 

**Keeping Children Safe in Education – September 2023**

**Follow up quiz for school and education staff.**

|  | **Question** | **Answer** |
| --- | --- | --- |
| 1 | Who has responsibility for safeguarding in 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 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. There should be a conversation with the **designated safeguarding lead** to agree a course of action.  The MASH has a Consultation Line, where agencies can contact MASH to seek advice. Children names cannot be shared, and MASH will not keep copy of the information or advice given but it does give and opportunity to seek advice with a qualified social worker. |
| 3 | The Designated Safeguarding Leads at this school are… | Identify by school/college or service |
| 4 | Who should you go to if you have a concern about the behaviour of another member of staff in relation to child protection? | The headteacher or principal ONLY.  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 in the best interests of the child. |
| 6 | Should you record your concern about a child in writing?  Is there a form that you should use and, if so, where is it kept (dependent if you have a paper or electronic safeguarding management system)? | All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.  Note: Answer will depend on setting add here answer - |
| 7 | What are the key policies and systems that support safeguarding in your school? | * The child protection policy * The staff code of conduct * The school’s behaviour policy * The Child-on-Child policy which includes sexual violence and sexually harassment. * Anti bullying policy. * Keeping Children Safe in Education 2023 * The role of the Designated Safeguarding Lead KCSiE 2023 and Annex C. * NCC Pathway to Provision v 9.1. * The safeguarding response to children who go missing from education / are ‘absent from school.’   *Copies of policies and a copy of KCSiE 2023 Part 1 and/or Annex A should be agreed by the Head teacher and Governors to be provided to all staff (especially at induction and before working with children*).  All staff should be fully conversant with the schools Child protection Policy and the referral processes for child protection/safeguarding concerns. |
| 8 | Who are the three statutory safeguarding partners in a local authority? | The three safeguarding partners (set out in Working Together to Safeguard Children 2018 updated December 2020) are the local authority*,* the police and health (3 *Clinical Commissioning Groups in Nottinghamshire).* Education and schools are named as a “relevant agency” and must follow the arrangements set out by the three safeguarding partners. |
| 9 | How often should staff receive training on child protection and safeguarding?    Do Governors have a statutory responsibility to complete safeguarding training and why?  Do Governors have a responsibility for ensuring Online Safety Standards and schools’ policy is in place? | **All** staff members should receive appropriate safeguarding and child protection training which is **regularly updated**. In addition, all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, and staff meetings/ briefing and through staff safeguarding notice board), and as required should revisions occur to statutory guidance, safeguarding policies and procedures, but **at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.  KCSiE 2022 and reinforced in KCSiE 2023 - informs Governors and Trustees are now required to receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole. This training must focus on their strategic role and not on operational procedures.  Yes, KCSiE 2023 has placed a statutory responsibility on Governors to ensure appropriate ‘ filtering and monitoring’ standards are in place and review them at least annually. |
| 10 | How often does the Designated Safeguarding Lead undertake training? | The DSL training should be updated as a minimum every two years. However, the DSL has a responsibility to keep themselves up to date with a good understanding of safeguarding and the areas of risk, harm, and abuse that can impact on children. This is particularly important for children who are deemed and already known to be ‘vulnerable’ and those who are Looked-After, have SEND or require support to maintain their daily well-being.  DSL have a specific responsibility to reviewing the schools ICT ’ filtering and monitoring arrangements’ to keep children safe. |
| 11 | The definition of safeguarding, as set out in KCSiE, has changed slightly. What is the key change that staff must take into account? | Mental health is explicitly included in the definition of safeguarding, which now includes “preventing impairment of children’s mental and physical health and development. The full definition of safeguarding is:   * 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. * Greater focus on children behaviours features throughout KCSiE 2023, recognising harms linked to specific behaviours and child needs of support. * protecting children and ‘students’ from Online Harms in and outside of the school and in the use of devices including mobile phones. * there is a change from children ‘Missing from education’ to children ‘who are absent from education.’ This emphasises the safeguarding risks for those missing from education, particularly on repeat occasions and/or for prolonged period, and informs a robust response is needed to address persistently absent pupils as they are at risk of abuse and becoming a child missing education in the future (particularly relevant for children known to social care). * Ensuring Online Safety Standards (statutory requirement) are reflected in the Child Protection Policy and how the school manages Online Safety and responses to concerns / incidents. * The additional safeguarding vulnerabilities of children with SEND, provides a reminder that the SEND Code of Practice is a source of information. * Has added provision within the Equality Act and includes ‘reasonable adjustments for disabled children and young people.’ * The management of allegations for organisations using the school site and premises links to safeguard standards ad the schools own Child Protection Policy. * Enhanced safer recruitment standards include online searches of social media for new employees prior to interview. * In Annexe B informs of the link between mental health, school attendance and progress.   **Note:** other revisions have been made and are in KCSiE 2023 Annex F, and the information provide to the Safeguarding Children in Education Officer to schools. |
| 12 | What is the early help process? | 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.  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:  • is disabled and has specific additional needs.  • 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.  • is frequently missing/goes missing from care or from home.  • is misusing drugs or alcohol themselves.  • Is at risk of modern slavery, trafficking, or exploitation.  • is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.  • has returned home to their family from care.  • is showing early signs of abuse and/or neglect.  • is at risk of being radicalised or exploited.  • is a privately fostered child.  The Pathway to Provision v 9.1 sets out the threshold arrangements for referral and access to services in Nottinghamshire. |
