

Setting name:

Staff/volunteer name:

Date:

Signature:

Date:

Setting name:

Staff/volunteer name:

Date:



Abbey Lane Primary School

Safeguarding Induction

Introduction

As a new member of staff, governor or other volunteer you may be in regular contact with children and young people. You may develop trusting relationships with them or observe changes in their behaviour and they may choose to share their confidences or concerns with you. This document is a brief overview that should remind you of the key points of the safeguarding induction that your Designated Safeguarding Lead or Deputy (DSL/D) has gone through with you. This induction does not replace the need for you to complete safeguarding training appropriate to your role – the DSL/D will share with you the Sheffield Children Safeguarding Partnership (SCSP) professional development pathway so that you know what safeguarding training you need to do.

Safeguarding defined

- Protecting children from maltreatment
- Preventing impairment of children's health & development
- Ensuring that children grow up in circumstances consistent with the provision of safe & effective care; **and**
- Taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children and young people is everyone's responsibility

How you contribute to Safeguarding

- Put the welfare of the child/young person first
- Understand your safeguarding procedures
- Understand the role of Designated Safeguarding Lead & Deputy (DSL/D)
- Behave appropriately at all times
- Provide a safe environment for students to learn
- Identify students who may be in need of extra help

- Act immediately if abuse is alleged or suspected
- Never investigate concerns yourself
- Do not develop personal relationships with students on or off-line

A. Safeguarding roles & responsibilities:

We are all responsible for safeguarding children, young people and their families. Your setting has a safeguarding team who are responsible for:

- Safeguarding children
- Supporting staff and volunteers with safeguarding
- Ensuring that safeguarding is given the highest priority
- Ensuring that everyone understands their safeguarding role.

Your setting's safeguarding arrangements will mostly be explained in the **Safeguarding policy**. However, other policies and procedures in your setting will also be relevant to your safeguarding role in your setting. These are listed below:

- **Staff behaviour policy** (code of conduct)
- **Safeguarding response to children who are missing from education**
- **The role (and identities) of the Designated Safeguarding Lead & Deputy (DSL/D)**
- **The Role (and identities) of the Designated Safeguarding Lead & Deputy (DSL/D)**
 - see **How our education setting safeguards students** - <https://www.safeguardingsheffieldchildren.org/p/processes/education-settings>
 - and **Designated Safeguarding Lead & Deputy Role** - <https://www.safeguardingsheffieldchildren.org/p/sheffield-early-years-and-education-settings/safeguarding-roles>
- **You need to have read Part 1 of Keeping Children Safe in Education 2024:** https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf
- **Behaviour Guidance & Positions of Trust** - <https://www.safeguardingsheffieldchildren.org/p/sheffield-early-years-and-education-settings/people-in-positions-of-trust>

Please find our policies on the school's server (*Staffshare/Policies*) or on the school's website.

B. Sharing Information:

Why do we share information?

- To ensure the fullest possible picture of the child's circumstances
- To enable practitioners to assess the needs of the child properly
- To co-ordinate and improve service provision to the child and family
- To protect other adults and children

If you are unsure about sharing information, seek advice from your colleagues, supervisor, manager or the school Designated Safeguarding Lead or Deputy.

Some examples of information to be shared:

- Child seems e.g. hungry, inappropriately dressed, has hygiene concerns
- Child's behaviour is concerning e.g. aggressive, withdrawn, unhappy, overly familiar, sexually inappropriate
- Suspicion/evidence child has an injury e.g. awkward/protective movement, bruising, marks, cuts, burns
- Things said by/about child that are concerning

For further information go to the **Sheffield Children Safeguarding Partnership Child Protection and Safeguarding Procedures at:** [Sheffield Children Safeguarding Partnership Online Procedures](#)

Who should I share information with?

Low level issues should be shared with support and/or relevant teaching staff at your setting, as soon as possible.

Serious issues about a child or young person should be reported **only** to the Designated Safeguarding Lead (DSL) or their Deputy (DSD). This should be done **immediately**. The DSL/DSD will decide who else needs to have this information. **Details of these staff are in the school's safeguarding policy and are displayed in every classroom.**

Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at the setting **must** be reported directly **and only** to the Head Teacher, unless it involves the Head Teacher and then it should be reported directly to the Chair of the Governing Body or equivalent.

Policies to include:

- **Information Sharing** - https://sheffieldscb.proceduresonline.com/p_info_sharing.html
- Any related policies for your setting information sharing and communication processes e.g. **CPOMS, My Concern, etc**

Please watch the CPOMS training videos here to familiarise yourself with the system –

Logging in for the first time: <https://register.gotowebinar.com/recording/6802533715958550787>

Creating a new incident within CPOMS:

<https://register.gotowebinar.com/recording/3799955476991876098>

A member of the school's safeguarding team will complete the CPOMS induction as part of your safeguarding induction to ensure you are able to log in successfully and use CPOMS. Please ask any questions that you have about how to use this system during this meeting.

