

Safeguarding Children Induction for Adults Working in the Dartmoor Multi Academy Trust

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1. Introduction

The purpose of this safeguarding induction booklet is to support you in your new role. It will help you to know what your role and responsibilities are and what to do if you have concerns about a child or young adult.

There is a statutory requirement for all new staff and volunteers to receive safeguarding training as soon as possible: this could be online training with some physical input on the School/College practice and procedure or full face to face training. Equally, if you don't receive or are offered this training, you have the responsibility to request it from your line manager.

This document should be read in conjunction with your school's Child Protection and Safeguarding Policy, and Part 1 and Annex A of Keeping Children Safe in Education, as well as the guidance on 'What to do if you are worried that a child is being abused', until you receive your school's Introduction to Safeguarding Training for all Education based staff. In addition to this you should also receive regular safeguarding briefings, at a minimum annually, to support you to work safely with pupils and students.

If you are not sure what to do or feel anxious when dealing with any safeguarding issues, remember you can speak to your Designated Safeguarding Lead (DSL) or any of the people named on school page who are listed below.

The following policies are linked to the information contained in this leaflet and there is an expectation that everyone will have accessed the information contained in the policies.

- ***Safeguarding,**
- Health and Safety
- Positive Handling
- Pupil behaviour
- Attendance
- Sex and Relationships
- Medicines in Schools
- Anti-Bullying
- E Safety
- ***Whistleblowing**
- ***Code of Conduct**
- Working Together to Keep Children Safe, 2018
- What to do if you're worried a child is being abused, 2015

There is a statutory requirement for all staff and volunteers to read and understand the policies marked with an asterisk above and part one and appendix A of Keeping Children Safe in Education, Sept 2020.

All these documents are available on the DMAT website under policies and/or on the safeguarding pages.

<https://www.dartmoormat.org.uk/safeguarding.html>

This information outlines how we as Dartmoor Multi Academy Trust intend to keep our children, staff and visitors safe.

2. What is Safeguarding and Child Protection?

Definitions:

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- 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; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18

Keeping Children Safe in Education and Working Together to Safeguard Children 2020

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change.

3. Safeguarding details in your school

Details of safeguarding staff in each school can be found at:

<https://www.dartmoormat.org.uk/meet-the-safeguarding-teams.html>

4. Safeguarding Key Principles

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

5. What are my role and responsibilities?

You are in a unique position to be able to observe signs of abuse or neglect, or changes in behaviour which may indicate a child, young person or young adult may be being abused or neglected.

You should make sure that you are alert to the signs of abuse and neglect, that you question the behaviour of children, parents, carers or colleagues and don't necessarily take what you are told at face value. You should make sure you know where to turn to if you need to ask for help, and that you refer to children's social care or to the police if you suspect that a child is at risk of harm or is in immediate danger.

Sections 17, 27 and 47 Children Act 1989 respectively, requires:

- Local Authorities (LA) to safeguard and promote the welfare of children in need and provide appropriate services.
- Local Authorities and other organisations to assist in the exercise of functions, including those under section 17.
- Local Authorities to make child protection enquiries if they have reasonable cause to suspect a child in their area is suffering or is likely to suffer significant harm, and for schools and other organisations to assist them with those enquiries.

Section 175 and Section 157 Education Act 2002 require local authorities and Governing Bodies of maintained schools and FE colleges, Academies, Free Schools and Independent schools to:

- make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, and
- have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make for that purpose.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation through to the teenage years.

In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in Keeping Children Safe in Education guidance which should be reflected in the school's Child Protection and Safeguarding Policy. Staff may be required to support social workers and other agencies following any referral.

The Teachers' Standards 2012 state that teachers, including headteachers, should 'safeguard children's wellbeing' and 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school' as part of their professional duties.

All staff who will work with children, whether permanent, temporary or voluntary, including governors, should, when starting work, be:

- made aware of the systems within their school or college which support safeguarding as part of staff induction, this should include:
 - Part 1 and Annex A of the Keeping Children Safe in Education guidance
 - the child protection and safeguarding policy
 - the behaviour policy
 - the staff behaviour policy/code of conduct
 - the safeguarding response to children who go missing from education
 - the role, name and contact details of the Designated Safeguarding Lead (and any deputies)
- All staff who work with children, including teachers and governors, but do not have the designated safeguarding role with responsibilities should undertake:
 1. Basic introduction to safeguarding training that equips them to recognise and respond to child welfare concerns;

2. Additional safeguarding and child protection training appropriate to their role, including training provided by the DSL.
3. Undertake refresher training and receive regular safeguarding updates at least annually.

What would I look for and how would I know a child, young person or young person is at risk?

6. Recognising concerns and signs of child abuse.

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

It is important to know the signs of abuse and to be alert to the need to consult further and to act if abuse is suspected or taking place.

7. Four recognised categories of abuse

The following signs listed under the four recognised categories of abuse are not an exhaustive list.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in

sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source: Working Together to Safeguard Children and Keeping Children Safe in Education).

