

Gloucestershire Safeguarding Children Partnership



Safeguarding in Education

# Safeguarding Children Induction for Adults Working or Volunteering in Schools

Produced by Gloucestershire Safeguarding  
Education Partnership – September 2024

# Aim

To provide a safeguarding induction for newly appointed staff, supply staff, school volunteers/helpers and students on placement, which will raise the awareness of:

- how to recognise indicators of abuse
- how to report safeguarding concerns about a child and to whom
- know how to make a referral
- safe working practice by adults in school
- have an awareness of Early Help processes and understand their role in it

# Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

# Categories of Abuse

- **Physical Abuse**  
Causing physical harm to a child
- **Neglect**  
Persistent failure to meet a child's needs – physical and/or psychological
- **Sexual Abuse**  
Involving a child in sexual activity
- **Emotional Abuse**  
Persistent emotional ill treatment of a child

# Safeguarding Role of School Staff

**Recognise** ✓

**Respond** ✓

**Investigate** x

**Attempt to resolve** x

# Talking and Listening to Children

## **Do:**

- Be approachable
- Listen carefully, uncritically and at the child's pace
- Take what is said seriously
- Clarify essential information
- Reassure
- Tell the child what will happen next
- Tell the Designated Senior Lead without delay
- Record

## **Do Not:**

- Investigate
- Try to resolve
- Promise confidentiality
- Make assumptions

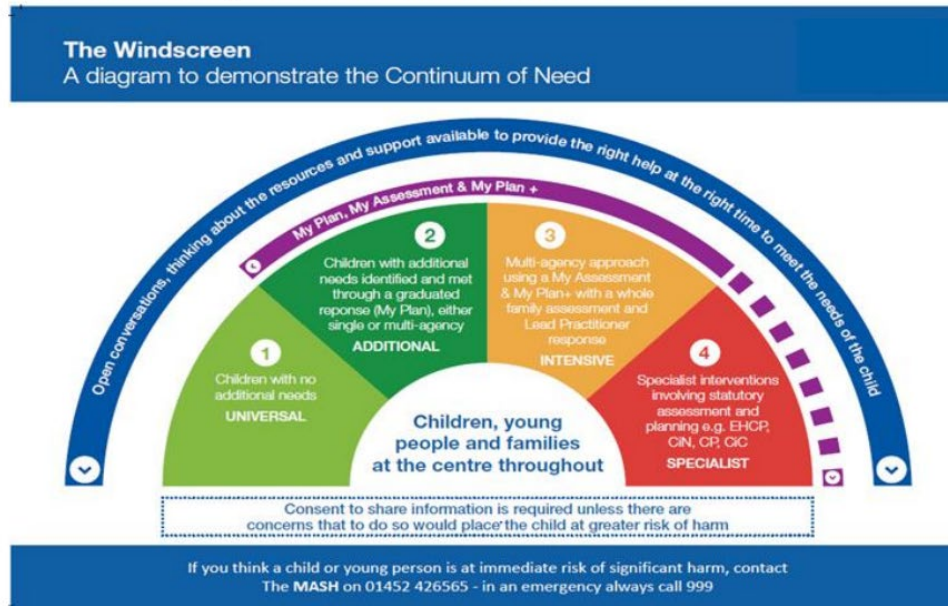
# Recording

- Child's name and date of birth
- Date and time of the concern
- Factual account of what happened, where and who was present using the child's own words
- Any opinion / interpretation needs to be explained
- Your response
- Printed name and signature of person making the record
- Job title of person making the record
- Date and time of the record

