

Safeguarding CPD in schools

All staff members should receive regular safeguarding and child protection updates, as required, but at least annually. For DSLs, training is at two-yearly intervals, but their knowledge and skills should be updated at least annually, to keep up with any developments relevant to their role. These updates can be 'via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments'. (KCSIE 2019, paragraph 67)

CPD can be delivered in many ways through face to face, e learning, webinars and video streaming. However CPD is delivered the impact of the training must be captured and recorded. Applications such as <https://kahoot.com/> can help capture staff understanding of subject delivery. You can also use staff quizzes, evaluation forms, and deep dive spot checks on staff to gather a record of their understanding.

It is much more effective for staff to build a portfolio around their deepening safeguarding knowledge. These three questions can be useful to capture understanding of delivery:

1. What do you know now that you didn't know before (this CPD session)?
2. What did you know before that you now see differently? (to encourage deeper thinking)
3. What action(s) are you going to take as a result of this CPD session?

For education settings, there are six key areas of training/CPD to arrange. I have added links to the relevant guidance to the key areas/themes to assist you in appendix 1.

I have also added links to FREE e learning courses from various sources which you may want to review and consider for blended learning approach. You may already be accessing other e learning solutions from other Educare and other providers.

1. Induction Training (statutory)	<ul style="list-style-type: none"> • KCSIE Part 1 and Annex A • What to do if your worried a child is being abused (DfE 2015) • On start of contract; day 1
2. Basic awareness training for whole staff (statutory)	<ul style="list-style-type: none"> • KCSIE Part 1 and Annex A • What to do if your worried a child is being abused (DfE 2015) • At least annually
3. Designated Safeguarding Lead Training (statutory)	<ul style="list-style-type: none"> • KCSIE and WT guidance with training every 2 years
4. Safer Recruitment Training (statutory)	Safer recruitment training; Safer Recruitment Consortium (to be updated every 3-5 years)
5. Training about preventing terrorism	<ul style="list-style-type: none"> • Prevent Duty 2015

PREVENT (statutory)	(annually)
6. Training for School Governors (non-statutory)	<ul style="list-style-type: none"> • Governance Handbook • KCSIE and WT guidance
7. Training on specific issues	Female Genital Mutilation (FGM) (Ofsted)
	Children Missing Education (CME) (Ofsted)
	Child Sexual Exploitation (CSE) (Ofsted/KCSIE)
	Criminal Child Exploitation (CCE) (KCSIE 2020)

Minimum Standards for CPD

Statutory guidance (*appendix 2*) on safeguarding CPD is minimal. This is delivered to build good practice and capacity building to safeguard all children, the minimum schools must do is:

- Keep a record of staff training, including type of training and dates.
- Offer training to all staff including volunteers on a 'regularly updated' basis, at least annually. Best practice would be to deliver topics per term (drip feed) across the year so safeguarding remains a focus at all times.
- Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; SEN.
- Ensure induction training for new staff (including supply staff) and volunteers.
- Ensure DSLs receive specific training for their role every two years.
- Ensure that at least one person in each recruitment process has had 'Safer Recruitment' training.
- Provide training about the duty to 'prevent terrorism'

Many schools may offer much more CPD than this and ensure that all staff are able to understand the risk to children in their community and be able to respond appropriately. How you deliver this is an individual school decision.

Appendix 1: Staff Development in Safeguarding and Child Protection;

Knowledge and understanding

All staff should have an understanding of these key areas with additional aspects for DSL's and Governors.

Keeping Children Safe in Education (DfE 2019) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	
Know that safeguarding and promoting the welfare of children is everyone's responsibility.	✓
Know that safeguarding children is everyone's responsibility	✓
Know that professionals should always consider what is in the best interests of the child.	✓
Know that everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action	✓
Know the definition of safeguarding and promoting the welfare of children (paragraph 4) – <i>changes to reflect mental and physical health from Sept 2020</i>	✓
Know that children refers to everyone under the age of 18.	✓
Know that all school and college staff have a responsibility to provide a safe environment in which children can learn.	✓
Know that all schools and colleges should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties	✓
Know that all school and college staff should be prepared to identify children who may benefit from early help	✓
Know that in the first instance, staff should discuss early help requirements with the designated safeguarding lead.	✓
Know that all staff may be required to support social workers and other agencies following any referral	✓
Know that all teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession	✓
Be aware of the contents of the school's child protection policy	✓
Be aware of the contents of the school's staff behaviour policy (code of conduct)	✓
Be aware of the role of the designated safeguarding lead	✓
All staff members should be aware that they must take part in safeguarding and child protection training which is regularly updated, at least annually	
All staff should be aware of the early help process, and understand their role in it.	✓