C. [Early help:](#)

Early help achieves better outcomes for children.

All help and support must be child-centred, family focused, holistic in approach and clear about outcomes.

Effective communication and the appropriate sharing of relevant information are key in understanding child what is going on for the /young person.

Supporting children & young people effectively involves building on their strengths as well as identifying difficulties.

Agencies **must** work together with children, young people and their parents to ensure best outcomes.

In Sheffield, the Thresholds of Need Guidance has been developed to support early help.

It assists workers to identify needs and analyse risk when working with children and their families in order to provide additional support in a timely manner.

You can find this guidance at: <https://www.safeguardingsheffieldchildren.org/scsp/processes/early-help-thresholds-of-need>

Information about specific forms of abuse and neglect can be found on the Professionals & Volunteers information pages of the SCSP website:

<https://www.safeguardingsheffieldchildren.org/p/topics/types-of-abuse>

D. If child abuse is disclosed, discovered or suspected:

Basic principles:

- Do not interrogate the child, but check out in a non-leading way that you are clear about what the child or young person is saying
- Do not discuss your concerns with the mother/father/carer until you have talked to the Designated Safeguarding Lead (DSL) or their deputy (DSD).
- If possible, ensure that a familiar, trusted adult remains with the child
- Do not promise the child that you will not tell anyone or to keep 'secrets' about what they may say to you – it is vital that the child receives appropriate support and protection from other agencies
- Allow the child space and time to talk to you
- Do not keep information to yourself (you need to share it immediately with the DSL/D), but do not discuss it with others unless the DSL/D agrees to this.
- If the DSL/D are not available, you should immediately contact the:

The Sheffield Safeguarding Hub

0114 2734855

If, at any point, there is a risk of serious harm to a child or young person a referral should be made to children's social care immediately, using the above contact number.

Usually this is done by the DSL or DSD; however, if, in **exceptional circumstances**, the DSL/D is not available, this should not delay appropriate action being taken. Where a DSL/D is not immediately available you should consider speaking to another member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL/D as soon as is practically possible. Safeguarding concerns should always lead to help for the child at some point.

For further information, go to: <https://www.safeguardingsheffieldchildren.org/>

E. Recording your concerns:

Relevant Information:

Try to give the DSL/D as much detail as possible about what you have seen or heard, including:

- Details of child or young person

- Location of child or young person
- Details of the concern
- Condition and expectations of the child or young person
- Information given to or received from parents or carers
- Any background information.

Documentation:

You will be asked to document any incidents and concerns you have when you have talked to the DSL/D.

This will need to be done straight away; if someone has told you something you should document the actual words that they said to you as best you can.

The DSL/D will give you further guidance about what this documentation requires.

Confidentiality:

Do not discuss any confidential information about a child or young person with general staff without the agreement of the DSL/D or Head Teacher.

Do not discuss any confidential information about a child, young person or their family with your friends, family etc.

No information about a child or young person should be left lying around. Safeguarding and Child Protection records should not be seen by anyone else (including parents and/or anyone with parental responsibility), without permission from the DSL/D,

For further information, go to: <https://www.safeguardingsheffieldchildren.org/>

F. Training:

Volunteers and staff can access free e-learning courses about safeguarding children at: [E-learning \(SCSP\)](#)

As well as this **Safeguarding Induction** all staff should also have as a minimum:

- Basic/'Whole-School' safeguarding children in education training from the Sheffield Children Safeguarding Partnership every 3 years
- Regular emails, updates & internal briefings about safeguarding from the DSL/D
- Support from the safeguarding team about any relevant issues relating to children

All governors should complete appropriate safeguarding for governors e-learning – we and Learn Sheffield recommend the course provide by the NGA – however your DSL/Head Teacher may prefer a different course. You should then be given the opportunity to contextualise this e-learning and ask questions either with the Head Teacher, DSL, Chair of Governors or the Safeguarding governor (or equivalents).

Safeguarding governors must complete the SCSP Governor Safeguarding training every 3 years.

For further information go to: <https://www.safeguardingsheffieldchildren.org/p/sheffield-early-years-and-education-settings/training-information-for-education-settings>

You will be expected to complete the below courses as part of your induction at Abbey Lane:

As part of your induction at Abbey Lane, please find the links for the safeguarding training that need to be completed ASAP:

Prevent Training:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Basic Safeguarding Training (please use the link below to complete the e-training course entitled 'Safeguarding in Education' – you will need to self-register on this site):

<https://www.safeguardingsheffieldchildren.org/events/event/e-learning>