sending inappropriate messages about colleagues which might constitute harassment, discrimination, victimisation or bullying
* posting personal views on issues in the public domain that might lead the Music Hub to lose confidence in the employee i.e. racist comments
* joining groups deemed to be inappropriate for employees of the Music Hub or SCC
* posting illegal, sexual or offensive materials with content based on race, sex, disability, age or religion.

It is crucial that all members of staff and volunteers work within the professional boundaries stated below to protect themselves and the young people they work with.

**18.3 Do Not:**

* engage in activity that could be deemed to be cyberbullying
* use email, text or social networking to communicate with children and young people. This applies to all children no matter what the circumstances are, up to the age of 19.

It can be problematic to ban certain relationship online i.e. a parent may also be a relation, a colleague or a spouse). Any pre-existing relationships which may compromise the above guidance should be discussed with a line manager. At all times the employee is responsible for ensuring that their online relationships are appropriate to their position and the choice of information posted is appropriate to those relationships.

**18.4 Do:**

* communicate with parents/carers only when making arrangements for lessons or other musical activities
* avoid mentioning work, your opinions of your colleagues or processes and projects on your own private social media networks
* consider carefully whether it is appropriate to accept colleagues or parents as “friends” on your private social networks. It may be advisable to manage your online ”friends” in social networks by creating friend groups that restrict access to certain information and photographs
* have awareness of how technologies can be used to exposure individuals to aggressive/violent/ sexual/abusive/misleading/scams/ self-harm/hatred or commercial behaviours. Children/young people and vulnerable individuals have a heightened risk.

*For example – Snapchat recently added a new feature that lets people pay to watch snaps that had apparently disappeared. The Replay feature lets people recover and replay as many snaps as they like if they pay to do so.*

* check your privacy settings on any personal social media sites and apps. Staff/volunteers should always remember that once content is shared online it is possible for it be circulated more widely than intended without consent or knowledge (even if content is thought to have been deleted or privately shared).
* Be aware that your reputation could be harmed by what others share about you online, such as friends tagging you in inappropriate posts , photographs or videos.

**18.5 Use of Mobile Phones by Staff and Volunteers**

All Music Hub staff should contact parents/carers/families via work mobile phones or office phones.

Only in an emergency or a change in situation that could confuse/ place the young person at risk/ experience distress, would a member of the team contact the young people directly.

An example would be:

Scenario: an older student comes to a twilight lesson and the room/area has changed from the normal space.

Context: the Music Hub individual normally emails or texts the parent on practicalities and the parents have requested the young person is in the conversation thread.

If there is an immediate need/ emergency or safeguarding matter, then with due attention to the risk and this overall policy, staff may use their personal mobiles.

**18.6 Use of Mobile Phones by Pupils**

Most children use mobile phones sensibly, but they can be a tool for the sharing of unpleasant photos, bullying behaviour or grooming by adults. If unpleasant information on a mobile phone is discovered:

* do not delete the inappropriate texts, messages or images
* help and support pupils involved
* do not confiscate the device as this should not remain in your possession. For central activities, report the situation to the parent/ carer who is collecting the child and to the Head of Music Hub. For school activities take the phone to the Headteacher to report the incident
* if there is no one available to help and the matter is serious it is necessary to make a referral to the police.

**19. Photographs, Videos and Other Images**

**19.1 Staff and Volunteers**

Photographs or videos are used to celebrate the diversity of musical journeys and are always clear and child-centred. However, in this digital age, photographs can pose a growing danger to the safety of children, young people and their families and must be used with caution. Photos can fall into the wrong hands and can be easily manipulated once they are downloaded electronically.

* All images taken will be used in a manner compliant with the GDPR and the Recorded Media Consent form signed by parents/carers

All Staff and Volunteers will adhere to the following:

* Children, young people, families, Music Hub employees, Accredited Teachers and partners have to give written permission for imagery to be used including the use of the material.
* Staff and volunteers must not take photographs of any children in schools using a personal camera/mobile phone or download any photographs of children onto a personal computer.
* Children’s names will not be used on the website in association with any imagery.
* Photos should only be taken by the person who has been given specific permission by the Music Hub DSL/D. The professional photographer will work in accordance to this policy and the GDPR legislation.
* The Data Protection Officer is responsible for ensuring the acceptable, safe use and storage of all images within the Music Hub.

