

Safeguarding and child protection training

**Guide for schools and early years (EY)
settings**
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For queries about this guide, contact the Safeguarding Effectiveness Advisers (SEA) team:

SEA@wiltshire.gov.uk – schools and EY settings

Introduction

Keeping Children Safe in Education (KCSiE) sets out the statutory requirements for safeguarding training in schools. It advises that staff undergo safeguarding induction and training and that such induction and training should be in line with advice from the local three safeguarding partners and provides them with the knowledge and skills required to carry out safeguarding duties in relation to their role.

This document is in two parts.

Part A sets out the statutory safeguarding training **requirements** alongside **recommendations** about child protection and safeguarding training for:

1. School staff and governors involved in recruitment including the member of staff responsible for updating the Single Central Record (SCR).
2. School governing bodies/trustees and proprietors
- 3a. and 3b. Head teachers/principals and Designated Safeguarding Leads and Deputy Designated Safeguarding Leads (D/DSLs) in schools
4. Designated teacher in school for Looked After Children
5. School staff and regular volunteers in schools
6. School staff in pastoral and well-being roles in schools

EY settings may find it helpful to refer to these recommendations alongside EYFS welfare and safeguarding requirements when planning training for their setting and for D/DSLs in particular.

During COVID-19 restrictions, many face to face safeguarding courses have been suspended. Alternative online and virtual training options are available. In recognition of the intensity of such online training, we recommend that a half day online training is seen as the equivalent of a whole day face to face training. Face to face training provides valuable opportunities for discussion and questioning that virtual environments currently lack. Consequently, this interim advice is not intended to apply beyond the current restrictions.

Part B sets out the statutory partners' advice for Safeguarding and Child Protection training in schools and EY settings. Safeguarding leads should ensure any training written or commissioned by them is in line with this advice.

When determining whether training is sufficient as a two-year Designated Safeguarding Lead (DSL) refresher, safeguarding leads should also take into account:

- the length of the training course
- the level of experience and knowledge of the trainer
- the needs of the school/setting in relation to identified safeguarding risks and themes

Part A

1. Staff and governors involved in recruitment – statutory safer recruitment training requirements

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training. The training should cover, as a minimum, the content of KCSiE. Governing bodies of maintained schools may choose appropriate training and may take advice from the local three safeguarding partners in doing so.

Recommended training		Contacts and links to training/resources:
Role and training	Frequency	
Staff or governor involved in both shortlisting and selection at interview: <ul style="list-style-type: none"> Face to face or online safer recruitment training 	Updated within 5 years or when significant changes are made to statutory guidance in respect of safer recruitment.	Safeguarding Vulnerable People Partnership <ul style="list-style-type: none"> Face to face and online safer recruitment training courses SVPP training NSPCC <ul style="list-style-type: none"> Online safer recruitment training course www.nspcc.org.uk Safeguarding Effectiveness Adviser (SEA) <ul style="list-style-type: none"> Online live broadcast for Single Central Record Right Choice training page SCR FAQ and Governor Monitoring Guide
Any other interview panel member: <ul style="list-style-type: none"> Online safer recruitment training 	Updated within 5 years or when significant changes are made to statutory guidance in respect of safer recruitment.	
Staff responsible for updating the Single Central Record (SCR) <ul style="list-style-type: none"> Online safer recruitment training 		

2. Governors – statutory requirements

Although there is no statutory requirement for governors to attend any specific safeguarding training, Wiltshire Council recommends that governors complete safeguarding training so that schools can fulfil their safeguarding statutory duties.

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare (KCSiE).

Effective boards of governance encourage everyone involved in governance, especially those new to their role, to make the most of the resources, guidance and training available to develop their knowledge and skills (Governance handbook 2020).

Recommended training		Contacts and links to training/resources:
Role and training	Frequency	
<p>All governors - new to role</p> <p>Any governor-specific safeguarding training to ensure they understand their responsibilities and can carry out their functions</p> <ul style="list-style-type: none"> • Safeguarding induction for all governors 	<p>Once - before or as soon as possible after taking on the role</p> <p>Sessions available 3 times a year</p>	<p>Wiltshire Council – Safeguarding Effectiveness</p> <ul style="list-style-type: none"> • Safeguarding induction for all governors Right Choice <p>NSPCC</p> <ul style="list-style-type: none"> • Child protection for school governors training www.nspcc.org.uk
<p>Nominated Governors</p> <ul style="list-style-type: none"> • Nominated safeguarding governor training 	<p>Programme of 5 sessions a year</p>	<p>Wiltshire Council – Safeguarding Effectiveness</p> <ul style="list-style-type: none"> • Nominated safeguarding governor training Right Choice
<p>All governors (including the Nominated Governor)</p> <ul style="list-style-type: none"> • Whole school safeguarding training led or commissioned by school leaders • Awareness training: <ul style="list-style-type: none"> ○ Prevent ○ FGM ○ E-safety 	<p>At least once within 4-year term of office or when significant changes are made to statutory safeguarding guidance ie KCSiE</p> <p>Once or when significant changes are made to guidance about Preventing Radicalisation or Female Genital Mutilation</p>	<p>Wiltshire Council</p> <ul style="list-style-type: none"> • Whole school face to face training delivered by the school D/DSL Right Choice - training materials (or by an external provider) <p>Home Office</p> <ul style="list-style-type: none"> • Online training – free Prevent - home office FGM - home office <p>NSPCC</p> <ul style="list-style-type: none"> • E-safety training www.nspcc.org.uk

