

SAFEGUARDING STAFF TRAINING

Regular Safeguarding Training	Evidence and Actions
All staff receive:	
Appropriate child protection training at induction, which is regularly updated and in line with advice from local safeguarding partners.	
Updated training regularly (e.g. an annual INSET session) that is integrated, aligned and considered as part of the whole-school safeguarding approach.	
Safeguarding and child protection updates (e.g. via emails) as required, but at least annually.	
Training that has regard to the Teachers' Standards, with the expectation that teachers manage behaviour effectively for a safe environment.	
Staff Induction	
At induction there is an explanation of our safeguarding systems including:	
The child protection policy	
The behaviour policy	
The staff behaviour policy/code of conduct	
The safeguarding response to children who are absent from education	
The role and identity of our DSL and any deputies	
Staff receive:	

A copy of the above policies	
A copy of either Part 1 of KCSIE (if they work regularly with children) or the condensed version of Part 1 found in Annex A (if they don't work directly with children)	
Training Content must include:	
The early help process, staff members' role in it and the importance of sharing information with other practitioners at the appropriate time.	
The process for making referrals to children's social care.	
The process for statutory assessments and the role staff may play in these.	
What to do if a child tells a staff member they are being abused, exploited or neglected, including how to:	
Maintain an appropriate level of confidentiality	
Involve only those who need to be involved (e.g. the DSL, children's social care)	
Reassure victims they're being taken seriously, supported and kept safe	
Avoid making the victim feel ashamed or that they're causing a problem	
The indicators of abuse and neglect, including for specific safeguarding issues, such as child criminal and sexual exploitation.	
Expectations around child-on-child abuse, including:	
Maintaining an attitude of 'it could happen here'	

The indicators of different types of child-on-child abuse, and how to identify incidents	
Understanding that child-on-child abuse may be taking place, even if it's not reported	
How to manage a report of child-on-child sexual violence or harassment	
The importance of challenging inappropriate behaviour between peers	
Understanding that child-on-child abuse can happen inside and outside of school, and online	
Behavioural signs that suggest a child may be experiencing a mental health problem; or be at risk of developing one.	
Online safety, highlighting that technology is a significant component in many safeguarding and wellbeing issues.	
Roles and responsibilities around filtering and monitoring systems.	
Specific safeguarding issues, such as domestic and sexual abuse (including controlling and coercive behaviour); parental conflict that is frequent; intense and unresolved; grooming; radicalisation; serious violence; child sexual exploitation; children missing education.	
The reporting requirements for known cases of female genital mutilation (FGM).	
The risk factors that increase the likelihood of involvement in serious violence.	
How safeguarding issues may overlap with one another.	

The importance of considering the wider context within which safeguarding incidents and behaviours occur.	
Review of Practice	
Audit of staff safeguarding skills / knowledge and a review their practice to keep children safe.	
Temporary Staff and Volunteers	
There is a proportionate, risk-based approach in place to decide the level of information being provided to temporary staff and volunteers.	
Governors and Trustees	
Governors and Trustees receive appropriate safeguarding and child protection training at induction (including on online safety, and responsibilities around filtering and monitoring). This is regularly updated, to equip them with the knowledge to provide strategic challenge on safeguarding.	