**Data Protection Officer: Mark Jones, 0114 2736388**

[**dataprotectionofficer@sheffield.gov.uk**](mailto:dataprotectionofficer@sheffield.gov.uk)

**19.2 Safeguarding ‘Do’s and Don’ts’ with Photographs:**

**Do Not:**

* include full names or personal contact details (of the subject) in any image you use
* create or use images of a looked after child without prior consent from Children’s Specialist Hubs, Social Care
* use images of children in swimming costumes or other revealing dress – this reduces the risk of inappropriate use

**Do:**

* be aware that children and families fleeing domestic abuse may be recognised via photos/images and their whereabouts revealed to an abusive partner
* be sensitive to what photography/video might mean to any individual person, who has experienced imagery being used to abuse/harass or exploit them previously
* destroy images once consent has expired

**20. General Data Protection Regulation (GDPR)**

**Sheffield Music Hub adheres to the new General Data Protection Regulation (GDPR) that replaces the Data Protection Act (1998) on the 25th May 2018.**

We recognise the importance of personal data and the importance of managing it securely with safe stewardship of data throughout the organisation. *SMH will be actively demonstrating compliance with the new GDPR legislation and regular updates to this section of the policy will take place as appropriate.*

Personal data is not always immediately obvious and constitutes any information that might identify a living person such as name, address, date of birth, passport details, photograph, CV, staff number, email address, telephone number.

SMH is aware that pieces of information on their own, might not identify someone however when added together they can reveal someone’s identity in a jigsaw affect. Before disclosing separate pieces of information SMH will consider whether this combination might reveal someone’s identity and we will endeavour to create a data protection culture throughout.

Sensitive personal data needs extra protection. Examples are health, sex life, criminal behaviour, race, ethnicity, faith, religious beliefs, political opinions, trade union membership and genetic & biometric data; personal data includes opinions as well as facts. When working with children and young people, consent from parents/ carers is essential

**Handling personal data**

When handling personal data SMH recognises each Individual’s Rights.

* Right to be informed – why the data is being collected and use of the data?
* Right of access – confirmation of the data accessed & confirmation of data being processed.
* Right to rectification – data on an individual to be corrected to ensure it is accurate and complete
* Right to erasure – known as ‘the right to be forgotten’
* Right to restrict processing – within certain circumstances
* Right to data portability – for individuals to obtain and reuse across different services
* Right to object – direct marketing/ profiling
* Rights in relation to automated decision making and profiling.

**Personal Data Breach**

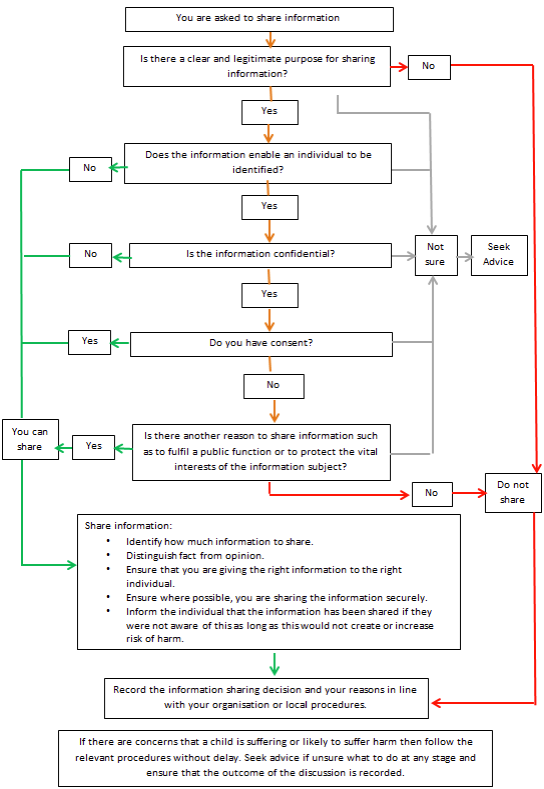
If at any time personal data has been lost, disclosed, inappropriately accessed or mishandled this maybe a personal data breach SMH will report this to the Sheffield city Council straight away, in order to report within the stipulated 72 hours to the UK Information Commissioner.

**The Sharing of data**

SMH recognises that the GDPR does not prevent or limit the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children’s social care and other local agencies is essential for keeping children safe and ensuring that they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fear about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards will remain in place.

*DFE: Data protection: a toolkit for schools April 2018 Beta version*

See the chart below to assist you.



‘Information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers’ 2015

**21 Further Information - General Wider Reading on Internet Safety/E-safety/Security**

* *Safeguarding Sheffield Children* is an extensive website developed by the [Sheffield Safeguarding Children Board](https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board.html) (SSCB) to provide easily accessible and up-to-date safeguarding information for professionals, and for children, young people, families and members of the public.

https://www.safeguardingsheffieldchildren.org/sscb

* Thinkuknow has been keeping children and young people safe by providing education about sexual abuse and sexual exploitation.

Thinkuknow is uniquely underpinned by the latest intelligence about child sex offending from CEOP (National Crime Agency). Thinkuknow aims to ensure that everyone has access to this practical information – children, young people, their parents and carers and the professionals who work with them.

Alongside the Thinkuknow website the programme provides educational resources, including films, cartoons and lesson plans, to help professionals raise young people’s awareness.

