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# Keeping children safe in education' quiz for staff



## How to use this quiz

'Keeping children safe in education' (KCSIE) is one of the most important pieces of statutory guidance for schools. It is essential that all school staff are familiar with the safeguarding requirements that KCSIE sets out, as safeguarding and protecting children is everyone's responsibility.

Schools can use this quiz to test the knowledge of staff in relation to KCSIE. Questions within this quiz are based on part one of the guidance document, which particularly focusses on staff members' responsibilities to protect children.

You may wish to use the quiz during INSET days or staff meetings, encouraging participants to answer out loud and reflecting on the answers as a group. Alternatively, you could allow time for participants to write their answers as you move through the slides, reviewing answers as a group once all the questions have been asked.

The answers to the quiz can be found at the end of the presentation. Slide 14 onwards.



# Approaches to safeguarding

1. What kind of safeguarding approach should all professionals take and what does this mean?
2. What three things are all professionals who come into contact with a child responsible for doing to enable the child to receive the right help at the right time?
3. Define the phrase 'safeguarding and promoting the welfare of children' in as much detail as you can.
4. The term 'children' includes everyone under what age?
  - 16-years-old
  - 18-years-old
  - 21-years-old



# The role of staff members

1. What do all staff members have a responsibility to provide?
2. What are the main duties of the DSL?
3. If you have a safeguarding concern, which member of staff should you consult for advice?
  - The headteacher
  - The DSL
  - The school nurse



# What you need to know

1. What documents and information, in terms of safeguarding, should be included and explained to staff as part of their induction?
2. What should you do during the early help process?
3. In terms of confidentiality, once a child has informed a staff member that they are being abused or neglected, what must you never promise the child and why?
4. How often should staff members receive safeguarding and child protection updates, at a minimum?
  - Weekly
  - Termly
  - Annually



## What to look out for

1. Name five key indicators which may be recognised as a need for early help?
2. Can you provide a definition of peer-on-peer abuse?
3. What kind of attitude should staff always have towards safeguarding:
  - 'It could happen here'?
  - 'It won't happen here'?
  - 'It only happens in poor areas'?



## What to look out for

4. Can you name some of the indicators that a child is at risk from, or involved with, serious violent crime?
5. What role do school staff play in identifying pupils with mental health issues?



# What to do if you have a concern

1. If you have a concern, you should follow your school's child protection procedures and speak to the DSL. Following this, what options will be available to the child?
2. If the DSL and the deputy DSL are unavailable, what should you do with a safeguarding concern?
3. When should you act on a concern about a child's welfare?
  - Once you have confirmed the risk
  - Once you have established a pattern
  - Immediately



## What to do if you have a concern

4. What should you do if you have safeguarding information you think should be shared but believe there may be a data protection issue?
  - Not share the information
  - Share the information
  - Speak to the DSL
5. Can you provide a definition of a 'child in need'?
6. Once a referral has been made, the LA will make a decision regarding the course of action to be taken and will inform the referrer of this within how many days?
7. What should the referrer do if the LA's response is not forthcoming?



## What to do if you have a concern

8. If, after the referral, the child's situation does not improve, what should the referrer do?
9. Please complete the following sentence: ***“All concerns, discussions and decisions made, and the reasons for those decisions, should...”***
  - “Be reported to the police”
  - “Be recorded in writing”
  - “Be discussed with parents”
10. If a teacher discovers that an act of FGM has been carried out on a girl under the age of 18, what must they do?
11. Name five or more examples of poor safeguarding practice.



# Concerns about safeguarding within the school

1. If a staff member has a concern about a colleague, who should it be referred to?
  - The staff member in question
  - The headteacher
  - The police
2. Where staff members have concerns about the school's safeguarding practices, who should these be raised to?



# Types of abuse and neglect

1. Abuse is a form of maltreatment and can be defined as someone inflicting harm or failing to do what?
2. Can you provide a definition for physical abuse?
3. Can you provide an example of emotional abuse?
4. Can you provide a definition for sexual abuse?
5. Neglect may include a parent failing to provide adequate food. Can you name two more examples?



# Safeguarding issues

1. Can you name three examples of how children can abuse their peers online?
2. Can you name some behaviours linked to safeguarding issues, for example, taking drugs?
3. In what contexts can peer-on-peer abuse occur?
4. Can you name some of the indicators of child criminal exploitation (CCE) and child sexual exploitation (CSE)?



