

Safeguarding Induction Handbook

For school and education-based staff and volunteers

Contents

Introduction	2
What is Safeguarding and Child Protection?	2
Safeguarding key principles	3
What is my role and responsibilities?	3
Recognising concerns and signs of child abuse	5
Four recognised categories of abuse	5
What if I have concerns about another colleague or trusted adult? .	7
Local Authority Designated Officer (LADO) contact details	8
Talking to children & young people	9
Key contacts	12
What have I learnt?	13
Declaration	15

Introduction

The purpose of this safeguarding induction booklet is to support you in your new role. It will help you to know what your role and responsibilities are and what to do if you have concerns about a child or young adult.

This should be read in conjunction with your school/education establishment's Child Protection and Safeguarding Policy, and Part 1 and Annex A of Keeping Children Safe in Education, as well as the guidance on 'What to do if you are worried that a child is being abused', until you receive your school's Introduction to Safeguarding Training for all Education based staff. In addition to this you should also receive regular safeguarding briefings, at a minimum annually, to support you to work safely with pupils and students.

If you are not sure what to do or feel anxious when dealing with any safeguarding issues, remember you can speak to your Designated Safeguarding Lead (DSL) or Alternate/s who are:

.....

.....



What is Safeguarding and Child Protection?

Definitions:

Safeguarding and promoting the welfare of children is defined as:

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

Children includes everyone under the age of 18

Keeping Children Safe in Education and Working Together to Safeguard Children

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change.

Safeguarding Key Principles

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.

What is my role and responsibilities?

You are in a unique position to be able to observe signs of abuse or neglect, or changes in behaviour which may indicate a child, young person or young adult may be being abused or neglected.

You should make sure that you are alert to the signs of abuse and neglect, that you question the behaviour of children, parents, carers or colleagues and don't necessarily take what you are told at face value. You should make sure you know where to turn to if you need to ask for help, and that you refer to children's social care or to the police if you suspect that a child is at risk of harm or is in immediate danger.

Sections 17, 27 and 47 Children Act 1989 respectively, requires:

- Local Authorities (LA) to safeguard and promote the welfare of children in need and provide appropriate services.
- Local Authorities and other organisations to assist in the exercise of functions, including those under section 17.
- Local Authorities to make child protection enquiries if they have reasonable cause to suspect a child in their area is suffering or is likely to suffer significant harm, and for schools and other organisations to assist them with those enquiries.

Section 175 and Section 157 Education Act 2002 require local authorities and Governing Bodies of maintained schools and FE colleges, Academies, Free Schools and Independent schools to:

- make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, and
- have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make for that purpose.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation through to the teenage years.

In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in Keeping Children Safe in Education guidance which should be reflected in the school's Child Protection and Safeguarding Policy. Staff may be required to support social workers and other agencies following any referral.

The Teachers' Standards 2012 state that teachers, including headteachers, should 'safeguard children's wellbeing' and 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school' as part of their professional duties.

All staff who will work with children, whether permanent, temporary or voluntary, including governors, should, when starting work, be:

- made aware of the systems within their school or college which support safeguarding as part of staff induction, this should include:
- Part 1 and Annex A of the Keeping Children Safe in Education guidance
- the child protection and safeguarding policy
- the behaviour policy
- the staff behaviour policy/code of conduct
- the safeguarding response to children who go missing from education
- the role, name and contact details of the Designated Safeguarding Lead (and any deputies)

- All staff who work with children, including teachers and governors, but do not have the designated safeguarding role with responsibilities should undertake:

basic introduction to safeguarding training that equips them to recognise and respond to child welfare concerns;

additional safeguarding and child protection training appropriate to their role, including training provided by the DSL, the Local Authority (LA) or the local safeguarding partners¹ (In Suffolk this is the Suffolk Safeguarding Partnership (SSP))

undertake refresher training and receive regular safeguarding updates at least annually.

What would I look for and how would I know a child, young person or young adult is at risk?

Recognising concerns and signs of child abuse.

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

It is important to know the signs of abuse and to be alert to the need to consult further and to act if abuse is suspected or taking place.

Four recognised categories of abuse

The following signs listed under the four recognised categories of abuse are not an exhaustive list.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

¹ Working Together to Safeguard Children requires the three statutory safeguarding partners (the LA, clinical commissioning group, and police) to make arrangements to work together with relevant agencies to safeguard and promote the welfare of local children.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source: Working Together to Safeguard Children and Keeping Children Safe in Education).

Annex A in Keeping Children Safe in Education contains important additional information about specific forms of abuse and safeguarding issues, these include:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: County Lines/drugs
- Domestic Abuse
- Homelessness
- So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation
- Peer on peer Abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting

(Source: Annex A Keeping Children Safe in Education)

What if I have concerns about another colleague or trusted adult?

When staff have concerns about another adult's behaviour or allegations arise, it is inevitably a distressing and difficult time for all concerned. It is important that you raise any concerns at the earliest opportunity so that incidences can be dealt with quickly and fairly.

- Pinpoint what practice is concerning you and why
- voice your concerns, suspicions or uneasiness as soon as possible
- don't think 'What if I'm wrong?' think 'What if I'm right?'

- seek support, guidance, and advice without delay from your Headteacher, or Chair of Governors if the concern is about the Headteacher.
- self-report if you think you got it wrong, or if your behaviour may have been misinterpreted.

Whistleblowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. It is important that you understand the whistle-blowing procedures of your school/education setting and who to talk to if you have a concern about another adult. For example, if you are concerned that an adult in a position of trust may be bullying, grooming or sexually abusing a child or young person.