<https://www.thinkuknow.co.uk/parents/>

* Advice for all:

<https://www.saferinternet.org.uk>

* *Safenetwork* is a website that gives guidance on all safeguarding matters particularly highlighted to assist the community and voluntary sector develop their understanding of safeguarding.

<http://www.safenetwork.org.uk>

* Music Hub staff may also wish to read and consider the document “Guidance for Safer Working Practice for Adults who Work with Children and Young People” (2015).
* The UK Safer Internet Centre’s Professional Online Safety Helpline offers advice and guidance around e-Safety for professionals who work with children and young people in the UK. The helpline provides support with all aspects of digital and online issues such as social networking sites, cyber-bullying, sexting, online gaming and child protection online. Staff can contact the helpline via 0844 381 4772, [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

or can visit [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline) for more information.

* Websites that can assist with E-safety/ online safety for professionals/ children & young people/ families:

<http://www.digizen.org/resources/school-staff.aspx>

<http://www.childnet.com>

* 360 Degree Safe tool is an online audit tool for schools to review current practice: <http://360safe.org.uk/>
* Google advice: secure passwords, prevent identity theft, keeping your device clean and google security and privacy settings please follow the link below:

<http://www.google.co.uk/goodtoknow/>

**APPENDIX 1: SMH Safeguarding Training**

* The DSL/D will undergo training to provide them with the knowledge and skills required to carry out the role. In Sheffield this means:
  + E-bulletins/ meeting with other DSL/Ds & reading articles to refresh knowledge and skills regularly
  + Attend the annual half-day **‘Advanced Refresher Safeguarding Children in Education’ training**
  + If a new DSL/D, complete the 2 day **‘Advanced initial Safeguarding Children in Education**’ training.
  + PREVENT training
  + Multi-agency training through the Sheffield Safeguarding Children Board (SSCB)
  + Any other training identified by the SSCB/ Safeguarding Children and Independent Reviewing Service
  + DSL/Ds should access training to understand and keep up with any developments relevant to their role so they can:
* Understand the assessment process for providing early help and intervention, in Sheffield this is the ‘Family Common Assessment Framework’ (FCAF).
* Have working knowledge of how local authorities conduct Children Protection Initial and Review Conferences and be able to attend and contribute to these effectively when required to do so.
* The DSL/D should be available during working hours for SMH team to discuss safeguarding concerns, either in person or by phone.
* All activities out of normal hours/ out of term time will have an allocated DSL/D.
* DSL/D could be asked to attend a Conference during the school holidays so cover should be provided across the calendar year.
* The SMH Safeguarding Team meets a minimum of once per half-term. Whole Safeguarding Team days will be allocated when need arises.
* The SMH DSL/D & Safeguarding Team will update the Music Leader Team regularly in briefings.
* Any new member of the Music Leader team or an agency cover individual will have a safeguarding induction meeting by DSL/D/Safeguarding Team.
* The DSL/D will deliver a SMH safeguarding half CPD Day to the Music Leader & Accredited Teachers once a year.
* SMH will ask Flora Bandele, Safeguarding Children Advisor, Education to deliver a Basic Training course every three years. The Business Team will attend this training.
* DSL/D will have access to Supervision from Sept 2017 onwards.
* All Music Leaders have attended the PREVENT training.
* Accredited Teachers are advised to complete the online PREVENT training course.
* The SMH Business Team will be updated regularly through their meetings as appropriate. Emma Housley will be responsible for this.

**APPENDIX 2: Safeguarding Guidance for Partner Organisations**

Sheffield Music Hub works with numerous partners and supports partners in their Safeguarding requirements through ensuring that partners of Sheffield Music Hub shall:

1. understand that the safety, wellbeing, health and happiness of children and young people is everyone’s first priority
2. be able to define what safeguarding is, what abuse is and are committed to prevention and intervention
3. be in possession of a safeguarding policy with clear aims and objectives as they relate to the requirements of the organisation
4. ensure that the safeguarding policy and procedures include e-safety requirements
5. ensure that all staff and volunteers working with children and young people have basic safeguarding training
6. regularly update (minimum once per year) the organisations safeguarding policy and procedures
7. act in a swift and practical manner when dealing with safeguarding issues not solely relying on a paper policy
8. ensure that all staff and volunteers understand what to do in case of a concern arising
9. ensure that staff and volunteers know what the boundaries are for professional relationships with children and their families
10. be able to quickly access advice and support if needed
11. ensure that the values stated in the safeguarding policy are communicated in all publicity, advertisements and recruitment materials
12. ensure that all staff and volunteers working with children and young people have a DBS clearance (CRB if still valid) raised by the organisation and that this is renewed every three years
13. understand that Sheffield City Council and the Sheffield Music Hub are not able to approve or substantiate any safeguarding policy or procedures developed by partner organisation
14. For further guidance please see:

<https://www.safeguardingsheffieldchildren.org.uk/>

**APPENDIX 3: Early Help, Protection and Support**

**Schools:** provide early support to children in many different ways e.g. breakfast clubs, nurture groups, circle of friends etc

**Multi-Agency Support Teams (MAST):** MAST works with families, children/young people to provide a range of services which help improve well-being, school attendance, learning, behaviours and health care. To obtain support for a child/family from a MAST worker, the education setting needs to refer via either a Request for Service or Family Common Assessment Framework (FCAF), depending on which service they want. MAST are now built on the principle of **‘one family, one worker, one plan’.**

**Targeted Support Services**: deploys resources through schools/study support settings to raise the attainment and participation in learning of specific groups of children/young people and improve community cohesion.

