St. Joseph's Catholic Primary School

Schools Safeguarding Induction Pack

Lancashire County Council

School Safeguarding Team

Updated September 2023

Introduction

Safeguarding is everyone's responsibility and you have a duty to ensure that you uphold this responsibility. Within the pack you will find information and guidance in relation to the definitions of abuse as defined within Working Together to Safeguard Children 2018, specific forms of abuse, possible signs and symptoms of abuse as well as information on talking and listening to children. When a child tells you something that makes you concerned about their safety or wellbeing it is really important that you pass this information on to the Designated Safeguarding Lead (DSL) or backup DSL as soon as possible. Your school or educational setting will have a way of recording concerns and it is imperative that you understand the processes in your setting prior to starting work in the setting.

It is also important that your conduct and practise is transparent and that you make sure that you keep yourself safe. There is an important document called the **Guidance for Safer Working Practice (updated February 2022)** Home (saferrecruitmentconsortium.org) and this will help you to understand how your conduct relates to safeguarding.

This pack forms part of your induction to safeguarding that you will receive from the Designated Safeguarding Lead or Deputy DSL, and this is in line with statutory guidance, **Keeping Children Safe in Education (September 2023)**. It is essential that you receive a copy of Part 1 of this statutory document, read and understand it. Annex B describes further information on specific safeguarding issues. It is recommended that you familiarise yourself with Part 5 of the document regarding Child-on-Child Sexual Violence and Harassment.

You should receive refresher training at least annually and this must include familiarisation around monitoring and filtering systems in your setting.

Keeping Children Safe in Education 2023 also states that as part of your induction you should receive access to, or a copy of:

- child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse.
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- staff behaviour policy (sometimes called a code of conduct).
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to **all** staff at induction.

If you have any questions before, during or after your induction, you **must** speak to the DSL.
You must ensure that all staff are aware, that ANYONE can make a referral if you feel a child is at risk of harm. Where are the important numbers kept in your setting? Ensure that you are aware of how to make a referral to Children's Social Care or the Police should the need arise.

Staff, Volunteers and Students must understand their role in reporting concerns about another adult in school and ensure they are aware of the whistleblowing policy and who to report their concerns to. These may be low level concerns or concerns that reach the threshold for a referral to the Local Authority Designated Officer. (LADO) It is important that it is understood what may constitute a low level concern about staff conduct and there is an open and transparent culture within the setting.

"It could happen here."

Listening to Children

You are often one of the adults in a child's life who they will confide in and share their worries. It is important that when they do, you respond in an appropriate way. Children may tell you something that causes you to be slightly worried or it could be an allegation or disclosure of abuse. You must follow the guidelines below. If in doubt, speak to the DSL.

DO

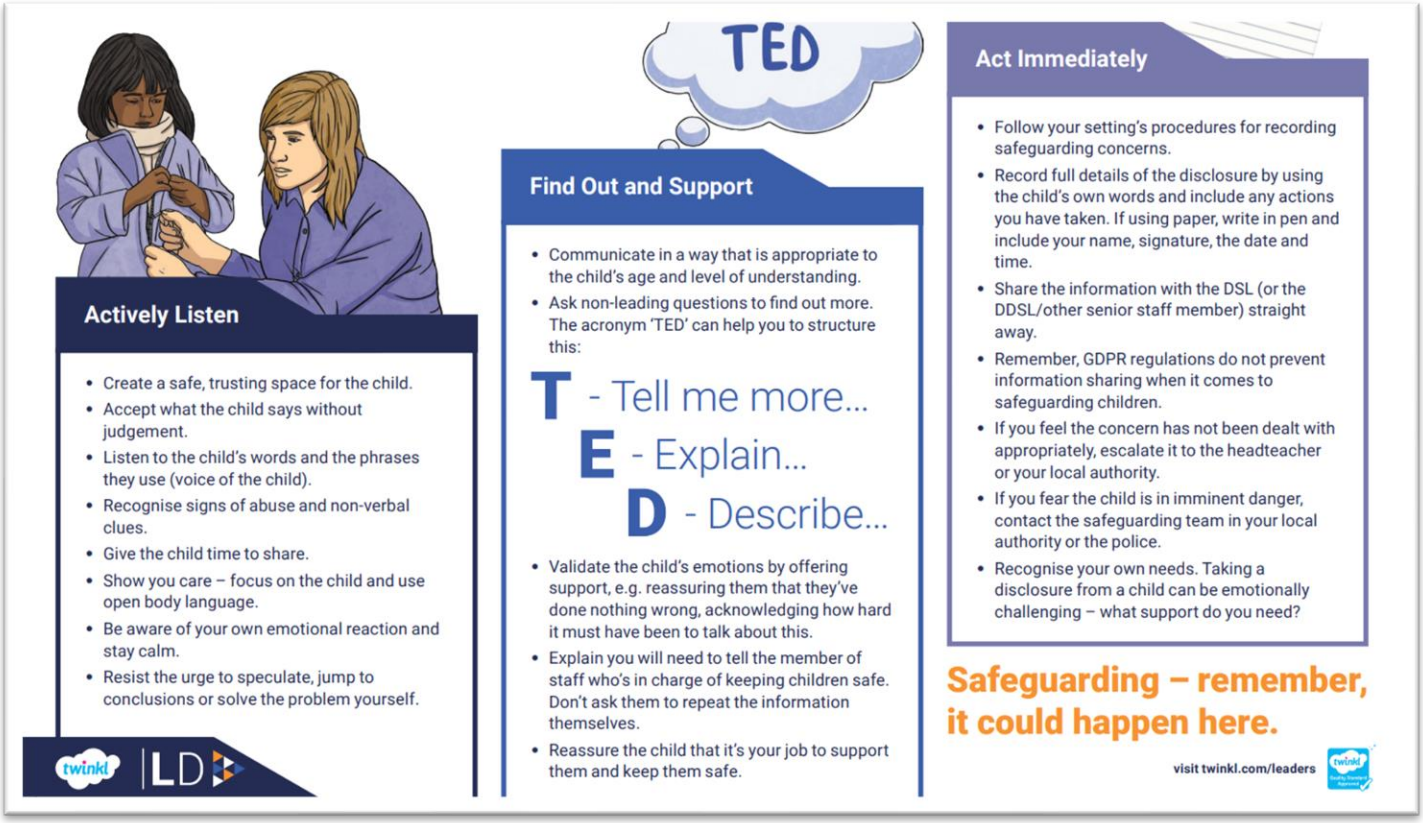
- Keep an open mind
- Reassure the child that they are right to tell
- Listen carefully
- Work at the child's pace
- Ask only open questions – if you must ask them, clarify the facts, don't interrogate
- Explain what you need to do next
- Record accurately and quickly using child's words
- Pass on to DSL as soon as possible (do not leave the building with this information)
- Use school's reporting format to record your concerns
- Think carefully about where you listen to children / young people.
- Think about how you use your body to make them feel safe / reassured, listened to, believed (e.g. think about eye contact, nods etc).
- Useful prompts which avoid closed questions; examples include:
  "Go on, you're doing really well…"
  "Tell me what you remember about that…"
  "What else do you want to tell me?"

