Safeguarding and child protection: the essentials

This training course was developed by The Key in partnership with the safeguarding team at One Education, a leading provider of education services to schools. It is designed to help you meet your statutory requirement to ensure staff training is regularly updated.

The course can be delivered as a 3-hour training session, or in three 1-hour parts. The resources are editable so they can also be adapted to suit your timings and the needs of your staff.

The essential elements of safeguarding and child protection are covered by the course as follows:

Part 1	Part 2	Part 3
• Signs and indicators of abuse • Specific safeguarding issues • Safer working practices	• Legislation and guidance • Serious case reviews • Information sharing	• Disclosures • Reporting concerns • Duty to refer

The training is suitable for all staff in maintained and non-maintained schools in England, including academies, free schools, alternative provision establishments and pupil referral units.

You will need the following resources:

A. Facilitator guidance notes (see pages 2-23 of this document)
B. Presentation
C. Facilitator log – one copy for the facilitator
D. Diagnostic audit – enough for one per participant (to be completed in advance)
E. Learning log – enough for one per participant
F. Group activity pack – printed on A3, enough for one per small group
G. Safer working practices quiz answers (for part 1) – one copy for the facilitator
H. Legislation activity pack (for part 2) – enough for one per small group and one copy for the facilitator
I. Course evaluation form – enough for one per participant
J. Certificate – enough for one per participant

You will also need:

• The specific safeguarding issues factsheets (optional, see the facilitator notes for slide 10)
• An internet connection to play the videos on slides 4, 20 and 28

Step-by-step facilitator guidance notes

Symbol key:

🗣️ **Facilitator instructions and explanation**   ⓘ **Additional information for facilitators**

💬 **Participant discussion**   💭 **Participant reflection**

🎬 **Video/audio clip**

Part 1	
Introduction	🕙 **10 minutes**

Resources required: Video 1, learning logs

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ⓘ Note that the room layout should be cabaret style to support group work. It is recommended that participants work in groups of about four.

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🎬 Play video 1 (1:41). This short video highlights the importance of safeguarding and child protection in schools. The video features Pete Saunders, a survivor of childhood abuse and the founder of The National Association for People Abused in Childhood (NAPAC). The video should be played at the start of the session to remind staff that their actions have real and significant implications, and that they have an important role to play in protecting young people.

ⓘ NAPAC is a national charity that offers support to adult survivors of childhood abuse including physical, sexual, and emotional abuse, and neglect. You can find out more about the organisation here: https://napac.org.uk/about/

🗣️ Emphasise that safeguarding and child protection are a hugely important part of working in schools. As a result, it is a statutory requirement that all staff receive training that is regularly updated. Stress that safeguarding is *everyone's* responsibility, from teachers to senior leaders, office staff, lunchtime staff, support staff and governors (etc.). All staff need to be alert and report concerns.

This course will cover the essentials that all staff must understand so that they can safeguard and protect the pupils under the school's care. Staff should also receive regular updates throughout the year, to ensure they are equipped with the knowledge and skills they need.

Signs and indicators of abuse

🕐 **25 minutes**

Resources required: Group activity packs, learning logs

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Signs and indicators of abuse 💬

Look at the area of abuse you have been given.

What might be the **physical** signs and indicators of this type of abuse?

What might be the **behavioural** signs and indicators of this type of abuse?

Part 1: Slide 8

🗣 The DfE explains that "an abused child will often experience more than one type of abuse, as well as other difficulties in their lives". More often than not it will be behavioural and/or physical signs that suggest abuse, rather than a direct disclosure. The warning signs of abuse can vary from child to child but there are a number of common indicators that may suggest abuse is occurring. While it is important staff understand that a sign of abuse doesn't automatically mean that abuse is occurring, it is vital staff are alert to these signs and report them. This will enable a picture to be developed and intervention to take place as early as possible where needed.

ⓘ DfE (2015) *What to do if you're worried a child is being abused: advice for practitioners*. GOV.UK. p.5. Online. Available at: https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

💬 Ask each group to think again about the form of abuse they have been allocated and to consider:

- What might be the **physical** signs and indicators of this type of abuse?
- What might be the **behavioural** signs and indicators of this type of abuse?

The latter could be in terms of the child's behaviour, or that of the perpetrator. There is space for groups to record their ideas on page 1 of their group activity packs.

Allow approximately 10 minutes for discussion. If there is time, you may want to invite groups to swap sheets and add to them.

🗣 ➕ 💬 In turn, ask each group to read out the signs and indicators they identified. Request more detail where necessary and then open the question up to the wider group, to see if there is anything they wish to add or challenge. Then, refer participants to pages 2-4 of their learning logs. Allow a few minutes for participants to compare the groups' signs and indicators to those provided. Address any missed by participants and any misconceptions.

Make it clear that the lists provided in participants' learning logs are by no means exhaustive or definitive. Participants should report *any* physical or behavioural signs that cause concern, no matter how small or irrelevant they may seem.

Participants should also be vigilant when working with pupils who are disabled or who have a special educational need, as they are particularly vulnerable and may not be able to communicate that they are being abused.

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ⓘ In advance of this session, it is advised you amend this slide to reflect your school policy and to include the telephone number of your local council. You can find their contact details using this website: https://www.gov.uk/report-child-abuse-to-local-council

The guidance that follows is taken from part 1 of Keeping Children Safe in Education (KCSIE). All staff are required to read this. If they have not already done so, ensure time is set aside following the course.

DfE (2016) *KCSIE*. GOV.UK. Online. Available at: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

🗣 Outline your school policy, and be sure to cover the following:

Immediate danger: explain that staff should first determine whether a child is in immediate danger or at risk of harm. If so, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral, but should inform the DSL as soon as possible.

Concerns: where possible, the DSL should be consulted and a course of action agreed. Again, anyone can make a referral to social care. Referrals can also be made to specialist or early help services in accordance with the threshold set by your Local Safeguarding Children's Board (LSCB).

Securing action: note that where a referral is made, the local authority should make a decision within one working day about what course of action to take and should let the referrer know the outcome. Staff should follow up where contact is not made.

It is important that the DSL (or the person who made the referral) ensures that the child's situation improves and highlights concerns where it does not.

Record keeping: all concerns, discussions and decisions (and the reasons for these) should be recorded in writing. Good practice regarding recording concerns will be explored in part 3 of this course.

Early help: Targeted early help services may be provided where there are indicators of emerging difficulties or additional needs. Staff may contribute to the early help process by:
- Identifying emerging problems
- Liaising with the DSL
- Sharing information with other professionals to support early identification and assessment
- In some cases, acting as the lead professional in undertaking an early help assessment

💬 There is space for participants to make notes on page 4 of their learning logs.