**Voluntary & Community Sector**: examples include misuse services, debt counselling services, domestic abuse helpline and support services, housing services, issue specific support groups, bereavement support services etc.

**Learning Support Service:** supports schools and families in meeting the needs of pupils with a range of learning difficulties. The service provides specialist assessment of individual learning, support and advice to staff/parents/carers, training and professional development to staff who support pupils with learning difficulties, special needs coordinators in managing their responsibilities under the SEN Code of Practice as well as developing and promoting effective interventions for pupils with special needs.

**Identifying a Child’s Needs Early**

**Early Help Documentation**

This is used to share information about a child’s low level additional needs at a classroom level with parents/carers and members of the safeguarding team. The document is kept in a file in the classroom but if safeguarding concerns are identified, it indicates that a Family Common Assessment may be required. A copy of the early help document and safeguarding information would be kept in the child’s individual safeguarding file.

**Family Common Assessment**

This assessment can be completed by a member of the education settings’ Safeguarding Children Team when a number of issues are identified that cannot be met from within school. The assessment is completed with the full involvement of mothers, fathers and carers, and the young person if appropriate. Other members of staff may be asked for information about the child to be included in the assessment. Once completed, the assessment is kept in the child’s safeguarding file.

The Music Hub may be asked to contribute anything they know about a child/young person/family if appropriate.

Further guidance and information is available here:

[https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board/sscb-information/thresholds-of-need-guidance.html](https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board/sscb-information/thresholds-of-need-guidance.html%2520)

**Protection/Support**

* **Special Education Needs Coordinator** provides support to children with special needs
* **Looked After Children Designated Teacher** supports children who are in care
* **Designated Safeguarding Lead/Deputy** will refer to the appropriate services. They have overall responsibility for all safeguarding in schools/services, from early help to child protection. They provide advice and support to staff as well as act on referrals and concerns.
* **Children’s Social Care** will investigate and assess risk of significant harm to children, often alongside the police.
* In addition, **Police** respond to emergencies including domestic violence, driving children whilst under the influence of alcohol/ drugs, aggressive/violent behaviour on school premises etc.
* **(Local Authority) Designated Officer** manages allegations of abuse, made against staff
* **Sexual Exploitation Service** (on referral from social care) support young people at risk of or subject to sexual exploitation
* **Prevent Single point of Contact** receives referrals re concerns that children/young people are being drawn into extremism/being radicalised
* **Fostering, Adopters & Carers** **Team** support Looked After and adopted children and their families

**APPENDIX 4 : Key Resources/Additional Support**

Safeguarding Sheffield Children website

[www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk)

Regular Updates available on:

http://www.safeguardingsheffieldchildren.org/sscb/safeguarding-board-information/sscb-newsletters

Safeguarding Advice Line (support for practitioners)

Tel. 0114 2053535

Child Protection Enquiry Team (CPET) where there are specific welfare concerns or allegations about a child or young person as the specifics can be cross referenced using the name and DOB. CPET checks relevant information held on the Children’s Social Care database. This is a two-way exchange of information.

DSL/D will provide the CPET with a landline telephone number so their status can be verified before any information is exchanged or passed on. CPET will record the enquiry, the practitioner’s details and the reason for their concern.

Tel. 0114 273 4925

Sheffield Children’s Social Workers Team

<https://www.sheffield.gov.uk/caresupport/childfam/childrens-social-care/social-work.html>

Social Care Number (out of hours)

Tel. 0114 2734855

Department for Education

<https://www.gov.uk/government/organisations/department-for-education>

Advice and support for children and families (MAST)

<https://www.sheffield.gov.uk/caresupport/childfam/advice-and-support.html>

Sheffield Educational Psychology Service (crisis management)

Tel. 0114 2506800

Teacher Support Helpline

Tel. 08000 562 561

Parent Info Website – lots of advice and tips to support parenting and tips on preparing their children for adult life.

http://parentinfo.org

Interchange Sheffield

A service for children/young people under 25 supporting their emotional well-being and mental health (including counselling/therapy/workshops). Mental Health Ambassadors steer this organisation.

