

## Child Protection and Safeguarding Training: Guidance for Schools – September 2018

Governing bodies and proprietors must ensure that they comply with their duties under legislation and local guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

This document sets out B&NES Local Safeguarding Children Board guidance on the recommended minimum levels of Child Protection and Safeguarding Training for schools and staff working within them.

Inter-agency Safeguarding and Child Protection Training is provided by the Local Safeguarding Children Board (LSCB). The Standard Inter-agency Child Protection Course is a pre-requisite for those wishing to attend the Advanced Inter-agency Child Protection Course.

From September 2014 Safer Recruitment Training no longer needs to be approved by the Secretary of State and schools and colleges will be able to determine their own training provider. The LSCB will provide safer recruitment training and it is also available as an e-learning package from the NSPCC.

Please refer to the table of charges for LSCB training including late cancellation and non-attendance costs, which can be found [www.bathnes.gov.uk/childprotectiontraining](http://www.bathnes.gov.uk/childprotectiontraining)

### Roles and recommended training

Role	Recommended Training
All school staff	<p><b>Induction</b></p> <p>All staff members should be aware of systems within their school or college which support the early help process and safeguarding and these should be explained to them as part of staff induction. This includes:</p> <ul style="list-style-type: none"><li>• the school's or college's child protection policy</li><li>• the school's or college's behaviour policy</li><li>• the school's or college's staff behaviour policy (sometimes called a code of conduct)</li><li>• the safeguarding response to children who go missing from education; and</li><li>• the role of designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).</li></ul> <p>All staff and volunteers should know the procedures to follow if concerns are held about a member of staff, understand the whistle blowing procedures and be provided information on the NSPCC whistleblowing helpline.</p> <p>Part one of Keeping Children Safe in Education should also be provided to staff at induction. It is recommended that the headteacher/principal/designated safeguarding lead takes steps to ensure that all staff have read this document.</p>

	<p><b>Single agency training</b></p> <p>Whole School Child Protection Training level, updated at least every 3 years. This is <b>single agency training</b> and can be delivered by the school's DSL using the LSCB Single Agency Training Pack. <b>All</b> staff should attend including catering, cleaning staff, MDSAs and volunteers.</p> <p>In addition all teachers (as defined by the education act 2002) should be made aware of their mandatory reporting requirement regarding Female Genital Mutilation and all staff should receive regular safeguarding and Child Protection updates (eg: via email, e-bulletins and staff meetings) as required, <b>but at least annually</b>, to provide them with relevant skills and knowledge to safeguard children effectively.</p>
<p><b>Governors</b></p>	<p>Induction training must include training on safeguarding children to enable them to fulfil child protection responsibilities effectively, and suitable refresher training, such as attending the school's whole school training or by completing:</p> <ul style="list-style-type: none"> <li>• E-learning module – Introduction to Child Protection for non-children's services staff</li> </ul> <p>For more information and to access the e-learning go to: <a href="http://bathnes.learningpool.com">http://bathnes.learningpool.com</a></p> <p>The following training options are also available if appropriate:</p> <ul style="list-style-type: none"> <li>• Safer Recruitment (if involved in recruitment and selection)</li> </ul>
<p><b>Nominated Governor</b> (there is no longer a statutory requirement to have a Nominated Governor for safeguarding however this is considered good practice)</p>	<p><b>Induction</b></p> <ul style="list-style-type: none"> <li>• Safeguarding Induction Training – see section for 'All School Staff'</li> <li>• E-learning module – Introduction to Child Protection for non-children's services staff</li> </ul> <p>For more information and to access the e-learning go to: <a href="http://bathnes.learningpool.com">http://bathnes.learningpool.com</a></p> <p><b>Single agency training</b></p> <ul style="list-style-type: none"> <li>• Attend any whole school child protection training.</li> </ul> <p>The following training options are also available if appropriate:</p> <ul style="list-style-type: none"> <li>• Standard Interagency Child Protection Training</li> <li>• Safer Recruitment (if involved in recruitment and selection)</li> </ul>

## Head teachers

For staff new to this role it is recommended that they complete:

### Single agency training

- Safeguarding Induction Training – see section for 'All School Staff'
- E-learning module – Introduction to Child Protection for non-children's services staff

For more information and to access the e-learning go to: <http://bathnes.learningpool.com>

They should also attend any whole school child protection training.