3a. Headteachers and Designated Safeguarding Leads - statutory training requirements

DSLs must have training to provide them with the knowledge and skills required to carry out the role. Any deputies should be trained to the same standard as the DSL. Training that covers the knowledge and skills required to carry out the role of D/DSL should be refreshed every two years.

In addition, DSL knowledge and skills should be updated at regular intervals, as required, and at least annually, eg via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments to allow them to understand and keep up with any developments relevant to their role.

DSLs and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools. The DSL should undertake Prevent awareness training (see section 5 below).

Recommended training		Contacts and links to training/resources:
Role and training	Frequency	
<p>DSLs and DDSLS (D/DSLs) – new to post Face to face or virtual environment training that covers multi agency working in Wiltshire eg:</p> <ul style="list-style-type: none"> • Wiltshire D/DSL Level 3 training (1-day virtual course, foundation and advanced combined) or • Training from another provider that meets minimum training standards and within training advice provided by statutory partners. 	<p>Once for new D/DSLs before or as soon as possible after taking on the role</p>	<p>Wiltshire Safeguarding Effectiveness</p> <ul style="list-style-type: none"> • Right Choice – training and events or • External provider, use Part B of this document to ensure training has the recommended training outcome

3b. Headteachers and Designated Safeguarding Leads – Refresher training and safeguarding update

See statutory training requirements above - 3a. When determining whether training is sufficient as a two-year D/DDSL refresher, safeguarding leads should also take into account the relevance of the course content in relation to identified safeguarding needs and themes to effectively safeguarding children in your setting.

Recommended training		Contacts and links to training/resources:
Role and training	Frequency	
<p>DSLs and DDSLS (D/DSLs) Refresher training (minimum 3 hours)</p> <p>To further develop their roles, D/DSLs are encouraged to source wider safeguarding multi-agency training to broaden their safeguarding knowledge.</p> <ul style="list-style-type: none"> Any training course relevant to school needs that meets minimum training standards and advice provided by statutory partners Wiltshire D/DSL refresh knowledge of role training <p>Note: The Wiltshire D/DSL Level 3 training should <u>not</u> be used as a refresher training.</p>	Biennially	<p>Safeguarding Vulnerable People Partnership</p> <ul style="list-style-type: none"> SVPP training (multi-agency safeguarding themes) or External provider using Part B of this document to ensure training has the recommended training outcome <p>Wiltshire School Effectiveness</p> <ul style="list-style-type: none"> Right Choice – D/DSL refresh knowledge of role (single agency refresher of role) <i>Wiltshire recommends D/DSLs don't use this as regular biennial refresher as it is a single-agency course.</i>
<p>DSLs and DDSLS (D/DSLs) Safeguarding update</p> <ul style="list-style-type: none"> Any safeguarding training course relevant to school's needs that meets minimum training standards and advice provided by statutory partners or DSL network meeting or MASH tour <p>plus Reading safeguarding developments to allow them to understand and keep up with any developments relevant to their role.</p>	<p>Annually</p> <p>Ongoing</p>	<p>Safeguarding Vulnerable People Partnership</p> <ul style="list-style-type: none"> Virtual environment training SVPP training - Virtual College <p>Wiltshire Council</p> <ul style="list-style-type: none"> DSL network meeting (schools and EY settings) Right Choice – training and events MASH tour MASHAdmin@wiltshire.gov.uk - to request Relevant sources eg Contextual safeguarding network, Research in Practice, NSPCC safeguarding in education updates, SVPP resources Right Choice safeguarding effectiveness in schools and EY newsletters

4. Designated teacher for Looked After Children - statutory training requirements

The school should have this person in post, even where there are no looked after children on roll.

Maintained schools and academies must appoint a designated teacher who should work with the virtual school head to promote the educational achievement of children who are looked after as well as children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England.

In maintained schools and academies, the designated teacher must have appropriate training and the relevant qualifications and experience. In other schools and colleges, an appropriately trained teacher should take the lead.