[www.interchangesheffield.gov.uk](http://www.interchangesheffield.gov.uk)

Tel. 0114 2016672

Mob: 07531 721874

Email: interchangeproject@ymail.com

Victim Support

Tel. 08 08 16 89 111

Preventing child sexual abuse: video

The NSPCC has launched a video exploring steps we can take to keep children safe from sexual abuse by thinking through the potential risks in children’s daily lives and taking action to protect them. This is relevant for parents/carers, families, schools and professionals.

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-abuse/preventing-child-sexual-abuse/

Disrespect Nobody

The aim of the Disrespect NoBody campaign is to prevent young people, both boys and girls aged 12 to 18 years old from becoming perpetrators and victims of abusive relationships.  The website offer advice and signposts on a range of matters including relationship abuse, sexting, consent, rape porn and harassment.

[www.disrespectnobody.co.uk](http://www.smartcdn.co.uk/homeofficeR4/mailresponse.asp?tid=9858&em=10033736&turl=http://www.disrespectnobody.co.uk/)

Bullying Support

The Professional Online Safety Helpline is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues.

https://www.saferinternet.org.uk/professionals-online-safety-helpline

CSE

It’s Not Ok campaign

<http://www.safeguardingsheffieldchildren.org/sscb/campaigns/its-not-ok-campaign>

Children’s Society resources in English, Slovak & Romanian, to work with Gypsy, Roma and Traveler communities keep young people safe from child sexual exploitation (CSE).

https://www.childrenssociety.org.uk/sites/default/files/cfd224b\_stay-safe-animation-resources\_practioners-guide\_v3\_0.pdf

CEOP (National Crime Agency) works to pursue and prosecute child sex offenders whilst educating all through the thinkuknow website.

<https://www.thinkuknow.co.uk/parents/>

Sheffield DACT

The Sheffield Drug and Alcohol/ Domestic Abuse Coordination Team (DACT) support domestic abuse victims and offer support and treatment for drug and alcohol misuse.

http://sheffielddact.org.uk/

Domestic Abuse Helpline – 0808 808 2241

Drug Support Helpline – 0114 272 1481

Alcohol Support Helpline – 0845 345 1549

Sheffield Samarians

Tel. 0114 276 7277

Educate Against Hate

Nationally, the <http://educateagainsthate.com/> website continues to collate resources, advice and good practice relating to Prevent for teachers, parents and school leaders.

Ofsted Safeguarding policy

<https://www.gov.uk/government/publications/ofsted-safeguarding-policy>

**Bereavement Support**

Winstons Wish

<http://www.winstonswish.org.uk/?gclid=CImihNXxk84CFeMW0wodgEAI7A>

Cruse Bereavement Care

<http://www.cruse.org.uk/about-cruse>

<http://www.cruse.org.uk/sheffield-branch-map>

Hope again

<http://hopeagain.org.uk/>

**Child Sexual Exploitation**

[sarahlloyd@sheffieldfutures.org.uk](mailto:sarahlloyd@sheffieldfutures.org.uk)

SSES: Sheffield Sexual Exploitation Service

[www.sheffieldfutures.org.uk](http://www.sheffieldfutures.org.uk)

[www.sheffieldrapecrisis.org.uk](http://www.sheffieldrapecrisis.org.uk) - 0808-8020013

**APPENDIX 5: The Importance of Documentation**

**(what to put in a report)**

**Writing a Record**

Clear and accurate recording is vital to the effective safeguarding of children, and in some cases, the apprehension and prosecution of perpetrators.

All records should be:

* factual and evidenced
* concise and complete
* accurate and objective
* written not audio or video file
* dated and signed with full name, date, position/ relationship to child/young person
* securely stored

Where possible, if you know the following, please add to all records:

* Front sheet: child’s basic details - child’s full name, address, date of birth
* Chronology of the contents sheet
* full details of other people within the household and relationship to the child
* full names, position and contact details of any involved professionals that you are aware of
* date and time of writing the record
* date and time of any alleged incident and/or when your concern was triggered
* any action you have taken e.g. calls to other professionals, discussion with colleague or manager, etc.
* record of all discussions and meetings relating to the student/ family & copy of documents
* date and authors signature at the end of the record

If you have third party information (hearsay or gossip), still record it. A professional will look into the accuracy of that information. State that you are unsure whether it is true or not.

You could be called to court to give evidence whether as a witness of a disclosure or a witness of an incident. This could be after a signficiant period of time.

**Storage**

All Safeguarding information pertaining to any particular child is collated and stored securely in a lockable cabinet at the Music Hub office. Access to the file is on a ‘need to know’ basis. Records will be held for 85 years.

Once information has been passed on, staff should delete/dispose of the report in line with the Data Protection Act.