It is also recommended that all head teachers complete the DSL Multi-Agency training pathway, as below. Child Protection Training should be updated every 3 years. It is also advisable that headteachers have up-to date Safer Recruitment training to facilitate appointment processes and to ensure that the school is meeting its safer recruitment responsibilities. (Please note that it is a statutory requirement that at least one member of an interview panel has completed safer recruitment training.)

**Designated Safeguarding Lead / Deputy Designated Safeguarding Lead**

**Single agency training**

- Safeguarding Induction Training – see section for ‘All School Staff’
- Whole School Child Protection Training (at least every 3 years)

N.B. DSLs who wish to deliver the Whole School Child Protection Training must complete a Training for Trainers course run by the B&NES Safeguarding & Quality Assurance Service.

**Multi-Agency training**

In addition the role requires a multi-agency perspective and DSLs and Deputy DSL’s should complete LSCB multi-agency Child Protection and Safeguarding Training as follows:

- Standard Interagency Child Protection (if not completed previously)
- Advanced Interagency Child Protection (2 day course)
- Prevent Awareness training
- Regular inter-agency training in line with this guidance (see below)
- Safer Recruitment (if involved in the recruitment of staff)

**Updating your training**

Once the Advanced Inter-agency Child Protection course has been completed then DSLs can keep their training up to date by attending an appropriate advanced or specialist level course at least every 2 years.

Please note that because the inter-agency processes and procedures for children who are at risk of, or who are, suffering significant harm change in response to national and local guidance, DSLs should attend the Advanced Inter-agency Child Protection course at least every 4 years.

For information on all LSCB courses and to book a place go to <http://bathnes.learningpool.com>

In addition to their formal training, as set out above, DSL’s knowledge and skills, should be updated (eg: via email, e-bulletins and staff meetings) at regular intervals, but **at least annually**, to keep up with any developments relevant to their role. To assist DSLs in this responsibility the LSCB provide monthly information on policies and Board information which can be accessed on the LSCB website or on the resource pages of the Hub. Additionally School’s Child Protection forums are held on a 6 monthly basis.

<b>Volunteers</b>	<p><b>Volunteers who work with children</b> need to be made aware of the school’s arrangements for child protection and their responsibilities, including to whom concerns must be reported.</p> <p>In addition the following training options are available and appropriate:</p> <ul style="list-style-type: none"> <li>• E-learning module – Introduction to Child Protection for children’s services staff</li> <li>• attend the whole school child protection training</li> </ul> <p>For more information and to access the e-learning go to: <a href="http://bathnes.learningpool.com">http://bathnes.learningpool.com</a></p>
<b>All others working in schools having contact with children</b>	<p><b>All other staff who work with children</b> need to be made aware of the school’s arrangements for child protection and their responsibilities, including to whom concerns must be reported.</p> <p>In addition the following training options are available and appropriate:</p> <ul style="list-style-type: none"> <li>• E-learning module – Introduction to Child Protection for non- children’s services staff</li> <li>• attend the whole school child protection training</li> </ul>
<b>Contractors, supply staff, agency staff, specialist sports drama or music staff, &amp; similar</b>	<p>The school must carry out checks to confirm that these individuals have had child protection training from their own organisation, and that this has been kept up to date.</p>

**Record of training** - schools need to be able to demonstrate compliance with guidance on training. Accordingly clear record keeping is essential. It must be possible to identify from the record any staff / governor / volunteer / other who requires update training.

- **Schools will need to have a clear record of the following:**
  - Name and position of member of staff / governor / volunteer / other
  - Date joined the school / appointment to the post
  - Date of CP induction training
  - Brief outline of what was covered
  - Date of refresher training, covering the same information as above.
  - It is recommended that all of the above training information is kept with the school’s wider Safeguarding Evidence folder-together with CP policies, Safeguarding Action Plan, audits etc.