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989	
All staff should know what to do if a child tells them he/she is being abused or neglected	✓
All staff should know how to manage the requirement to maintain an appropriate level of confidentiality	✓
All staff must know that they should never promise a child that they will not tell anyone about an allegation	✓
All staff should understand the definition of abuse	✓
All staff should understand the signs and symptoms of physical abuse	✓
All staff should understand the signs and symptoms of emotional abuse	✓
All staff should understand the signs and symptoms of sexual abuse	✓
All staff should understand the signs and symptoms of neglect	✓
All staff should understand the impact and indicators of child sexual exploitation	✓
All staff should be aware of the impact of drug taking	
All staff should be aware of the impact of alcohol abuse	
All staff should be aware of the dangers of truanting	
All staff should be aware of the dangers of sexting	
All staff should be aware of the impact of peer on peer abuse	✓
All staff should be aware of the impact of bullying (including cyberbullying)	
All staff should be aware of the dangers of children going missing from school, home or care	
All staff should be aware of the impact of domestic violence	
All staff should be aware of fabricated or induced illness	
All staff should have an awareness of faith abuse	
All staff should be aware of contextual safeguarding	
All staff should be aware of impact of the court system	
All staff should be aware of impact of family members in prison	
All staff should be aware of the impact of the criminal exploitation of children	✓
All staff should be aware of homelessness	
All staff should be aware of female genital mutilation (FGM) FREE E learning option: https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm	
All teachers should be aware of their duty to report a disclosure of FGM to the police	✓
All staff should have an awareness of forced marriage FREE E learning option: https://www.virtual-college.co.uk/resources/free-courses/awareness-of-forced-marriage	

All staff should be aware of the impact of gangs and youth violence	
All staff should have an awareness of gender-based violence against women and its difference forms	
All staff should have an awareness of hate crime	
All staff should be aware of the impact of poor mental health on safeguarding	✓
All staff should have an awareness of private fostering and the duty on schools to report such arrangements	✓
All staff should have an awareness of relationship abuse	
All staff should have an awareness of trafficking and modern day slavery	
All staff should understand the school's duty to prevent radicalisation	✓
All staff should understand the signs to looking for when considering the risk of radicalisation	✓
All staff should know that if a child is in immediate danger, or at risk of harm a referral should be made to children's social care or the police	✓
All staff should know that all concerns, discussions and decisions should be made in writing	✓
All staff should aware of the impact of poor safeguarding practice	
All staff should understand the school's whistleblowing policy https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/	✓
All staff should be aware of how to raise a concern outside the school or college	✓
All staff should know that they are able to make a referral to children's social care themselves	✓
All staff should understand the impact of technology on safeguarding https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff	✓
All staff working with under-8s, should understand what is meant by 'Disqualification by Association' https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006	✓
All staff should understand the definition of 'upskirting'	✓
All staff should be aware of meaning of 'Position of Trust' in the Sexual Offences Act 2003 https://learning.nspcc.org.uk/research-resources/briefings/preventing-abuse-positions-of-trust	✓
What to do if your worried a child is being abused (DfE 2015) https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2	

All staff should understand that children with special educational needs or disabilities are more vulnerable to abuse and harm	✓
All staff should be aware of the indicators of abuse or neglect	✓
Guidance for safer working practices (Safer Recruitment Consortium 2019) https://www.saferrecruitmentconsortium.org/	
All staff should understand how to work with children so that they protect children from harm (<i>Code of Conduct</i>)	✓
All staff should understand how to work with children in an open and transparent way including <i>remote learning arrangements</i>	✓
Prevent Duty (DfE 2015) https://www.gov.uk/government/publications/prevent-duty-guidance FREE E Learning option: https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html	
All staff should understand what the Prevent duty means for schools	✓
All staff should understand what to do to demonstrate compliance with the duty	
All staff should understand where to find further information, advice and support	
All staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified	
All staff should understand the school's arrangements to promote pupils' welfare and prevent radicalisation and extremism	
All staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified	
All staff should be able to demonstrate a general understanding of the risks affecting children and young people in the area	
All staff should be able to demonstrate a specific understanding of how to identify individual children who may be at risk of radicalisation	
All staff should understand the online risks of radicalisation	✓
All staff should understand how to refer concerns to the school's designated safeguarding lead	✓
All school staff should understand when it is appropriate to make a referral to the Channel programme	
Child Sexual Exploitation - definition and guide for Practitioners (DfE 2017) https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners	
All staff should be aware of the guidance set out in section A of 'Child Sexual Exploitation' (DfE 2017)	✓
All staff should understand the definition of child sexual exploitation	✓
All staff should understand which children are especially vulnerable to sexual exploitation	