**APPENDIX 6: Sheffield Music Hub – Cause for Concern**

If a member of the team, contacts the Service with a concern – complete the following.

|  |  |
| --- | --- |
| Child’s Name: | School Year: |
| School: | DSL in School: |
| School Address: | School Telephone Number |
| Person Expressing Concern: | Position of the Person: |
| Date & Time of concern: | |
| Date & Time passed onto the DSL: | |
| Is this a Twilight lesson? Yes/ No  If Yes, please state the school the young person attends | |

|  |
| --- |
| Nature of concern: (Please give full details of the concern, ensuring that you record dates, times and frequencies, as appropriate and any relevant conversations with individuals) |

|  |
| --- |
| Initial action taken: (This could include details of initial enquires of the child, consultation with CPD, contact Safeguarding Advisory Service or any other contact) |
| Recommended Action: |

**APPENDIX 7: Event Review Document – Safeguarding Risk Identified**

This document is to help someone review an event where a Safeguarding Risk was identified and required adjustment/review or intervention. This document is completed to ensure swift changes take place, are communicated effectively and overall policy is updated.

|  |  |
| --- | --- |
| Reason for Review: | Event Name: |
| Location (full address) : | SMH Music Leader/ Manager/ Volunteer (person completing this form): |
| Person Expressing Concern: | Position of the Person:  DSL |
| Date & Time of concern: | Form of communication: |
| Date & Time first contact of the DSL: | |
| Please explain the nature of the review: Please give full details of the concern – timeframe, action, full names of all SMH staff & partners, outcomes | |

|  |
| --- |
| How will this review influence the next event? What immediate actions have been put into place if this is a repeat event? How will this change be communicated to all parties involved? |
| From this review what actions and by whom now need to take place? |
| How will this alter policy and help train others? |
| Signature of DSL/ DSD:  Name: Judith Ennis (DSL)  Signature  Name: Robin McEwan (DSD)  Signature:  Name: Ian Naylor (Head of Music Education – Sheffield)  Signature: |

**APPENDIX 8: Recorded Media Consent for Children and Young People**

Sheffield Music Hub (SMH) wants to promote and celebrate its musical activity through recorded media. This material will contain images of children and young people that have participated in various activities/events, either as a performer or as an audience member.

The interests and wellbeing of our musicians are paramount and SMH follows strict and legal Safeguarding protocols and strictly adheres to the new GDPR legislation. SMH ensures that all necessary steps are taken to protect children and young people at all times and from the inappropriate use of images.

Permission is sought via the Recorded Media Form below. 

SMH assures you that:

* We will never supply the full name of the child/children along with the image/ recording
* We will only use images of children in suitable dress
* All SMH photographers will be required to have an Enhanced DBS
* A photographer or film crew will never work unsupervised alongside children and young people

SMH may use the Recorded Media for the following purposes:

* Using these sounds and images to celebrate and publicise the work of Sheffield Music Hub anywhere worldwide, and may retain archive copies of such recordings and photographs for use in future publicity for an unspecified time
* Photographs will be in the public domain and are therefore without restriction
* SMH reserves the right for use the recorded media for selling/hiring/promoting and obtaining future funding
* May share media images with Hub partners to celebrate and assist future funding opportunities or obligations.

Audience members will be advised on the day of the performance itself whether they have permission to photograph/record a particular event/activity. SMH disclaims any responsibility for recordings made by members of the public when they have been advised that photograph/recording is **not allowed**, despite our best efforts to ensure that this doesn’t happen.

On occasion, press and broadcasting companies may wish to take photos/film your child and even if you have given permission via the Recorded Media Consent Form you will be given the opportunity to decline your permission in these circumstances.

If you wish to look at specific examples of how imagery is used to celebrate musical achievement, please look at:

Our [Website](https://www.sheffieldmusichub.org/)

Our [YouTube page](https://www.youtube.com/channel/UCed4WUAQA0wEw_0ssSXGudQ)

Our [Flickr page](https://www.flickr.com/photos/sheffieldmusichub/)

Other example could be DVDs, radio, television and printed literature.

If you ever have any concerns regarding inappropriate/intrusive photography, please report these immediately to a member of staff at the Hub.

Please be aware that it is never appropriate for SMH staff and volunteers to take photos or make recordings for personal use.

I give consent for the Music Hub to use my child/ren's recorded media for the purposes as detailed above**.** I understand that recorded media is transferred and stored securely at all times. I understand that any images / media will be kept for 3 years after which they will be permanently deleted.

Yes

No

If you do not give consent please be aware that your child may not be able to participate in events where SMH needs to captures images for funding or promotion.

Please be aware that you can opt out of this agreement at any point. If you want to opt out please email: **musicservice@sheffield.gov.uk**

Name of Child:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Carer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/carer’s signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX 8 a: Letter for Schools / Organizations: PHOTOGRAPHY/RECORDED IMAGES**

Sheffield Music Hub (SMH) will promote its activity through recorded media taken from its events. This material will contain images of children that have participated in (either as a performer or an audience member) SMH events.