DON'T

- Make false promises about confidentiality
- Interrupt
- Interrogate / investigate
- Assume e.g. this child tells lies
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger, shock etc
- Tell the child to go and speak to someone else
- Forget to record accurately and/or pass on to DSL

Alongside the don'ts outlined above, the following things can also get in the way of us taking appropriate action:

- Fear you may be wrong.
- Doubts about the child's truthfulness.
- Child's attempts to bind you to secrecy.
- Uncertainty or scepticism re procedures and consequences.
- Unresolved personal feelings.
- Not wanting to interfere in family life.
- Not wanting to harm relationships with parents or carers.



YOU MUST ALWAYS PASS YOUR CONCERNS ON TO THE DSL

Safeguarding Contacts

- LCC Schools Safeguarding Support Line: 01772 531196
- Local Authority Designated Officer: 01772 536694
- MASH (Multi-Agency Safeguarding Hub): 0300 123 6720
- NSPCC helpline for adults: 0808 800 5000

Early Help at St. Joseph's

All staff need to be aware of the early help process and understanding of their role – discuss this with your DSL and find out about this in your area, looking at the Continuum of Need.

Requesting support from Children's Services - Lancashire County Council

The Early Help Assessment, referred to as 'Your Family's' Early Help Assessment' is a tool we use to support our work with families. It is designed to help us work with them to identify their needs and plan appropriate responses.

To complete an assessment we talk with all members of the family to gather, explore and analyse with them, information about all aspects of their life. We then identify areas where changes will address support needs and positively impact on their lived experiences.

This is recorded on an Early Help Assessment form which includes the family's Early Help Plan.

The Early Help Assessment is **not** a referral form for professionals to complete to access other services supporting children, young people and families. The Early Help Assessment should be completed by the professional supporting the family to identify the family's unmet needs and develop a plan of support with the family.

Your Family's Early Help Assessment is available to all practitioners and professionals working with children, young people, and their families across Lancashire.

Working alongside families from a holistic, strength-based approach when areas of support are first identified will stop escalation towards crisis and the need for more intensive and specialist intervention.

Through the Early Help Assessment, Plan, and reviews via Team Around the Family meetings, the wider partnership of services can provide families with the right support at the right time.

Common Signs of Child Abuse

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour – but we can help you to assess the situation.

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/



Prevent Duty:

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

https://www.gov.uk/government/publications/prevent-duty-guidance

Operation Encompass:

Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse.
Operation Encompass ensures that there is a simple telephone call or notification to a school's trained Designated Safeguarding Lead /Officer (known as key Adult) prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved.

Information is shared with a school's Key Adult (Designated Safeguarding Lead or Officer) prior to the start of the next school day after officers have attended a domestic abuse incident. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

https://www.operationencompass.org/what-we-do



Online Safety:

Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

- DSL has a role to manage filtering and monitoring systems
- We review and monitor regularly filtering and monitoring systems annually
- Filtering systems block harmful and inappropriate content
- We have effective monitoring strategies

New Staff – Sample Template Checklist – Adapt/Add/Delete as relevant to your setting – To be signed by both parties and held by the DSL. Copy to be given to the staff member.

Safeguarding Induction – Delivered by:		
Staff / Volunteer Name:		
Date:		
Documents / Information	Acknowledgement of receipt	Delivered by
Keeping Children Safe in Education 2023		
Child Protection and Safeguarding Policy 23/24		
Guidance for Safer Working Practice 2022		
Staff Handbook / Code of Conduct – **to include reporting of low-level concerns**		
DSL / Deputy Information		
Behaviour Policy		
Electronic System Logging / CPOMS		
Medical Conditions Information and First Aid		

Evidence of Training:	Date
Safeguarding Training / Refresher **to include Online safety**	
Prevent Online https://www.elearning.prevent.homeoffice.gov.uk	
FGM Online www.fgmelearning.co.uk	