Safeguarding and child protection: the essentials, 2022/23

# Chapter 7: assessment and conclusion – **for those not working directly with children in the primary sector**

## **7.1 Final assessment**

You’ll now answer 5 questions and complete 2 in-depth scenarios.

The aim is to make sure you’ve understood the most important learning points and would know how to act in real-life situations.

You need to get 100% to pass. If you get an answer wrong, you'll see reminders and hints to help you get it right.

### Question 1 of 5

You’ve noticed a pupil in school, Anya, spending more time on her own recently. She also doesn’t seem as cheerful as she used to.

You mention this to one of your colleagues, and they agree.

**Who is responsible for acting now, to make sure that Anya is safe?**

Please choose 1 of the following 4 options.

Option 1: Your colleague

Option 2: Anya’s class teacher or form tutor

Option 3: You

Option 4: Your designated safeguarding lead (DSL)

### Liz says:

Option 3 is the correct answer. You are responsible for acting now and to make sure that Anya is safe. Keeping Children Safe in Education says: “Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play”.

It also says not to assume that someone else will take action and share information that might be critical in keeping children safe.

### Question 2 of 5

**Which specific safeguarding issue has been added to part 1 of Keeping Children Safe in Education this year?**

Please choose 1 of the following 4 options.

Option 1: Domestic abuse

Option 2: Cybercrime

Option 3: Child sexual exploitation

Option 4: Child abduction and community safety incidents

### Liz says:

Choose option 1. Domestic abuse is the specific safeguarding issue that’s been added to part 1 of Keeping Children Safe in Education this year. Domestic abuse was previously only covered in an annex to Keeping Children Safe in Education. It’s now included in part 1 of the guidance, to give it more prominence.

Remember:

* Children who witness domestic abuse are victims too
* Children can also be victims of domestic abuse in their own intimate relationships (this is often referred to as ‘teenage relationship abuse’)

### Question 3 of 5

**Where can abuse happen?**

Please choose all that apply from the following options.

Option 1: Online

Option 2: At home

Option 3: Outside the family

Option 4: In school

### Liz says:

Choose all options. Abuse can happen in all of these circumstances. Children can be at risk of harm inside and outside school, inside and outside their home environment, and online.

Remember:

* Technology plays a significant part in many safeguarding and wellbeing issues
* Abuse can happen anywhere, so always assume ‘it could happen here’

### Question 4 of 5

**What should you do if a child tells you they are being abused, exploited or neglected and asks you to keep it a secret?**

Please choose 1 of the following 2 options.

Option 1: Agree not to tell anyone – you wouldn’t want to share the information due to data protection concerns

Option 2: Tell the child you can’t keep it secret, but will only tell people who need to know

### Liz says:

Choose option 2. Tell the child you can’t keep it secret, but reassure them that you will only tell people who need to know. Data protection legislation doesn’t prevent you from sharing information to keep a child safe. You must still maintain an appropriate level of confidentiality, which means only involving people who need to be involved.

Remember, if a child tells you about abuse:

* Listen carefully and let them lead the conversation
* Take the child seriously
* Reassure them it’s not their fault
* Ask open questions, not closed or leading questions
* Make a written record immediately after, or as soon as possible if you can’t do it immediately

Don't promise not to tell anyone if a child tells you they are experiencing any form of abuse, as this may not be in the child's best interests.

### Question 5 of 5

**What does a good safeguarding report include?**

Please choose all that apply from the following 4 options.

Option 1: the date and time of the incident

Option 2: the child’s words where possible

Option 3: your interpretation of what happened

Option 4: where it happened and who was there

### Liz says:

You should choose options 1, 2 and 4, but **not** option 3 – your interpretation of what happened.

Remember:

* Any safeguarding report you write could be used as part of a statutory assessment by your local authority, or in court procedures, so it’s important to keep to the facts
* Make a report as soon as possible

You’re doing well. Now let’s look at the 2 scenarios.

### Scenario 1 – part 1 of 3

Emma is a child in year 3. You’ve heard chatter before about her mum having some problems – there was an instance where another child caller her mum a “junkie”.

Today, you notice Emma’s clothes have visible stains on them, and she doesn’t look as clean as usual. This reminds you that there was a bullying incident to do with dirty clothes last year.

**What should you do now?**

Please choose 1 of the following 2 options.

Option 1: keep an eye out to see if it happens again – it might be a one-off this year.

Option 2: report what you’ve noticed.

### Liz says:

Choose option 2: you should write a safeguarding report on what you’ve noticed. There are some potential signs of neglect here, and if Emma’s mum has issues with drug addiction, Emma is already more vulnerable.

### Scenario 1 – part 2 of 3

A couple of weeks later, you overhear Emma using some explicit sexual language when talking about bodies with her friends. You haven’t heard her speak like this before.