The interests and the welfare of children taking part in SMH activities are paramount therefore SMH has put in place various safeguarding procedures. These safeguards will help to ensure that all necessary steps are taken to protect children and young people from the inappropriate use of their images in resources, media publications, on the internet and elsewhere.

SMH will seek permission from parents/guardians of children via designated responsible adult group leaders to televise record or photograph the event which will include children performing and watching as a member of the audience.

If permission is gained SMH may use the recorded media for the following purposes:

* broadcasting any such recording or selling, hiring or otherwise making those sounds and images available in any audio, video or audio-visual form to the public without restriction
* making photographs available to the public without restriction
* using these sounds and images for publicity of the work of Sheffield Music Hub, anywhere in the world and retaining copies of the recordings and photographs in Sheffield Music Hub archives for use in future publicity for an unspecified time.

Permission will be sought via a Recorded Media Consent Form (attached). If consent is declined groups may not be able to take part in this performance due to its public nature. SMH is not responsible for any recordings made by members of the public and how they choose to use said recordings.

The following should be considered when deciding what images and recordings to make use of:

* Never supply the full name (first name and family name) of the child or children along with the image/recording
* Only use images of children in suitable dress

Depending on the role required of them by SMH they may be required to have a DBS. SMH would never engage a photographer or film crew to work unsupervised away from the event location with children. SMH will always inform groups when an official photographer or film crew has been engaged at an event.

Photographs at events taken by SMH staff and volunteers may be used for official use, where deemed suitable, so long as they meet the conditions already set out above. It is not acceptable for SMH staff and volunteers to take photos or make recordings at events for their own personal use which contain images of children.

The press may wish to take photos or film your group and you are given the opportunity to decline even if you have given permission via the Recorded Media Consent Form.

If groups have any concerns regarding inappropriate or intrusive photography, these should be reported to a member of SMH staff at the event.

Specific examples of previous usage of images and recordings by SMH include the SMH website, social media sites (YouTube, Flickr, Twitter), DVDs, press coverage – newspaper, radio and television, SMH printed literature.

**Please complete the form below:**

**APPENDIX 8 a:** **Recorded Media Consent Form**

NAME OF GROUP LEADER:

NAME OF SCHOOL:

ATTENDING CONCERT / EVENT:

CONTACT NUMBER AND EMAIL:

I confirm that I am 18 years or over.

I hereby consent to Sheffield Music Hub, or anyone authorised by Sheffield Music Hub:

• Televising, recording or photographing all members of the above group by the use of any medium **(including the press or broadcasting companies)** during Hubfest on Sunday 8th July

Having captured these images, I confirm that Sheffield Music Hub is authorised to make arrangements for:

• broadcasting any such recording or selling, hiring or otherwise making those sounds and images available in any audio, video or audio-visual form to the public without restriction;

• making photographs available to the public without restriction

• using these sounds and images for publicity of the work of Sheffield Music Hub, anywhere in the world and retaining copies of the recordings and photographs in Sheffield Music Hub archives for use in future publicity for an unspecified time.

In signing this consent, I declare that I have the permission of all parents/guardians/ carers to sign on their behalf in respect of the terms noted above. For children aged 16 and above I also have their written consent.

Signed by: ...................................................................................................................................

for and on behalf of the children of (school / organisation):.............................................................................

in the presence of\*\* : .................................................................................................................

job title / relationship: ................................................................................................................

Dated**: ..............................................................................................................................**

\*\* The person witnessing the signature on this form should be a member of the Senior Leadership Team (ideally the head teacher) from the school.

If you are unable to give consent, or cannot give consent for the whole group, please let us know and we will contact you to discuss any problems:

Please complete this form in BLOCK CAPITALS and return it to:

**Sheffield Music Hub, Stadia Technology Park, 60 Shirland Lane, Sheffield, S9 3SP or email** [**musicservice@sheffield.gov.uk**](mailto:musicservice@sheffield.gov.uk)

**Appendix 9: Early Help Assessment & Safeguarding Hub - Guidance for DSL/Ds**

The Safeguarding Children Advice line number 0114 2053535 has now closed down.

Instead there are two options: Early Help Assessment or The Safeguarding Hub. This appendix will help to decide which route is appropriate.

Early Help

If you need child specific advice about early help and/or help with an Early Help Assessment, please ring 0114 2037485.

Requests for Early Help and support from the MAST teams should be made directly to MAST via an early help assessment part 1 form available at [www.sheffield.gov.uk/earlyhelp](http://www.sheffield.gov.uk/earlyhelp).