All staff should understand how sexual exploitation can have links to other kinds of crime	
All staff should understand the possible indicators of child sexual exploitation	✓
School procedures	
All staff should know how to report concerns about a child	✓
All staff should know how to report concerns about an adult	✓
All staff should know how to report concerns about the head teacher	✓
All staff should know how to report concerns about the proprietor (where relevant)	✓
A Competency Framework for Governance (DfE 2017) https://www.gov.uk/government/publications/governance-handbook	
Someone on the Board knows the requirements relating to the safeguarding of children (Safeguarding Governor)	
Everyone on the Board knows the duties relating to safeguarding, including the Prevent Duty FREE online Prevent training from the Home Office can be found here: https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html There is further updates available here: http://counterextremism.lgfl.org.uk/default.html	
Sexual Violence and Sexual Harassment between children (DfE 2017) now incorporated into KCSIE2019 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges Brooks Traffic Light Tool: https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner	
All staff should understand issues around sexual violence and sexual harassment between children including up skirting	
All staff should understand the school's approach to managing incidents of sexual violence and sexual harassment including up skirting	

Appendix 2: Information about safeguarding training taken from the statutory guidance:

Working Together to Safeguard Children 2018 identifies training in the following paragraph:

Multi-agency training will be important in supporting this collective understanding of local need. Practitioners working in both universal services and specialist services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help they need. To be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of the new and emerging threats, including online abuse, grooming, sexual exploitation and radicalisation. To enable this, the three safeguarding partners should consider what training is needed locally and how they will monitor and evaluate the effectiveness of any training they commission.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (DfE, 2019) identifies training in the following paragraphs:

14. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, 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.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

54. Governing bodies and proprietors (in Part two, unless otherwise stated, includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times

66. The designated safeguarding lead (DSL) and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

67. In addition to the DSL's formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

84. Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.

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

93. 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. Governing bodies of maintained schools may choose appropriate training and may take advice from the local three safeguarding partners in doing so. The training should cover, as a minimum, the content of this guidance.

249 Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

Page 92 In 'Annex B: Role of the designated safeguarding lead', there is a list of knowledge and skills the DSL should have; including their role in raising awareness amongst staff.

Page 98 'Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 81) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 85), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach'.

Inspecting safeguarding in early years, education and skills settings (Ofsted, September 2019) <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

Page 10 There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.

Para. 15 Inspectors should look for evidence of the extent to which leaders, governors and managers create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level. Inspectors should consider the content, application and effectiveness of safeguarding policies and procedures and the quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm either within the setting or in the family or wider community outside the setting.

Page 12 ...staff, leaders, governors and supervisory bodies (where appropriate) and volunteers receive appropriate training on safeguarding at induction, that is updated regularly. In addition, they receive information (for example, via emails, ebulletins and newsletters) on safeguarding and child protection at least annually. They demonstrate knowledge of their responsibilities relating to the protection of children, learners and vulnerable adults...

Page 12 ...Designated members of staff in schools and colleges should be a senior member of the school or college leadership team and they should undertake safeguarding training every two years and their knowledge and skills should be refreshed at regular intervals, but at least annually...

Safe Recruitment

Governing bodies, boards of trustees, registered providers, proprietors and management committees should prevent people who pose a risk of harm from working with children or learners by...making sure that, in relation to maintained schools, at least one person on any appointment panel has undertaken safer recruitment training.

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable. Guidance about this is in the Governance Handbook (Section 6.7),

<https://www.gov.uk/government/publications/governance-handbook>

and in 'Keeping Children Safe in Education' (Part three)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Prevent Duty Guidance (for England and Wales) 2015

70. Specified authorities [including schools] should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

<https://www.gov.uk/government/publications/prevent-duty-guidance>