Questions finished  
Click for answers



# Approaches to safeguarding – answers

**What kind of safeguarding approach should all professionals take and what does this mean?**

**A child-centred and co-ordinated approach.** Safeguarding and promoting the welfare of children is everybody's responsibility and everyone who comes into contact with children and their families has a role to play. As such, all professionals should ensure their approach is **child-centred**. This means that they should always consider **what is in the best interests of the child**.(KCSIE, p.6, para. 2)

**What three things are all professionals who come into contact with a child responsible for to enable the child to receive the right help at the right time?**

To ensure a child receives the right help at the right time, everyone who comes into contact with children should ensure they can:

- Identify concerns.
- Share information.
- Take prompt action. (KCSIE, p.6, para.3)



# Approaches to safeguarding – answers

## Define the phrase ‘safeguarding and promoting the welfare of children’.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the 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.
- Taking action to enable all children to have the best outcomes. (KCSIE, p.6, para.4)

## The term ‘children’ includes everyone under what age?

KCSIE classifies everyone **under the age of 18** as a child. (KCSIE, p.6, para.5)



## Role of staff members – answers

### What do all staff members have a responsibility to provide?

All staff have a responsibility to provide a **safe environment in which children can learn**. (KCSIE, p.6, para.7)

### What are the main duties of the DSL?

Schools should have a DSL. The DSL is responsible for **providing support to staff to carry out their safeguarding duties** and liaising closely with other services, e.g. children's social care. (KCSIE, p.7, para.10)

### If you have a safeguarding concern, which member of staff should you consult for advice?

The **DSL** and their deputies are the most appropriate people to advise on the response to safeguarding concerns. (KCSIE, p.7, para.11)



# What you need to know – answers

## What documents and information, in terms of safeguarding, should be included and explained to staff as part of their induction?

All staff should be aware of systems within their school which support safeguarding. The following should be explained to staff as part of an induction:

- The school's child protection policy
- Staff working directly with children, should read at least part one of KCSIE. Staff not working directly with children should read either Part one or Annex A (a condensed version of Part one).
- The school's behaviour policy
- The school's staff behaviour policy (or code of conduct)
- The safeguarding response to children who go missing from education
- The role of the DSL, including their identity and the identities of any deputies (KCSIE, p.7, para.13)



# What you need to know – answers

## What should you do during the early help process?

Where early help is appropriate, the DSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, acting as the lead professional. (KCSIE, p.17, para.61)



## What you need to know – answers

**In terms of confidentiality, once a child has informed you that they are being abused or neglected, what must you never promise the child and why?**

Staff should **never** promise a child that **they will not tell anyone about the report of abuse**, as this **may not be in the best interests of the child**. Equally, staff should maintain the appropriate level of confidentiality by only involving those who need to be involved, such as the DSL. (KCSIE, p.8, para.17)

**How often should staff members receive safeguarding and child protection updates, at a minimum?**

Staff members should receive safeguarding and child protection updates **at least annually**, to provide them with the relevant skills and knowledge required to safeguard children effectively. (KCSIE, p.8, para.14)



# What to look out for – answers

## Name five key indicators which may be recognised as a need for early help?

Any child may benefit from early help; however, staff should be particularly alert to the potential need for early help for a child who:

- Is disabled, or has certain health conditions and has specific additional needs.
- Has SEND.
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or home.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited. (Indicators continued on the next slide)



# What to look out for – answers

## Name five key indicators which may be recognised as a need for early help? (continued)

- Has a family member in prison, or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is at risk of 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage.
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day. (KCSIE, p.8-9, para.19)



# What to look out for – answers

## Can you provide a definition of peer-on-peer abuse?

Peer-on-peer abuse refers to when children abuse other children. Peer-on-peer abuse can take many forms, including:

- Bullying, including cyberbullying, prejudice based and discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse and sexual violence, including any online element which facilitates, threatens or encourages this abuse.
- Sexual harassment.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nude and semi-nude images or videos
- Upskirting.
- Initiating/hazing type violence and rituals. (KCSIE, p.14-15, para.49)



## What to look out for – answers

### What kind of attitude should staff always have towards safeguarding?

Staff should maintain an attitude of **'it could happen here'** where safeguarding is concerned.  
(KCSIE, p.16, para.55)

### Can you name some of the indicators that a child is at risk from, or involved with, serious violent crime?

Indicators that a child is at risk from, or involved with, serious violent crime include the following:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could be a sign of involvement with criminal networks or gangs)  
(KCSIE, p.15, para.51)



## What to look out for – answers

### **What role do school staff play in identifying pupils with mental health issues?**

While only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. (KCSIE, p.13, para.42)



## What to do if you have a concern – answers

**If you have a concern, you should follow your school's child protection procedures and speak to the DSL. Following this, what options will be available to the child?**

If staff have a safeguarding concern, they should follow their school's safeguarding procedures and consult the DSL. Following this, options available to the child will include:

- Managing any support for the child internally via the school's own pastoral support processes.
- An early help assessment.
- A referral to statutory services. (KCSIE, p.16-17, para.58)

**If the DSL and the deputy DSL are unavailable, what should you do with a safeguarding concern?**

In the exceptional circumstances where the DSL and the deputy DSL are unavailable, staff should not let this delay appropriate action being taken. Staff should **consider speaking to a member of the SLT and/or taking advice from local children's social care**. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as possible. (KCSIE, p.17, para.59)



# What to do if you have a concern – answers

## **When should you act on a concern about a child's welfare?**

Staff should raise concerns about a child's welfare **immediately**. (KCSIE, p.16, para. 56)

