# Safeguarding questionnaire-2020/21

**All trainees must complete the following questionnaire as part of compliance.**

 In order to fill in this questionnaire, please refer to the Statutory Guidance Booklet provided: '**Keeping Children Safe in Education'-September 2020- Part 1: Page 5 - Safeguarding Information for all staff - School and College Staff- *(and Annex A & C)*** **Also seminar/ lecture content and NSPCC website.**

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| A child centered and coordinated approach to safeguarding.QUESTIONS: | ANSWERS: |
| Roles and responsibilities: a child centered approach |  |
| 1. Whose responsibility is it to safeguard children in school? **( page 5)** |  |
| 2. What should schools take into consideration at all times with regards to the approach to safeguarding? **( Paragraph 2)** |  |
| **The role of school and college staff:**3. Why are School Staff particularly important in safeguarding children? **(page5)** |  |
| 4. '*All school and college staff have a responsibility to provide a safe environment in which children can learn.*' Which Teacher Standard does this link to? **( Link at the bottom of page 6)** |  |
| 5. Who do you go to if you have concerns about safeguarding: and what does their role involve? **(Paragraph 10 &11 p6)** |  |
| 6. What are the policies in school that all staff should be made aware of? **(page6)** |  |
| 6a What process should all staff be aware of? ( p7) |  |
| There are 8 'potential needs that would warrant 'early help' list 3 potential needs. |  |
| 6b Disclosure involves the correct response from staff. What should staff never promise a child after a child has made a disclosure? **(From seminar/lecture)** |  |
| 7. A*ll school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.* Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse **(Page 8-9) List the 4 different forms of abuse**  | Go on to the NSPCC website to find out more about the signs and indicators of safeguarding issues: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> |
| 7a. All staff should have an awareness of safeguarding issues that can put children at risk of harm. **(Page 9 paragraph 27) What four behaviours should staff be aware of?** |  |
| 7b **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** *Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors. List* **the other factors.(Paragraph 28 page 9)** |  |
| 7c All staff should be aware that children can abuse other children **(often referred to as peer on peer abuse).** All staff should be clear as to the schools or college’s policy and procedures with regards to peer on peer abuse**. List 4 things this most likely to include. ( Page 10 paragraph 29)** |  |
| 8. **What is upskirting? Page10** |  |
| **Serious Violent Crime** |  |
| 9. **Serious Violent Crime**All staff should be aware of the associated risks and understand the measures in place to manage these. **List the indicators. ( Page 10 paragraph 31)** |  |
| 10. **Female Genital Mutilation-** duty for teachers. Whilst all staff should **speak to safeguard lead if concerned about FGM** what specific legal duty does all teachers have? **( Page 11 paragraph 33)** |  |
| 11a All staff should also 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. **Who should make a diagnosis?****(Page 11)** |  |
| ***11b Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences,*** *this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.***What should staff do if they have a mental health concern about a child? (Page 11)** | [**https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2**](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)**This link takes you to government advice about supporting children with mental health in school** [**https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing**](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing)**Advice about supporting emotional wellbeing of children**  |
|  Page 12 -17 -Referral Process: please familiarise yourself with the diagram on page 17. | Staff working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. |
| 12a. If staff has any concerns about a child's welfare they should follow their organisations policy and speak to the Safeguarding Lead. What 3 options does the school then have? (Page 12) | <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>**Early Years specific** advice for practitioners |
|  12 b The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. What should you do? |  |
| 12c If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. What might staff be required to do? (Page 13) | (2) **Early help means providing support as soon as a problem emerges at any point in a child’s life.** Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> |
| 13. *Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.*  Children suffering or likely to suffer significant harm. How long should it take for the local authorities to respond to a child consider to be at risk? What should the local authority determine? (Page13-14) Where do schools find the relevant local social care contact number? (Page 14)  | *If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).* |
| 14. Record keeping. What is the procedure for record keeping? What are examples of poor practice in safeguarding? (Page 15- Paragraph 55)  |  |
| Contextual Safeguarding - Found in the Annex A Pages 82 - 94 |  |
|  **Page 83 Children with family members in prison**  |  |
| 17. What is NICCO? |  |
| Page 83 -Children missing from education |  |
| 18. Why should we monitor children's attendance closely what could it be an indicator of? |  |
| **Page 83-84 - Child sexual exploitation** |  |
| 19. What is child sexual exploitation?  |  |
| 20. What are some of the signs which **may** be indicators of sexual exploitation? What does sexual exploitation involve: list four key points? **( page 84)** |  |
|  **Page 85 Child criminal exploitation: county lines** |  |
| 21. What does the term 'county lines mean? How might children be exploited? | Modern slavery and human trafficking <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/modern-slavery-and-human-trafficking> -if you want to read more follow the link |
| **Page85 - 86 Domestic Violence**  |  |
| 22. How is domestic violence defined? ( page 85) | <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/><http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/><http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>Go to this government recommended link to find out more about support for domestic abuse - **optional****https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse** |
| **Page 86 Homelessness** |  |
| 24. What are the Indicators that a family may be at risk of homelessness? (page 86) |  |
| **Page 87 ' so- called Honour- based’ violence** |  |
| 25. What is Honour based violence? (page 87) |  |
|  Page 89 -91 Preventing Radicalisation | **Please find the time to complete the governments online prevent training as part of this compliance questionnaire this can be done in your own time before placement:** <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>**This is an introductory course.** |
| *26.* *It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection.***2. What is the Prevent Duty? (page 90)****2a. What is the channel?****What is the definition of radicalisation, and extremism? ( page 89)** | Educate against hate is a government website to support teachers to help safeguard children from radicalisation and extremism - follow the link if you want to find out more<https://educateagainsthate.com/>Statutory Guidance found here <https://www.gov.uk/government/publications/prevent-duty-guidance> |
| **ONLINE SAEFTY - ANNEX C page 102 - 106** |  |
| ***27*** *The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. ( page 102)***Why is an effective approach to online safety so important?****What are the three areas of risk?** | <https://www.gov.uk/government/publications/education-for-a-connected-world>Framework to support schools with online safety - optional read |
| ***27***  *Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training.* **What else should they ensure? (page 104)** |  |
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| Personal reflection and targets: |  |
| What areas of safeguarding do I feel confident with?Do I know who the Safeguard Lead is in school?Do I have copies of and have I read school policies?Do I know the schools procedures for reporting concerns and dealing with disclosures safely and professionally? |
|  How confident are you in your understanding of safeguarding and statutory Guidance? | Extremely confident | Very confident | Confident | Unsure of some areas | Not confident |
|  |  |  |  |  |  |
| Reflection: future target for safeguarding: |