Annex A in Keeping Children Safe in Education contains important additional information about specific forms of abuse and safeguarding issues, these include:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: County Lines/drugs
- Domestic Abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer Abuse
- Sexual violence and sexual harassment between children in schools and colleges

(Source: Annex A Keeping Children Safe in Education)

8. What if I have concerns about another colleague or trusted adult?

When staff have concerns about another adult's behaviour or allegations arise, it is inevitably a distressing and difficult time for all concerned. It is important that you raise any concerns at the earliest opportunity so that incidences can be dealt with quickly and fairly.

- Pinpoint what practice is concerning you and why
- voice your concerns, suspicions or uneasiness as soon as possible
- don't think 'What if I'm wrong?' think 'What if I'm right?'
- seek support, guidance, and advice without delay from your Headteacher, or Chair of Governors if the concern is about the Headteacher.
- self-report if you think you got it wrong, or if your behaviour may have been misinterpreted.

Whistleblowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. It is important that you understand the whistle-blowing procedures of your school/education setting and who to talk to if you have a concern about another adult. For example, if you are concerned that an adult in a position of trust may be bullying, grooming or sexually abusing a child or young person.

9. Managing allegations against adults

Organisations and agencies working with children and families should have clear policies for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who 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
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Employers, school governors, trustees and voluntary organisations should ensure that they have clear policies in place setting out the process, including timescales for investigation and what support and advice will be available to individuals against whom allegations have been made. Any allegation against people who work with children should be reported immediately to the Headteacher or Chair of Governors. The designated officer, or team of officers, should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

Keeping Children Safe in Education, 2020

The Devon Children and Families Partnership (DCFP) <https://www.dcfp.org.uk/training-and-resources/managing-allegations/>

10. Local Authority Designated Officer (LADO) contact details

If you need to contact Devon's LADO, [please consider all guidance first](#). If you believe the concern meets the remit of the LADO service, please complete the [notification form](#) or telephone 01392 384964 or email ladosecure-mailbox@devon.gcsx.gov.uk for a notification form.

For further details on the process for reporting allegations please see [South West Child Protection Procedures](#).

Remember:

- **All allegations** must be taken seriously and properly investigated in accordance with local procedures and statutory guidance.
- In the event of any allegation being made to you by a child or another adult you **must pass the information on**.
- **DO NOT INVESTIGATE. Discuss with the LADO in the first instance.**
- You must **make a clear record** of the allegations and report this to the head teacher without delay. (*Don't forget to date and sign it*)
- If the allegation is about the **headteacher**, you should **report the information to the Chair of Governors**.
- Adults who are the subject of allegations are advised to contact their professional association.

11. Talking to children & young people

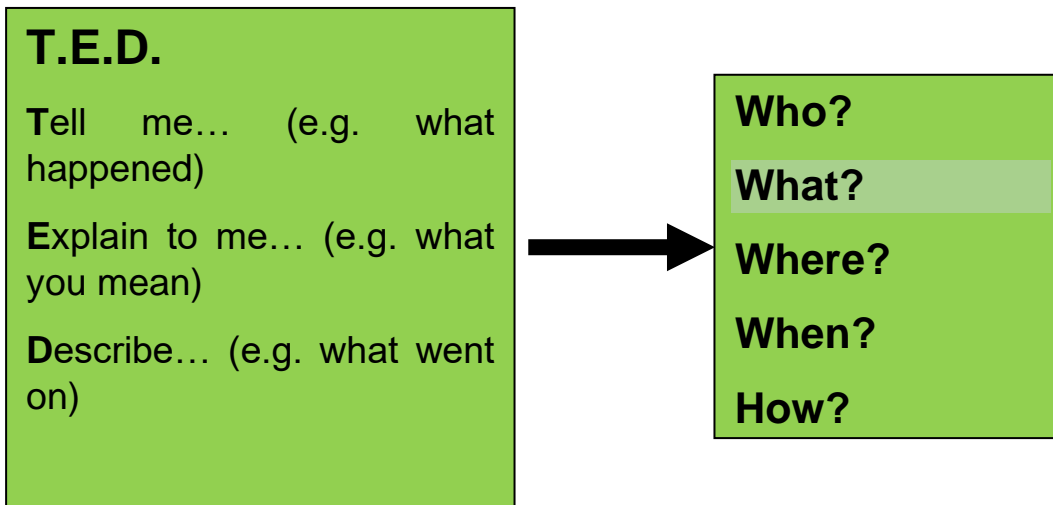
It is important that you know how to respond appropriately to children and adults if they disclose abuse or if you have concerns.

If a child has chosen to speak to you it is because they feel that you will listen and that they can trust you. You need to listen to what the child has to say, and be very careful not to 'lead' the child or influence in any way what they say.