She also seems tired, and you’ve noticed her coming in late a few times.

**What should you do now?**

Please choose 1 of the following 2 options.

Option 1: Make another safeguarding report with the new information.

Option 2: Nothing – you’ve already made a report about a potential safeguarding issue.

### Liz says:

Choose option 1: you should make another safeguarding report with the new information. You've seen something that's a cause for concern again, so you need to report it.

### Scenario 1 – part 3 of 3

Your DSL escalates the school’s concerns to the local authority children’s social care team.

Emma’s family starts receiving early help, and her attendance improves.

Then at break today, Emma’s friend Maja is upset. She tells you Emma had a mobile phone in school and was trying to take a photo of her in the toilets.

**What should you do now?**

Choose 1 of the following 2 options.

Option 1: follow your school’s behaviour policy. You don’t need to do anything else – Emma’s family is already receiving early help.

Option 2: make another safeguarding report and follow your school's policies to address the situation.

### Liz says:

Choose option 2: you should make another safeguarding report and follow your school’s policies to address the situation. This sounds like it could be harmful sexual behaviour. It needs to be addressed from a behaviour perspective, but it is also a safeguarding concern.

You’re right to make another safeguarding report.

### Scenario 1 - what happened to Emma?

When the DSL investigated further, Emma described how she had been a victim of sexual abuse online.

The DSL made another referral to children’s social care and reported what Emma had said to the police.

After making enquiries, the LA set up a child protection plan for neglect and sexual abuse, to make sure Emma and her mum got the help they needed.

Let’s move on to scenario 2.

### Scenario 2 – part 1 of 3

Now let's consider another pupil, Rushai.

Rushai often seems to have niggling illnesses, like colds or ulcers.

**What might this mean?**

Choose 1 of the following 2 options.

Option 1: children are often ill – it’s not a big deal.

Option 2: this could be a cause for concern.

### Liz says:

Choose option 2: this could be a cause for concern. Persistent illnesses can be a sign of abuse or neglect.

### Scenario 2 – part 2 of 3

You use your school’s safeguarding reporting system to report your concerns to your DSL.

A couple of weeks later, you notice that Rushai starts shouting at one of his friends after they’ve given him a playful shove. You’ve noticed a few times around school that he seems to struggle to control his emotions in situations like this.

**After addressing the behaviour if you feel confident to, what should your next action be?**

Choose 1 of the following 2 options.

Option 1: make another safeguarding report to the DSL.

Option 2: speak to the assistant headteacher responsible for behaviour, so they can put an intervention in place.

### Liz says:

Choose option 1: you should make another safeguarding report to the DSL. This is also a potential safeguarding concern, so you should report it.

### Scenario 2 – part 3 of 3

You don’t see Rushai in school as much over the next month.

This evening, you see him hanging around in the street with some older boys you don’t recognise.

**What do you think now?**

Choose 1 of the following 2 options.

Option 1: who Rushai spends time with outside of schools isn’t really any of your business – he probably just wants to look more grown up by hanging out with older boys.

Option 2: it looks like Rushai is still at risk – and could be at further risk outside the home.

### Liz says:

Choose option 2: the potential abuse Rushai has experienced and possible attendance issues could also put him at higher risk of being drawn into serious violence or criminal exploitation.

### Scenario 2 – what happened to Rushai?

You make a safeguarding report about what you’ve seen.

Thanks to your report, the DSL is able to get some more support in place for Rushai, to help keep him safe.

## **7.2 Key points from this course**

Remember:

* Everyone is responsible for safeguarding – which means you are, too
* Think: “it could happen here”
* Look and listen for signs of abuse, including signs a child may be communicating indirectly
* Report any concerns, no matter how small
* Work closely with your DSL and any deputies. Your job is to report concerns, not to investigate
* Always act in a child’s best interests. If their situation isn’t improving, follow up and seek action

## **7.3 Your next steps**

Make sure you:

* Read ‘part 1’ and annex B of Keeping Children Safe in Education. (Or, if you don't work directly with children, your school or college may tell you to just read annex A, a condensed version of part 1)
* Read your school or college's policies on child protection (including child-on-child abuse) and staff conduct
* Check the name(s) of your DSL(s) and any deputies and make sure you’re clear on their role
* Check your school or college’s safeguarding reporting and whistle-blowing procedures, including for low-level concerns
* Read your school or college’s behaviour policy
* Make sure you know your local early help procedure and your role in it
* Check your school or college’s safeguarding response to children who go missing from education

Well done. You have now reached the end of this course.

Speak to your DSL (or deputy) if you have any questions about the tasks above or the contents of this course.

Please inform your DSL that you’ve completed this course to make sure your results are saved and added to your DSL’s records.