| 13 | What is contextual safeguarding? | 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, and serious youth violence.  Harms Outside the Home has been included within KCSiE 2023 and broadens the response required of staff and schools to be alert and report concerns not just in schools but also the local environment and online. This now includes social media platforms and the use of schools and mobile devices. |
| 14 | Do you know the following acronyms? FGM CSE  CCE  CME  SVSHB | Female Genital Mutilation  Child Sexual Exploitation  Child Criminal Exploitation  Children Missing Education  Sexual Violence and Sexual Harassment Behaviour |
| 15 | What are the four main types of abuse? | * Physical * Emotional * Sexual * Neglect |
| 16 | Name some of the other specific safeguarding vulnerabilities described in KCSiE 2023 | * Bullying, including cyberbullying * Children and the court system * Children missing education also revised as children ‘absent from education.’ * Children missing from home or care. * Children with family members in prison * Child Sexual Exploitation * Child Criminal Exploitation * County Lines * Domestic abuse * Drugs/alcohol * Fabricated or induced illness * Faith abuse * Female genital mutilation * Forced Marriage – KCSiE 2023 reflects the law change that came into force in February 2023. ‘It a crime to carry out any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. * Gangs and youth violence * Gender-based violence * Hate * Homelessness * Mental health * Missing children and adults * Private fostering * Preventing radicalisation new terminology has been put in place through KCSiE 2023 and CONTEST 23 which informs - PREVENT includes a language change. Referrals to Channel are for those who are *susceptible* rather than *vulnerable* to radicalisation and being at risk of being drawn into terrorism and link to the ‘filtering and monitoring standards.’ * Child- on- Child abuse * Relationship abuse * Serious violence * Sexual violence and sexual harassment between children and schools and colleges * Sexting Nude and Semi-Nude imagery * So-called “honour-based” abuse * Trafficking * Up skirting |
| 17 | What is Child- on- Child abuse? | KCSiE 2022 and further reinforced in KCSiE 2023 changed the term peer- on- peer to’ child- on- child’ because abuse by children can happen at any age. This catch-all term relates more broadly to children abusing other children and to Sexually Harmful Behaviour, the various forms of bullying including online. It includes ‘Harms Outside the home’ which includes online harms and hoaxes.  All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:  • bullying (including cyberbullying and cyber-crime).  • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.  • sexual violence and sexual harassment.  • sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.  Staff must be aware they have responsibilities to recognise, and report concerns from a ‘zero tolerance’ standpoint both in the schools and outside of the schools setting and environment (KCSiE 2023)  All staff should be clear as to the school or college’s policy and procedures with regards to child- on- child abuse including the related risks and harms inside and outside of the schools and when using social media and social network platforms and mobile devices. |
| 18 | What is the emphasis on mental health in KCSiE 2022? | All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.  Staff should take action on any mental health concerns that are also safeguarding concerns, following the school’s child protection policy, and speaking to the DSL.  Due to Covid-19, more children may still experience, anxiety, stress, and loss, or may struggle to adapt back into the learning and school environment. |
| 19 | There is a section on “serious violence” in KCSiE 2023 Part Five that provides further clarity including harms inside and outside of the school premises.  What are the indicators which may signal those children are at risk from, or are involved with serious violent crime or other types of criminal exploitation? | All staff should be aware of indicators, which may signal those 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.  Links to age and use of social media, network devises and mobile phones.  Concerns and incidents should be delt with swiftly, reported to safeguarding agencies/partners and appropriate risk assessments put in place. |
| 20 | Do you understand your role in supporting children with safeguarding issues, including those with a social worker?  What is the service that support children with Looked -after status get the most from their education, and support schools in Nottinghamshire understanding the role for Designated Teacher? | DSLs have a 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.  It is important that staff know who these children are, understand their academic progress and attainment and 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.  The Virtual School, who provide statutory support, training, resources and networking opportunities for DT’s and schools. |
| 21 | 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.  The Prevent Duty is part of the Home Office CONTEST Strategy, this was revised and relaunched on 18th July 2023.   * Risk assessment * Working in partnership * Staff training * IT policies |
| 22 | Part Four of KCSiE 2023 which deals with the Management of Allegations against staff including support staff, volunteers, and contractors. It is now in two parts section One and Section two. Sections two is new in KCSiE 202T and addresses low-level concerns.  What is a low-level concern? | Schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.  **What is a low-level concern?**  The term ‘low-level’ concern does not mean that it is insignificant, it means a low-level concern is still a concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:  KCSiE 2023 has additional information and makes clear how low-level concerns should be reported and responded to  • is inconsistent with the staff code of conduct and could including inappropriate conduct outside of work.  Examples of such behaviour could include, but are not limited to:  • being over friendly with children.  • having favourites.  • taking photographs of children on their mobile phone.  • engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,  • using inappropriate sexualised, intimidating, or offensive language. |
| 23 | 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. |
| 24 | What should you do if you are aware that a child has gone missing from education?  Who is Nottinghamshire’s Children Missing Officer? | 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, online abuse/harms, 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.  Glen Scruby who is based at Meadow House, Mansfield, Notts. |
| 25 | 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 that such concerns will be taken seriously by the senior leadership team.  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.  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  <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/> |

**For more information:**

**DfE Website KCSiE 2023:** [**Keeping children safe in education - GOV.UK (www.gov.uk)**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

**The Nottinghamshire Safeguarding Partnership website:** [**www.nottinghamshire.gov.uk/nscp**](http://www.nottinghamshire.gov.uk/nscp)

**or the safeguarding area of the school’s portal.**

**or Governor Hub**