

Keeping Children Safe in Education – September 2021

Follow up quiz for school staff

	Question	Answer
1	Who has responsibility for safeguarding on your school?	Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
2	Who should you talk to if you have a concern about a child?	If staff have any concerns about a child's welfare, they should act on them immediately. <i>See page 22 of KCSiE for a flow chart setting out the process for staff.</i> There should be a conversation with the designated safeguarding lead to agree a course of action. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. (However, this would be unusual, as it is a requirement that the school/academy ensures there is a DSL available at all times that the school is open for staff to discuss concerns.) <i>NB Useful guidance on pages 25 – 27 of the Sexual Violence and Sexual Harassment 2021 document about responding to a report.</i>
3	The Designated Safeguarding Leads at this school are...	
4	Who should you go to if you have a concern about the behaviour of another member of staff (including supply staff, volunteers and contractors) in relation to child protection?	The headteacher or principal. Concerns about the headteacher/principal should be referred to the chair of governors.
5	What should you do if a child tells you s/he is being abused or neglected?	All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be

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		<p>in the best interests of the child.</p> <p>All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.</p>
6	<p>Should you record your concern about a child in writing?</p> <p>Is there a form that you should use and, if so, where is it kept?</p>	<p>All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. It is good practice to keep concerns and referrals in a separate child protection file for each child.</p> <p>Records should include:</p> <ul style="list-style-type: none"> • a clear and comprehensive summary of the concern; • details of how the concern was followed up and resolved; • a note of any action taken, decisions reached and the outcome <p>If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.</p>
7	<p>What are the key policies and systems that support safeguarding in your school?</p>	<ul style="list-style-type: none"> • The child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse • The staff code of conduct • The school's behaviour policy, which should include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying • Keeping Children Safe in Education 2021 • The role of the Designated Safeguarding Lead (Annex C) • The safeguarding response to children who go missing from education <p><i>Copies of policies and a copy of Part 1 and Annex B (KCSiE 2021) should be provided to all staff (especially at induction)</i></p>
8	<p>What is the name of the local authority safeguarding guidance?</p>	<p>SET Procedures (Southend, Essex and Thurrock) <i>Latest version October 2019</i></p>
9	<p>Who are the three statutory safeguarding partners in a local authority?</p>	<p>The three safeguarding partners (set out in Working Together to Safeguard Children 2018) are the local authority (<i>in our case, ECC</i>), the police and health (<i>5 Clinical Commissioning Groups in Essex</i>). Education is named as a "relevant agency" and must follow the arrangements set out by the three safeguarding partners.</p>
10	<p>How often should staff receive training on child protection and safeguarding?</p>	<p>All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should</p>

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		receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually , to provide them with relevant skills and knowledge to safeguard children effectively.
11	Which parts of Keeping Children Safe in Education 2021 must staff read?	<ul style="list-style-type: none"> • All staff who work directly with children must read Part one and Annex B • <u>If governing bodies/proprietors choose</u>, staff (<i>and volunteers</i>) who do not work directly with children can read Annex A - a new condensed version of Keeping Children Safe in Education. • DSLs and staff with specific responsibilities (e.g. safer recruitment) should read the full version of KCSiE.
12	How often does the Designated Safeguarding Lead undertake training?	The DSL training should be updated at least every two years.
13	What is the definition of safeguarding, as set out in KCSiE?	<p>The full definition of safeguarding is:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children’s mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
14	Do you have a safeguarding responsibility for things that happen outside school?	<p>All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.</p>
15	What is the early help process?	<p>This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. All staff should be aware of the early help process, and understand their role in it.</p> <p>Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:</p> <ul style="list-style-type: none"> • is disabled and has specific additional needs;