Recommended training		Contacts and links to training/resources:
Role and training	Frequency	
<p>Designated teacher for Looked After Children</p> <ul style="list-style-type: none"> An introduction to Wiltshire Virtual School and the work of the Designated Teacher or Any training opportunities specific to factors that impact on the attainment of looked-after (and previously looked-after) children. 	<p>Once or when significant changes are made to statutory guidance about Looked After Children</p>	<p>Wiltshire Council Virtual School</p> <ul style="list-style-type: none"> Contact virtualschool@wiltshire.gov.uk for course details.

5. Induction and training for all staff and regular volunteers - statutory training requirements

New staff and regular volunteers must have safeguarding and child protection training, including online safety. On induction, all staff should be provided with:

- Part 1 of KCSiE plus Annex A for staff working directly with children
- The name/s and role of the DSL and DDSL
- Child Protection Policy
- Behaviour Policy
- Staff Behaviour Policy
- School response to children missing education

All staff and regular volunteers should receive appropriate safeguarding and child protection training which is regularly updated.

In addition, all staff should receive safeguarding and child protection updates (eg, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Recommended training		Contacts and links to training/resources
Role and training	Frequency	
<p>All new staff and regular volunteers</p> <ul style="list-style-type: none"> • The policies and information for induction above plus • Opportunity to read the documents before a face to face meeting to answer questions arising and explore further principles and processes associated with each document. • Training covering types and signs of abuse and neglect 	<p>Once, recommended within the first week</p>	<p>Wiltshire Council</p> <ul style="list-style-type: none"> • Induction materials Right Choice - training materials – schools <p>SVPP</p> <ul style="list-style-type: none"> • Safeguarding awareness training <p>NSPCC</p> <ul style="list-style-type: none"> • E-safety training www.nspcc.org.uk
<p>All staff and regular volunteers</p> <ul style="list-style-type: none"> • Safeguarding training led or commissioned by a member of school leadership team (ideally a D/DSL) • E-safety training <ul style="list-style-type: none"> • Prevent awareness training • FGM awareness training <ul style="list-style-type: none"> • Safeguarding update Update led or commissioned by school leadership team. Changes in statutory guidance and a recap for staff about safeguarding principles and practice in school and update about specific safeguarding issues, recent developments. 	<p>Every 3 years (as a minimum) or when significant changes are made to guidance</p> <p>Once, or when significant changes are made to guidance</p> <p>Annually</p>	<p>Wiltshire Council</p> <ul style="list-style-type: none"> • Whole school face to face training Delivered by school D/DSL Right Choice - training materials - schools or • External provider using Part B of this document <p>Home Office</p> <ul style="list-style-type: none"> • Online training -free Prevent – Home Office FGM - Home Office <p>Wiltshire Council</p> <ul style="list-style-type: none"> • Face to face training - for delivery by school D/DSL Right Choice • Materials for whole school safeguarding updates

6. School staff in pastoral and well-being roles (in addition to section 5)

Although there is no statutory requirement for staff in specialist well-being and pastoral roles to attend any specific safeguarding training, Wiltshire Council recommends that these staff would benefit from completing specialist/themed safeguarding training to provide them with the relevant knowledge and skills to effectively carry out the role. For example, training in mental health first aid, contextual safeguarding.

Recommended training		Contacts and links to training/resources:
Role and training	Frequency	
<p>Pastoral/well-being role</p> <ul style="list-style-type: none"> Any training opportunities specific to factors that impact on the well-being and safeguarding of children and young people 	<p>Every 3 years (as a minimum or when significant changes are made to guidance or when safeguarding themes are identified)</p>	<ul style="list-style-type: none"> SVPP training safeguarding refresher courses External provider using Part B of this document to ensure training has the recommended training outcome Right Choice – training and events Wiltshire Healthy schools training and events

Part B

Recommended standards for safeguarding and Child Protection training in schools and EY settings

All agencies are responsible for ensuring that their workforce is competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children and young people. Schools and EY settings should ensure their staff and regular volunteers are aware of how to recognise and respond to safeguarding concerns, including signs of possible maltreatment and extra-familial harm.

Keeping Children Safe in Education (KCSiE) requires schools to ensure that ***safeguarding induction and training is in line with advice from the local three safeguarding partners*** and the Statutory Framework for the Early Years Foundation Stage advises that all childcare providers may find it helpful to refer to KCSiE.

Whole school and DSL training delivered by Wiltshire Council or SVPP meets the following standards. It is the responsibility of the school/setting that chooses to write or commission other safeguarding training to ensure such training is in line with this guidance, which identifies what is expected with regards to how content of safeguarding training is informed and how it is delivered.