For information about how to make best use of the online booking system please visit <http://bathnes.learningpool.com>

If you need further advice or support please contact the Children’s Workforce Training Team at:

Email: [Childrensworkforce\\_training@bathnes.gov.uk](mailto:Childrensworkforce_training@bathnes.gov.uk)

Tel: 01225394210

Post: Children's Workforce Training, Bath & North East Somerset Council, (Keynsham Civic Centre), Manvers Street, Bath BA1 1JG

## Appendix I

**Keeping Children Safe in Education 2018** is statutory guidance from the Department for Education issued under:

- Section 175, Education Act 2002;
- Education (Independent School Standards) (England) Regulations 2014,
- Education (Non-Maintained Special Schools) (England) Regulations 2015

Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

The guidance contains information on what schools and colleges “must” and “should” do, using the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to. It should be read alongside *Working Together to Safeguard Children 2018* (which applies to all schools, including maintained nursery schools and pupil referral units), and departmental advice ‘what to do if you are worried a child is being abused – Advice for Practitioners’.

### Who this guidance is for

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- management committees of pupil referral units (PRUs).

The guidance sets out the following areas of responsibilities for governing bodies and proprietors (see the DfE website for the full guidance):

### Inter-agency working

- Governing bodies and proprietors should ensure that the school or college contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*.
- Governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).

- Governing bodies and proprietors should ensure a member of the governing body, usually the chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher, the principal of a college or proprietor or member of governing body of an independent school. In the event of allegations of abuse being made against the headteacher and/or where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority.

### **Safeguarding policies**

- Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a behaviour policy and a staff behaviour policy (code of conduct). These should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.
- Headteachers and principals should ensure that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

### **The designated safeguarding lead**

- Governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description (Annex B describes the broad areas of responsibility and activities related to the role). This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so, contribute to the assessment of children and maintain child welfare and child protection records.
- The designated safeguarding lead should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2018. There should always be cover for this role.

### **Safer Recruitment**

- Governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place.

- The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training. Governing bodies of maintained schools may choose appropriate training and may take advice from their LSCB in doing so. The training should cover, as a minimum, the content of this guidance.

### **Other relevant legislation and guidance:**

#### **Working Together to Safeguard Children 2018**

Statutory guidance on inter-agency working to safeguard and promote the welfare of children which covers:

- the legislative requirements placed on individual services
- a framework for the three local safeguarding to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs
- a framework for the two child death review partners to make arrangements to review all deaths of children normally resident in the local area, and if they consider it appropriate, for those not normally resident in the area

#### **The Children Act 1989**

A key piece of legislation, both in private law and public law, dealing with responsibilities of individuals and the state towards children and young people in meeting their welfare needs.

#### **The Children Act 2004**

This legislation drives the whole-system change in the delivery of children's services resulting from the Every Child matters agenda. In particular, it calls for:

- Improved outcomes for children and young people, to ensure that all children are healthy, stay safe, enjoy and achieve make a positive contribution and achieve economic well-being;
- A focus on opportunities for all and narrowing gaps;
- Support for parents, carers and families;
- A shift to prevention, early identification and intervention; and
- Integrated and personalised services

#### **Inspecting safeguarding in early years, education and skills settings**

This briefing captures overarching points relating to the inspection of safeguarding. It also looks at the relationship between safeguarding and the evaluation schedule as a whole, as set out in the School inspection handbooks.

### **The Common Inspection Framework: education, skills and early years**

This framework sets out how inspections are carried out. Individual inspectors will also report on safeguarding arrangements.

Governance Handbook 2018 describes the main activities undertaken during inspections of schools in England under section 5 of the Education Act 2005.<sup>1</sup> It sets out the evaluation criteria that inspectors use to make their judgements and on which they report.

The handbook has two parts:

Part 1. How schools will be inspected - This contains information about the processes before, during and after the inspection.

Part 2. The evaluation schedule - This contains the evaluation criteria inspectors use to make the graded judgements about schools and includes exemplification of the kinds of evidence and activities used by inspectors to make their judgements.

### **Guidance for Safer Working Practice**

The document seeks to ensure that the responsibilities of educational settings leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. It should assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them.

The guidance will also support employers in giving a clear message that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow. Once adopted, as part of an establishment's staff behaviour policy, the school or settings may refer to the document in any disciplinary proceedings