

Staff Development in Safeguarding and Child Protection

Knowledge and understanding

Keeping Children Safe in Education (DfE 2019)	Induction	
All staff should read KSCIE (2019) Part 1	✓	
All staff working directly with children should read KCSIE (2019) Annex A	✓	
Know that safeguarding and promoting the welfare of children is everyone's responsibility.	✓	
Know that safeguarding children is everyone's responsibility	✓	
Know that that professionals should always consider what is in the best interests of the child.	✓	
Know that everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action	✓	
Know the definition of safeguarding (paragraph 4)	✓	
Know that children refers to everyone under the age of 18.	✓	
Know that all school and college staff have a responsibility to provide a safe environment in which children can learn.	✓	
Know that all schools and colleges should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties	✓	
Know that all school and college staff should be prepared to identify children who may benefit from early help, including the risk factors listed in KSCIE (2019)	✓	
Know that in the first instance, staff should discuss early help requirements with the designated safeguarding lead.	✓	
Know that all staff may be required to support social workers and other agencies following any referral	✓	
Know that all teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession	✓	
Be aware of the contents of the school's child protection policy	✓	
Be aware of the school's procedures for children missing education (CME)	✓	
Be aware of the contents of the school's staff behaviour policy (Code of Conduct)	✓	
Be aware of the role of the designated safeguarding lead	✓	

All staff members should be aware that they must take part in safeguarding and child protection training which is regularly updated, at least annually	✓	
All staff should be aware of the early help process, and understand their role in it.	✓	

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, including section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm)		
All staff should know what to do if a child tells them he/she is being abused or neglected	✓	
All staff should know how to manage the requirement to maintain an appropriate level of confidentiality	✓	
All staff must know that they should never promise a child that they will not tell anyone about an allegation	✓	
All staff should understand the definition of abuse	✓	
All staff should understand the signs and symptoms of physical abuse	✓	
All staff should understand the signs and symptoms of emotional abuse	✓	
All staff should understand the signs and symptoms of sexual abuse	✓	
All staff should understand the signs and symptoms of neglect	✓	
All staff should understand the impact and indicators of child sexual exploitation	✓	
All staff should understand the impact and indicators of child criminal exploitation		
All staff should be aware of the impact of drug taking		
All staff should be aware of the impact of alcohol abuse		
All staff should be aware of the dangers of truanting		
All staff should be aware of the dangers of sexting		
All staff should be aware of the dangers of up-skirting		
All staff should be aware of the impact of peer on peer abuse		
All staff should be aware of the impact of bullying (including cyberbullying)		
All staff should be aware of the dangers of children going missing from school, home or care		

All staff should be aware of the impact of domestic violence		
All staff should be aware of the impact of serious violence		
All staff should be aware of fabricated or induced illness		
All staff should have an awareness of faith abuse		
All staff should be aware of female genital mutilation (FGM)		
All teachers should be aware of their duty to report a disclosure of FGM to the police	✓	
All staff should have an awareness of forced marriage		
All staff should be aware of the impact of gangs and youth violence		
All staff should have an awareness of gender-based violence against women and its difference forms		
All staff should have an awareness of hate crime		
All staff should be aware of the impact of poor mental health on safeguarding		
All staff should have an awareness of private fostering and the duty on schools to report such arrangements	✓	

All staff should have an awareness of relationship abuse		
All staff should have an awareness of trafficking and modern day slavery		
All staff should understand the school's duty to prevent radicalisation	✓	
All staff should understand the signs to looking for when considering the risk of radicalisation	✓	
All staff should know that if a child is in immediate danger, or at risk of harm a referral should be made to children's social care or the police	✓	
All staff should know that all concerns, discussions and decisions should be made in writing	✓	
All staff should aware of the impact of poor safeguarding practice		
All staff should understand the school's whistleblowing policy	✓	
All staff should be aware of how to raise a concern outside the school or college	✓	
All staff should know that they are able to make a referral to children's social care themselves	✓	
All staff should understand the impact of the internet and technology on safeguarding	✓	

All staff working with under-8s, should understand what is meant by 'Disqualification by Association'	✓	
All staff should be aware of meaning of 'Position of Trust' in the Sexual Offences Act 2003	✓	
All staff should understand the term 'Contextual Safeguarding'		
All staff should understand the impact on children within the court system as witnesses		
All staff should understand the impact on children who have a family member in prison		
All staff should understand the impact of Child Criminal Exploitation, including County Lines		
All staff should understand the impact of homelessness		
What to do if you're worried a child is being abused (DfE 2015)		
All staff should understand that children with special educational needs or disabilities are more vulnerable to abuse and harm	✓	
All staff should be aware of the indicators of abuse or neglect	✓	
Guidance for safer working practices (Safer Recruitment Consortium 2015)		
All staff should understand how to work with children so that they protect children from harm	✓	
All staff should understand how to work with children in an open and transparent way	✓	

Prevent Duty (DfE 2015)		
All staff should understand what the Prevent duty means for schools	✓	
All staff should understand what to do to demonstrate compliance with the duty		
All staff should understand where to find further information, advice and support		
All staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified		
All staff should understand the school's arrangements to promote pupils' welfare and prevent radicalisation and extremism		

All staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified		
All staff should be able to demonstrate a general understanding of the risks affecting children and young people in the area		
All staff should be able to demonstrate a specific understanding of how to identify individual children who may be at risk of radicalisation		
All staff should understand the online risks of radicalisation	✓	
All staff should understand how to refer concerns to the school's designated safeguarding lead	✓	
All school staff should understand when it is appropriate to make a referral to the Channel programme		
Child Sexual Exploitation - definition and guide for Practitioners (DfE 2017)		
All staff should be aware of the guidance set out in section A of 'Child Sexual Exploitation' (DfE 2017)	✓	
All staff should understand the definition of child sexual exploitation	✓	
All staff should understand which children are especially vulnerable to sexual exploitation		
All staff should understand how sexual exploitation can have links to other kinds of crime		
All staff should understand the possible indicators of child sexual exploitation	✓	
School procedures		
All staff should know how to report concerns about a child	✓	
All staff should know how to report concerns about an adult	✓	
All staff should know how to report concerns about the headteacher	✓	
All staff should know how to report concerns about the proprietor (where relevant)	✓	
A Competency Framework for Governance (DfE 2017)		
Someone on the Board knows the requirements relating to the safeguarding of children		
Everyone on the Board knows the duties relating to safeguarding, including the Prevent Duty		
Keeping Children Safe in Education (2019) Part 5 and Sexual Violence and Sexual Harassment between children		

All staff should understand issues around sexual violence and sexual harassment between children		
All staff should understand the school's approach to managing incidents of sexual violence and sexual harassment		