# Early Help

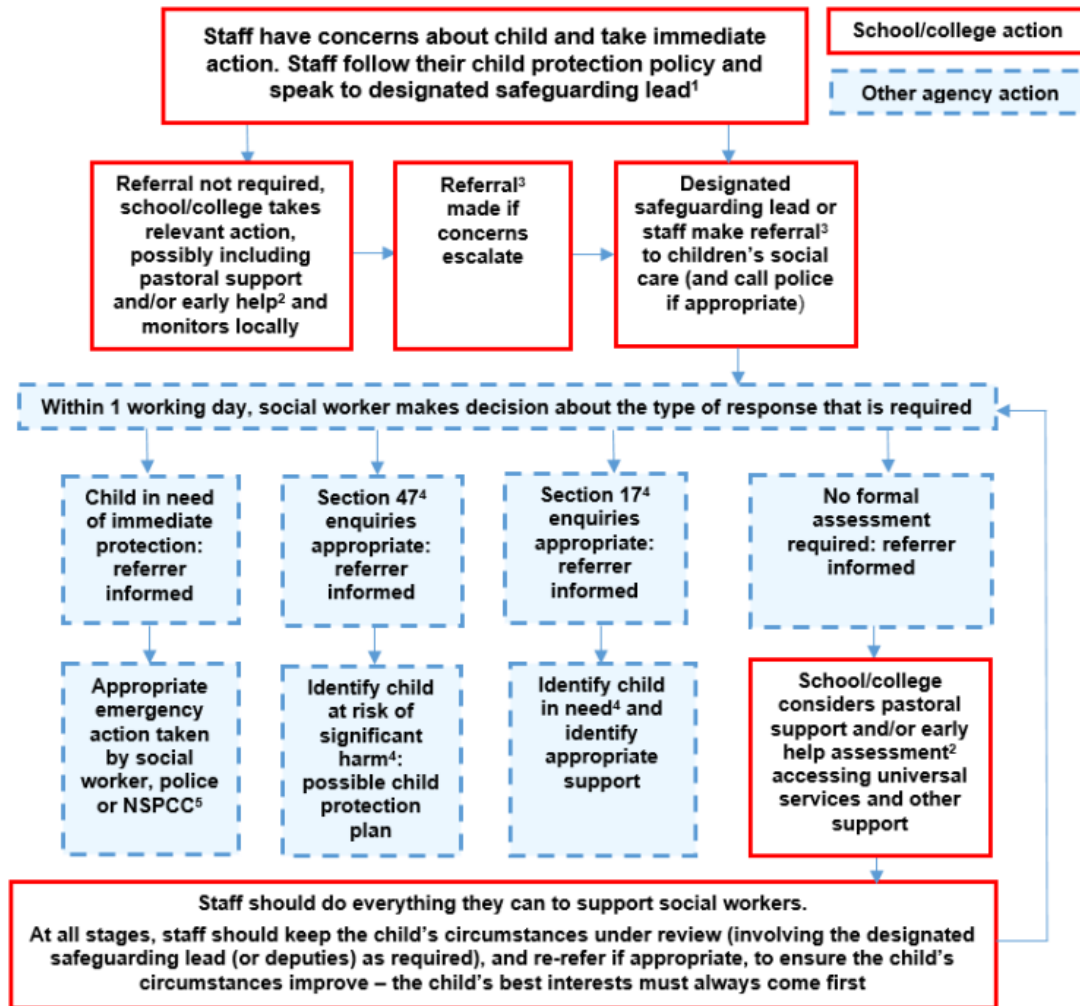
- What does the settings offer of Early Help look like?
- Levels of Intervention – <https://www.gloucestershire.gov.uk/media/2103929/gloucestershire-revised-loi-guidance-v8-july-2021.pdf>

The Windscreen – A diagram to demonstrate the Continuum of Need





## Actions where there are concerns about a child



# Safe Working Practice

All staff should clearly understand the need to maintain appropriate professional boundaries in their dealings with young people.

An ongoing culture of vigilance should be maintained within schools so that poor or unsafe practice is identified at the earliest opportunity.

# Safe Working Practice

Key documentation in schools:

- Safeguarding policies (child protection, safer recruitment, anti bullying, whistle blowing, e-safety and physical intervention, behaviour policy,)
- The staff behaviour policy (sometimes called the Code of conduct)
- Staff handbook

Seek guidance from the senior leadership team.

# Areas of Staff Vulnerability

- Physical contact
- Control and physical intervention
- Communication with a child, including e-safety
- Intimate/personal care
- One to one situations
- Relationships

# Allegations Management

This should be used in respect of all cases in which it is alleged that a person working or volunteering with Children has:-

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Seek Early Advice – don't investigate alone.

Involve Governors if against HT

Working Together 2023

Outline low level concerns – give examples and refer to your school's policy on these

# Key Principles

**The welfare of the child is paramount.**

Staff should:

- Be responsible for their behaviour
- Avoid conduct which would raise concern
- Work in an open and transparent way
- Discuss concerns / take advice from a senior member of staff
- Apply the same professional standards regardless culture disability gender, language racial origin religious belief / or sexual identity.
- Monitor and review practice
- Follow guidance

# Further Information

Available on the Gloucestershire Safeguarding Children Partnership website

[www.gloucestershire.gov.uk/gscp](http://www.gloucestershire.gov.uk/gscp)

- Gloucestershire Procedures
- Female Genital Mutilation – Leaflet
- Child Exploitation – Screening Tool
- Guidance for Professional Challenge

Next steps.....