

KCSIE 2025 Staff Training – Outline Answers

1. Definition and Principles of Safeguarding

1. **Definition:** Protecting children from harm, ensuring safe and effective care, promoting wellbeing, and taking action to enable best outcomes.
2. **Culture & Ethos:** Emphasis on a whole-school safeguarding culture where everyone has responsibility, not just the DSL.
3. **Four Aims:** Protect from maltreatment; prevent impairment of health/development; ensure safe care; take action for best outcomes.

2. Early Help and Vulnerability

1. **Indicators:** Absenteeism, emotional distress, neglect, parental issues (e.g. domestic abuse), being a young carer.
2. **Response:** Alert DSL, record factually, discuss next steps for early intervention.
3. **Barriers:** Fear of judgment, past experiences, mistrust. Addressed through empathetic communication and partnership.

3. Abuse and Exploitation

1. **Signs:** Gifts, secrecy, changes in behaviour, fear, withdrawal, sudden friendships with older peers.
2. **Contextual vs Traditional:** Contextual considers wider influences (peer groups, neighbourhood, online), not just family.
3. **Child-on-Child Abuse:** It can happen in any setting. Must be recognised and addressed as seriously as adult-on-child abuse.
4. **Online Risks:** Sextortion, grooming, cyberbullying, and access to harmful content.

4. Attendance

1. **Missing Education:** A potential sign of abuse, neglect, trafficking or exploitation.
2. **Actions:** Monitor patterns, speak with families, escalate to LA or children's social care if concerns persist.

5. Data Protection

1. **Responsibilities:** Lawful data use, staff training, secure storage, transparency with parents/carers.
2. **Effective Records:** Accurate, dated, factual, securely stored; limited access (DSL/team).

6. DSL Responsibilities

1. **Role:** Manage safeguarding referrals, oversee policy, maintain records, provide training/support.
2. **Referrals/Sharing:** Act quickly, share appropriately (on a need-to-know basis), document thoroughly.
3. **Supervision:** Prevents burnout, supports decision-making, ensures reflective and ethical practice.

7. Online Safety

1. **Three Areas:** Education, filtering/monitoring systems, policy and practice.
2. **Disclosures:** Listen calmly, don't promise secrecy, record facts, refer to DSL.

8. Mental Health

1. **Role of School:** Identify issues early, provide in-school support, liaise with professionals.
2. **Safeguarding Link:** Mental health can be both a safeguarding concern and a result of it.

9. Additional Needs

1. **Support for SEND/Health Needs:** Individualised plans, trained staff, accessible environment, professional collaboration.
2. **LGBTQ+ Considerations:** Create inclusive spaces, challenge prejudice, provide safe reporting routes.

10. Conduct & Recruitment

1. **Low-Level Concern:** Doesn't meet harm threshold but contradicts conduct expectations; report to DSL.
2. **Code of Conduct:** Clear expectations around behaviour, boundaries, online interaction.
3. **Safer Recruitment:** Vetting checks, probing interviews, safeguarding-led questions and induction.

11. Whistleblowing

1. **Concerns About Colleagues:** Report immediately to DSL or headteacher; follow safeguarding policy.
2. **Protections:** Protected under whistleblowing law; cannot face disciplinary action for raising genuine concerns.

12. Scenarios

1. **Withdrawn Child:** Observe, record, report to DSL, consider underlying causes without making assumptions.
2. **Creating Safety:** Consistency, mutual respect, inclusive curriculum, listening to pupil voice.