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		<ul style="list-style-type: none"> • has special educational needs (whether or not they have a statutory education, health and care plan); • is a young carer; • is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines; • is frequently missing/goes missing from care or from home; • is at risk of modern slavery, trafficking, sexual or criminal exploitation; • is at risk of being radicalised or exploited; • has a family member in prison, or is affected by parental offending; • is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; • is misusing drugs or alcohol themselves; • has returned home to their family from care; • is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage; • is a privately fostered child; and • is persistently absent from education, including persistent absences for part of the school day. <p>(Highlighted bullet points are new in KCSiE 2021)</p>
16	Do you know the following acronyms? HSB CSE CCE HBA CME	Harmful Sexual Behaviour Child Sexual Exploitation Child Criminal Exploitation Honour Based Abuse Children Missing Education
17	What are the four main types of abuse?	<ul style="list-style-type: none"> • Physical • Emotional • Sexual • Neglect <p>All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlay with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).</p>
18	Name some of the other specific safeguarding issues described in KCSiE 2021	<ul style="list-style-type: none"> • Child abduction and community safety incidents • Children and the court system • Children missing education • Children missing from home or care

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		<ul style="list-style-type: none"> • Children with family members in prison • Child Sexual Exploitation • Child Criminal Exploitation • County Lines • Modern Slavery and the National Referral Mechanism • Cybercrime • Domestic abuse • Homelessness • So called “honour-based” abuse (including Female Genital Mutilation and Forced Marriage) • Mental health • Missing children and adults • Private fostering • Preventing radicalisation • Relationship abuse • Serious violence • Sexual violence and sexual harassment between children and schools and colleges • Trafficking • Upskirting <p>(Highlighted bullet points are new in KCSiE 2021)</p>
19	Are children at risk from technology?	<p>All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.</p>
20	What is peer on peer abuse?	<p>All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:</p> <p>bullying (including cyberbullying, prejudice-based and discriminatory bullying);</p> <p>abuse in intimate personal relationships between peers;</p> <p>physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);</p> <p>sexual violence and sexual harassment;</p> <p>causing someone to engage in sexual activity without consent;</p>

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		<p>consensual and non-consensual sharing of nudes and semi nudes images and/or videos;</p> <p>upskirting;</p> <p>initiation/hazing type violence and rituals.</p> <p>All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.</p> <p>(Highlighted bullet points are new in KCSiE 2021)</p>
21	<p>What if there are no reports of peer on peer abuse in your school?</p>	<p>All staff should understand that even if there are not reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.</p>
22	<p>There is a section on "serious violence" in KCSiE 2021. What are the indicators which may signal that children are at risk from, or are involved with serious violent crime or other types of criminal exploitation?</p>	<p>All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.</p> <p>All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.</p>
23	<p>Do you understand your role in supporting children with safeguarding issues, including those with a social worker?</p>	<p>DSLs have a new responsibility to help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.</p> <p>It is important that staff know who these children are, understand their academic progress and attainment and</p>

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		maintain a culture of high aspirations for this cohort. Teaching staff should be supported to identify the challenges that children in this group might face and the additional support and adjustments that they could make to best support these children.
24	Since July 2015 all schools have been subject to a duty to have “due regard” to the need to prevent people from being drawn into terrorism. What is this duty called? Do you know the four general themes the guidance covers?	The Prevent Duty. <ul style="list-style-type: none"> • Risk assessment • Working in partnership • Staff training • IT policies
25	Do you know the name of the schools' lead for Prevent in Essex?	Jo Barclay, Schools and Early Years Safeguarding Manager jo.barclay@essex.gov.uk 07775 030021
26	If you suspect that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, what should you do?	Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.
27	What should you do if you are aware that a child has gone missing from education?	Staff should be aware of their school or college's unauthorised absence and children missing from education procedures and ensure that they follow them. You will find this information in the school's Child Protection Policy. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.
28	What should you do if you think that a concern you have raised has not been followed up?	All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know

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		<p>that such concerns will be taken seriously by the senior leadership team.</p> <p>Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.</p> <p>The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk</p> <p>https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/</p>