•Standard 1

The training has clear aims and objectives and meets agreed learning outcomes

•Standard 2

Training materials are clear, accurate, relevant and up-to-date.

•Standard 3

The training will be delivered by trainers who have knowledge and experience of safeguarding and who have completed a Train the Trainer programme/professional equivalent (or have relevant teaching/training experience).

•Standard 4

Training will be delivered in an environment which is conducive with learning and ensures all staff are given opportunity to contribute.

•Standard 5

Training places the child at the centre and promotes the importance of understanding the child's daily life experience.

Statutory partners recommend the following outcomes for safeguarding and child protection training. It is recognised that many schools and EY settings provide training that goes above and beyond what is set out below.

Recommended training outcomes for safeguarding and child protection training for staff in schools and EY settings

All staff and regular volunteers

Designated Safeguarding Leads and their deputies

Laws, policies and procedures

- Have awareness and basic working knowledge, where appropriate of the laws and policy areas relevant to the role (including latest editions of Keeping Children Safe in Education and Working Together) that relate to safeguarding children, including the online world.
- Understand when information may be shared with/without consent, to safeguard the welfare of children.

- Understand appropriate information sharing in relation to Child Protection and Child in Need.
- Be aware of and understand local safeguarding procedures, assessment tools, threshold guidance, referral processes (including Prevent) and inter-agency safeguarding arrangements, including the function of the SVPP.
- Understand roles, responsibilities and collaborative practice required in S.47 investigations, including when a child/yp has a social worker and multi-agency working.
- (EY settings) Understand about the requirements to notify Ofsted about serious incidents or changes in provision/management as set out in Early Years Compliance Handbook.

Providing a safe environment

- Understand what is meant by safeguarding - measures taken to protect the physical and mental health, well-being and human rights of individuals, which allow children to live free from abuse, harm and neglect.
- Know the boundaries of personal responsibility, when to involve peers, managers, supervisors or professional bodies, and where to get advice and support.

- Understand how cognitive biases can adversely affect sound decision making and how a culture of professional curiosity and constructive critical evaluation of ideas and decisions can help to overcome bias.
- Understand how to work with children and family members, including addressing lack of co-operation and superficial compliance within the context of your role.
- Understand the unique risks associated with online safety
- Understand how to create a safeguarding culture through regular monitoring and review of safeguarding systems and policies.

Recognising and responding to abuse

• Understand

- the different ways in which children can be harmed. This includes by peers, by a single event or ongoing maltreatment, through the internet and other media, their own risk-taking behavior, and criminal and sexual exploitation.
- that signs of abuse or neglect can be subtle and can be expressed through their behaviour, play, artwork, or online activities and the way they approach relationships with other children and adults.
- the impact of parenting issues such as domestic abuse, substance misuse and mental ill-health.
- that children may make use of technologies and understand the potential risks that this presents.
- how to document concerns appropriately for safeguarding/child protection and legal processes.
- how to respond to a disclosure.
- how to respond to a report of child on child sexual violence or sexual harassment.
- Know that professional judgement is used to decide as to whether a child is suffering or is likely to suffer significant harm.
- Know the local process for 'early help' offers and the local threshold document in relation to responding to concerns.
- Know patterns and indicators of child maltreatment, including harm from the internet or a child's own risk-taking behaviour.
- Recognise the importance of family history and functioning.
- Know that safeguarding incidents/and or behaviours can be associated with risk factors outside their families and schools. Be aware that extra-familial harms take a variety of different forms.
- Know how to assess risk and need and instigate processes for appropriate interventions.
- Recognise the importance of contextual safeguarding approach.

• Understand

- good practice in making quality referrals to MASH.
- how to take emergency action.
- the challenges of working with complex cases.
- effective record keeping and data analysis to identify safeguarding themes
- contextual safeguarding approach to risk analysis and management
- good practice in multi-agency risk assessment and safety planning in relation to reports of child on child sexual violence and sexual harassment for victim and perpetrator
- good practice in completing Early Support Assessments with clear, robust actions, outcomes and review
- Be able to draw on child and family-focused professional knowledge and expertise to identify signs of sexual, physical, or emotional abuse or neglect and extra-familial harm and how to respond to prevent harm and protect children and young people.

Working with other agencies

- Be able to contribute to inter-agency assessments as appropriate.
- Understand professional challenge as appropriate and awareness of the SVPP case resolution protocol.

- Know the role and responsibilities of each agency, as described in local policies and procedures.
- Be able to contribute to inter-agency assessments, the gathering and sharing of information and where appropriate analysis of risk.
- Understand the crucial role that information sharing plays in maintaining the safety and wellbeing of children.
- Knowledge of local and national learning from case reviews