Managing allegations against adults

Organisations and agencies working with children and families should have clear policies for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Employers, school governors, trustees and voluntary organisations should ensure that they have clear policies in place setting out the process, including timescales for investigation and what support and advice will be available to individuals against whom allegations have been made. Any allegation against people who work with children should be reported immediately to the Headteacher or Chair of Governors. The designated officer, or team of officers, should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

Working Together to Safeguard Children

The Suffolk Safeguarding Children Board (SSCB) [Arrangements for Managing Allegations of Abuse against People Who Work with Children or Those who are in a Position of Trust](http://suffolk-safeguarding-partnership.org.uk/) can be found on the SSP website <http://suffolk-safeguarding-partnership.org.uk/>

Local Authority Designated Officer (LADO) contact details

September 2019

Dedicated staff have been identified to undertake the role of Local Authority Designated Officers. LADOs can be contacted via email on LADOCentral@suffolk.gcsx.gov.uk or by using the LADO central telephone number **0300 123 2044** for allegations against all staff and volunteers.

Remember:




- **All allegations** must be taken seriously and properly investigated in accordance with local procedures and statutory guidance.
- In the event of any allegation being made to you by a child or another adult you **must pass the information on.**
- **DO NOT INVESTIGATE. Discuss with the LADO in the first instance.**
- You must **make a clear record** of the allegations and report this to the head teacher without delay. (*Don't forget to date and sign it*)
- If the allegation is about the **headteacher**, you should **report the information to the Chair of Governors.**
- Adults who are the subject of allegations are advised to contact their professional association.

Talking to children & young people

It is important that you know how to respond appropriately to children and adults if they disclose abuse or if you have concerns.

If a child has chosen to speak to you it is because they feel that you will listen and that they can trust you. You need to listen to what the child has to say, and be very careful not to 'lead' the child or influence in any way what they say.

DO	DON'T
<p>Stay calm</p> <p>Listen carefully and be supportive</p> <p>Tell the child what you will do next</p> <p>Record in writing what was said using the child's words.</p> <p>Inform the DSL of your concerns immediately.</p> <p>Ensure you seek support for yourself if needed.</p> <p>Remember... </p>	<p>Dismiss what the child is telling you</p> <p>Ask any leading questions, interrogate the child, or put ideas into the child's head, or jump to conclusions</p> <p>Stop or interrupt a child who is recalling significant events</p> <p>Promise the child confidentiality You must explain that you will need to pass on information to keep them safe</p> <p>Express an opinion about the alleged perpetrator of the abuse</p> <p>Tell the child everything will be 'okay'</p>

Remember...



- **BE ALERT** to it
- **RECOGNISE** the **SIGNS** of abuse
- Act in the '**BEST INTEREST**' of the child
- **DO NOT INVESTIGATE** but be ready to **CONTRIBUTE** to a social work assessment
- **SEEK ADVICE** and support from the Designated Safeguarding Lead
- **RECORD** your concerns
- **TAKE** appropriate **ACTION** by passing the information on
- **REFER WITHOUT DELAY**

If in doubt about whether to refer, please call the MASH professional helpline below



Key Contacts



Customer First – Children’s Social Care

Adults Social Care

0808 800 4005

Customer First –

customer.first@suffolk.gov.uk

LADO Central ---Office line

0300 123 2044

Suffolk Constabulary

101

MASH Professional consultation line

0345 6061499

Suffolk Safeguarding Partnership website www.suffolk.safeguardingpartnership.org

Suffolk Learning –

www.suffolklearning.co.uk

(Safeguarding and Online safety)

IF A CHILD IS IN IMMEDIATE DANGER PLEASE CALL 999

My School's Safeguarding Procedures: What I have learnt?



Now that you have received your safeguarding induction you should be able to answer the following questions:

The four recognised categories of abuse for children and young people are:

A) B)

C) D)

What policy and information should be made available to all staff and volunteers that relates to child abuse and safeguarding?

.....
.....

Do you know who the DSL is that you should report any concerns to?

DSL:

What are their contact details?

Contact details:

Who is the alternative person to contact if they are not available?

DSL Alternate

What are their contact details?

Contact details

What does the abbreviation LADO stand for?

.....

How would you recognise a child suffering from neglect?

.....
.....
.....



Have you signed an e-safety acceptable use agreement to help keep yourself and children safe online?

Yes

No

(If no, speak to your DSL/Headteacher or online/e-safety lead about this)

To whom would you report a concern about another adult's behaviour? To whom would you report concerns about the Headteacher?

Headteacher/Principal

Chair of Governors

Named Governor

Strategic Lead: Resolution

Local Authority Designated Officer (LADO)

A colleague

The police

(Please tick all that apply)

Who is your Chair of Governors?.....

Contact details

Where can you find your school's child protection and safeguarding policy?

.....

Where can you find your school's behaviour policy?

.....

Where can you find your school's staff behaviour policy/code of conduct?

.....

Where can you find the safeguarding response to children who go missing from education?

.....

September 2019

Declaration

I have received a safeguarding induction in line with the Keeping Children Safe in Education statutory guidance and the Local Safeguarding Children Board guidance. I have also been given, have read and understood part 1 of Keeping Children Safe in Education 2018 and annex A.

Yes No

(If no, speak to your DSL or Headteacher about this)

Signed (Name in print)

Role Date

Signed (Name in print)
(School DSL)

Date:

Once completed sign the record and hand a copy to your DSL to be kept with your personnel/training records.