The Safeguarding Hub

**Safeguarding Hub Tel. 0114 273 4855**

If you need child specific advice about child protection/significant harm concerns, please ring the Sheffield Safeguarding Hub on 0114 2734855

The Safeguarding hub is for reporting child protection concerns\*.The purpose is laid out below and further information is available online:

<http://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/referring-a-safeguarding-concern-to-childrens-social-care>

**The Safeguarding Hub:**

* Includes South Yorkshire Police Officers, Social Workers, Independent Domestic Violence Advisers and Health staff
* Will respond to **new**concerns about vulnerable children and young people by providing an integrated service with swift and secure information sharing between professionals
* Will not replace Early Help services where children are not at risk but may need support. To make a referral please complete an Early Help Assessment part 1 form available at [http://www.sheffield.gov.uk/earlyhelp](http://sheffield.gov.uk/early) . For further advice there is a new single number for the Multi Agency Support Teams 0114 2037485.
* **Will not** replace police reporting mechanisms - to report non-urgent matters for police action ring **101.**
* **Will not** deal with open cases where the child/family have an existing social worker. [Please contact the area team directly here.](http://www.safeguardingsheffieldchildren.org/sscb/contact-us/childrens-social-care)

**However, if a child or young person is in immediate danger, contact the police on 999**

**APPENDIX 10: Explaining the language around data protection**

|  |  |  |
| --- | --- | --- |
| **Term** | **Description** | **Example** |
| Data subject | The person that the data relates to. | John Smith the pupil.  Jane Smith the teacher. |
| Data item | A single piece of information about a data subject. | “Ethnicity = white British”  “Attendance = 97%” |
| Data item group | A group of data items that are typically captured about the same activity or business process in school.  These are also sometimes called data elements or data scope within the data community/sharing agreements schools have with suppliers. | Behaviour management or catering. |
| System | A piece of software, computer package or manually managed asset that supports the administration of one or more areas of school life. | Capita SIMS, ParentPay, My Maths, |
| System group | An umbrella term to describe the areas of school administration where systems that contain personal level data typically reside. | Core MIS, payments, curriculum tools. |
| Personal data | Information relating to a natural identifiable person, whether directly or indirectly. | John Smith was born on 01/01/1990.  The head teacher’s salary is £60,000. |
| Special category data | These are highly sensitive pieces of information about people. They are important because under GDPR they are afforded extra protection in terms of the reasons you need to have to access and process that information.  In education who (either alone or in common with other people) determine the purpose for which, and the manner in which data are processed. | Tightly defined as data relating to racial or ethnic origin, political opinions, religious or philosophical beliefs, health, trade-union membership, and health or sex life. Data relating to criminal offences is also afforded similar special protection. |
| (Data) Controller | The organisation who (either alone or in common with other people) determine the purpose for which, and the manner in which data are processed. | A school is often the data controller, sometimes a joint controller with the LA or DfE. |
| (Data) Processor | A person or organisation who process data on behalf of and on the orders of a controller. | A catering supplier the school uses. |
| Data audit/data asset register | The assessment of data and its quality, for a specific purpose. Other terms you might hear are data map or information asset log. In this context, we simply want the list of personal data assets that we hold, from which we can go on to place further important information alongside. |  |
| Lawful basis and conditions for processing | These are the specific reasons, set out in law, for which you can process personal data. There is one list for personal data (lawful basis article 6) and another list for processing special category data (article 9). | “The processing is necessary for administering justice, or for exercising statutory or governmental functions.” |
| Data retention | How long you will hold information for to do the processing job you need it for. At the end of a data retention period, processes should be in place to ensure it is properly disposed of. | “We keep parent’s phone numbers until 1 month after they leave the school in case of any issues that need resolving for example, payment or repayment of lunch money) and then it is deleted.” |
| Privacy notice | This is a document that explains to the people you have data about (“data subjects”) the data items you hold, what they are used for, who it is passed onto and why, and what rights they have. | DfE publish model privacy notices. |
| Subject Access Request (SAR) | This is where a person (data subject), requests access to the information you hold about them. Timescales for responding, as well as reasons why you must comply or may refuse, as set out in law. A Subject Access Request is often used to describe “tell me all my data you hold”. | “I want to know the attendance data you hold about my son”. |
| Data Protection Impact Assessment (DPIA) | This is a process to consider the implications of some change you are introducing on the privacy of individuals.  Assessing privacy at the outset helps you plan consultation/awareness/consent type options from the outset.  “Privacy be design” is a term that is used in this space. | You would undertake one of these if introducing a new system to use fingerprinting within catering provision. |
| Data breach | A personal data breach means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data. This includes breaches that are the result of both accidental and deliberate causes. It also means that a breach is more than just about losing personal data. | Sending a list of pupil names, attainment marks and dates of birth s to the wrong school. |
| Automated decision making/profiling | This is when machines/software apply rules to data and determine something about someone based on purely applying those rules. Typically it is the significance of the decision which drives the caution and concern here. | “Anyone recorded as attendance >99% will get a voucher for X”. |

**APPENDIX 11**

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