DO

DON'T

<p>Stay calm.</p> <p>Listen carefully and be supportive.</p> <p>Reassure them that they have done the right thing.</p> <p>Tell the child what you will do next.</p> <p>Record in writing what was said using the child's words.</p> <p>Inform the DSL of your concerns immediately.</p> <p>Ensure you seek support for yourself if needed.</p>	<p>Dismiss what the child is telling you</p> <p>Ask any leading questions, interrogate the child, or put ideas into the child's head, or jump to conclusions</p> <p>Stop or interrupt a child who is recalling significant events</p> <p>Promise the child confidentiality You must explain that you will need to pass on information to keep them safe</p> <p>Never assume.</p> <p>Express an opinion about the alleged perpetrator of the abuse</p> <p>Tell the child everything will be 'okay'</p>
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12. Staff Conduct

All staff have required to work in a professional way with children. All staff should be aware of the dangers in:

- Lanyards must be worn at all times.
- Working alone with a child (e.g. a door should always be open or a clear view into the room maintained)

- Physical interventions (see Positive Handling Policy, never prolong contact, follow team teach guidance re 'side on' contact)
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from parents and children
- Contacting children through private telephones (including texting and emailing, using social networking sites).
- Disclosing personal details inappropriately
- Meeting pupils outside school hours or school duties

Please refer to our Trust [Code of Conduct for Staff](#).

13. Confidentiality

Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis.

Pupil and staff records are all kept securely.

14. Mobile Phones and devices

To protect our children, we respectfully ask that you do not have your phone out or use it in the school building where there are children present. Should you need to make or receive a telephone call please contact a member of staff and you will be given access to an area where it is safe for you to do so.

Please refer to our Trust [Mobile Phones Policy](#)

15. Photographs

Under no circumstances should you take photographs of our children whilst at our school.

We understand that parents/carers like to take photos of their children or video them in the school play, at sports day or school presentations. This is a normal part of family life and we do not discourage parents from celebrating their child's success.

However, there are restrictions on the use of images of children (e.g. data protection) and may be health and safety considerations. We adhere to the following guidelines:

- We seek written parental consent for the use of photographs and images for use by the school (including the school website and brochures) when a child joins the school.
- If visitors come to the school to make videos or take photographs for use outside the school, we will seek specific parental consent
- Staff should be sensitive to the feelings of pupils who may be uncomfortable about being photographed
- Staff should be aware of the use of flash photography and the impact it may have on some of our pupils
- Children are not named in our publications without consent.

16. Single Central Record

The Single Central Record holds information on all staff, volunteers and contractors working in the school. The admin staff are responsible for the upkeep of the SCR and the Head of School monitors

it regularly in-line with OFSTED requirements. Please respond promptly to any requests for information.

17. Physical Contact and Restraint

Members of staff may have to make physical interventions with children. Members of staff should only do this where it is necessary to protect the child, or another person from danger and when the member of staff has received appropriate training.

Please refer to our Trust [Reasonable Force Policy](#).

18. Children with SEN

We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. All members of staff who support these pupils will be made aware of the need for vigilance for the signs of abuse

19. Transporting Pupils

In certain situations, e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible any transport arrangements should be made in advance by a designated member of staff. Any transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Please refer to our policy on [Pupil Transport Policy \(Use of Private Vehicles\)](#)

20. Before and After School Activities and Educational Visits

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply.

Please refer to our [Outdoor Education, Visits and Off-site Activities Policy](#).

21. Useful information



For Early Help, Consultation and Enquiries please contact:

Telephone	0345 155 1071 (stating 'Urgent Enquiry' for urgent situation)
E-mail	mashsecure@devon.gov.uk
Referral Form	https://new.devon.gov.uk/making-a-mash-enquiry
Post	Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS
Fax	01392 448 951 (do not post or fax MASH enquiries unless you have no other option)
Early Help and MASH Consultation	0345 155 1071 (stating the service you require)
Police	(non-emergency) 101
Children's Social Care Emergency Duty Team	(out of hours) 0845 6000 388
For all LADO enquiries	Exeter (01392) 384964 Or http://www.devon.gov.uk/lado

22. What I have learnt?

Now that you have received your safeguarding induction you should be able to answer the following questions:

1. The four recognised categories of abuse for children and young people are:

A) B)

C) D)

2. What policy and information should be made available to all staff and volunteers that relates to child abuse and safeguarding?

.....
.....

3. Do you know who the DSL is that you should report any concerns to?

DSL:

4. What are their contact details?

Contact details:

5. Who is the alternative person to contact if they are not available?

DSL Alternate

6. What are their contact details?

Contact details

7. What does the abbreviation LADO stand for?

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8. How would you recognise a child suffering from neglect?

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.....

9. To whom would you report a concern about another adult's behaviour? To whom would you report concerns about the Headteacher?

(Please mark A for adult or H for Head in all that apply)

- Headteacher/Principal
- Chair of Governors
- Named Governor
- Strategic Lead: Resolution
- Local Authority Designated Officer (LADO)
- A colleague
- The police

10. Who is your Chair of Governors?

11. Contact details

12. Where can you find the Trust's Child protection and safeguarding policy?

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13. Where can you find your school's behaviour policy?

.....

14. Where can you find the Trust's staff code of conduct?

.....

15. Where can you find the safeguarding response to children who go missing from education?

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