



Safeguarding Children Induction for Adults Working in Schools

**Produced by the Child Protection Schools
Liaison Team
(September 2009)**

Aim

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

- how to recognise indicators of abuse
- how to report safeguarding concerns about a child and to whom
- safe working practice by adults in school

What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment - a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

(Working Together to Safeguard Children, HM Government 2006)

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 Person without delay
- Record

Do Not:

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

Talking and Listening to Children

Questions can be used to clarify essential information.

Clarifying questions:

- How, what, who, when, where

Open questions:

- Tell me more,
- Explain that to me,
- Describe what happened

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

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

- The duty to safeguard children includes the need to ensure that all adults who work with or on behalf of pupils are competent confident and safe to do so.
- The vast majority of adults who work with children act professionally and aim to provide a to provide a safe and supportive environment.
- Tensions and misunderstandings can occur. Here the behaviours of adults can give rise to allegations of abuse being made against them.
- Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event.

Safe Working Practice

Key documentation in schools:

- Safeguarding policies (child protection, safer recruitment, anti bullying, whistle blowing)
- 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

Abuse of Position of Trust

The Sexual Offences Act 2003 provides that it is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child.

Key Principles

The welfare of the child is paramount.

Staff should:

- be responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work, and be seen to work in an open and transparent way
- discuss and / or take advice promptly from a senior member of staff about any incident which may give rise to concern
- apply the same professional standards regardless culture disability gender, language racial origin religious belief / or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow guidance

Further Information

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DCSF March 2009)

Available on the Hertfordshire Grid for Learning

Additional Induction Tasks

- Staff member to read the school child protection policy and discuss any queries
- DSP to provide staff member with a copy of/details of how to access Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DCSF March 2009)
- DSP to provide 'Safeguarding Quick Reference Guide' (on HGfL) – and his/her contact details
- DSP to ensure the staff member/volunteer signs an induction record