## **What should you do if you have safeguarding information you think should be shared but believe there may be a data protection issue?**

Staff should speak to the DSL if they are concerned about data protection issues surrounding sharing a concern – but they should always remember that data protection must never get in the way of the need to safeguard and promote the welfare of children. (KCSIE, p.17, para.60)



# What to do if you have a concern – answers

## Can you provide a definition of a 'child in need'?

A 'child in need' is defined under the Children Act 1989 as **a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.**

(KCSIE, p.18, para.65 – 'Children in need')



## What to do if you have a concern – answers

**Once a referral has been made, the LA will make a decision regarding the course of action to be taken and will inform the referrer of this within how many days?**

**Within one working day** of the referral being made, the LA should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This includes determining whether:

- The child requires immediate protection and urgent action is required.
- Any services are required by the child and family and, if so, what type of services.
- The child is in need and should be assessed under section 17 of the Children Act 1989.
- There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989.
- Further specialist assessments are required to help the LA to decide what further action to take. (KCSIE, p.19, para.67)



# What to do if you have a concern – answers

## What should the referrer do if the LA's response is not forthcoming?

The referrer should **follow up** the LA's response if it is not forthcoming. (KCSIE, p.19, para.68)

## If, after the referral, the child's situation does not improve, what should the referrer do?

If, after a referral, the child's situation does not seem to be improving, the referrer **should consider following local escalation procedures** to ensure their concerns have been addressed and, most importantly, that the child's situation improves. (KCSIE, p.19, para.70)



## What to do if you have a concern – answers

**Please complete the following sentence: “All concerns, discussions and decisions made, and the reasons for those decisions, should...”**

All concerns, discussions and decisions made, and the reasons for those decisions should **be recorded in writing**. If in doubt about recording requirements, staff should discuss this with the DSL (or deputy). (KCSIE, p.19, para.71-72)

**If a teacher discovers that an act of FGM has been carried out on a girl under the age of 18, what must they do?**

There is a **specific legal duty** on teachers stating that, if a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, it **must** be reported to the police. (KCSIE, p.13, para.40)



# What to do if you have a concern – answers

**Name five or more examples of poor safeguarding practice.**

Examples of poor safeguarding practice include the following:

- Failing to act on and refer the early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to reassess concerns when situations do not improve
- Not sharing information with the right people within and between agencies
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action

(KCSIE, p.20, para.73)



# Concerns about safeguarding within the school – answers

## **If a staff member has a concern about a colleague, who should it be referred to?**

Safeguarding concerns regarding a member of staff should be referred to the **headteacher**; however, if the concern is about the headteacher, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school. Similarly, if the headteacher is the sole proprietor of an independent school, allegations should be reported directly to the designated officer at the LA. (KCSIE, p.20-21, para.74)

## **Where staff members have concerns about the school's safeguarding practices, who should these be raised to?**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the SLT. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's SLT or, where a staff member feels unable to raise an issue with their employer, the existence of other channels that are open to them. (KCSIE, p.21, para.75-77)



## Types of abuse and neglect – answers

**Abuse is a form of maltreatment and can be defined as someone inflicting harm or failing to do what?**

Abuse is a form of maltreatment that can be defined as inflicting harm or **failing to act to prevent harm**. (KCSIE, p.10, para.26)

**Please provide a definition for physical abuse?**

Physical abuse is **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. (KCSIE. p.10, para.27)



# Types of abuse and neglect – answers

## Can you provide an example of emotional abuse?

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's development. Examples include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children.
- Interactions that are beyond a child's capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- 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.

(KCSIE, p.10-11, para.28)

A decorative illustration of three stylized trees with green foliage and brown trunks, positioned in the bottom right corner of the slide.

## Types of abuse and neglect – answers

### Please provide a definition for sexual abuse?

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 the outside of clothing. They may also include non-contact activities, such as children looking at or being involved in the production of sexual images, children watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (KCSIE, p11, para.29)



## Types of abuse and neglect – answers

**Neglect may include a parent failing to provide adequate food. Can you name two more examples?**

Neglect is 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food (already provided as part of the question).
- Provide adequate clothing.
- Provide adequate shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Provide adequate supervision (including the use of inadequate care-givers).
- Provide access to appropriate medical care or treatment.
- Meet a child's basic emotional needs. (KCSIE, p.11, para.30)



# Safeguarding issues – answers

**Can you name three examples of how children can abuse their peers online?**

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of **abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.** (KCSIE, p.10, para 24)

**Can you name some behaviours linked to safeguarding issues, for example, taking drugs?**

Behaviours linked to safeguarding issues include the following:

- Drug taking (already provided as part of the question)
- Alcohol misuse
- Deliberately missing education
- Consensual and non-consensual sharing of nude and semi-nude images or videos
- Sexting (KCSIE, p.11, para.31)



# Safeguarding issues – answers

**In what contexts can peer-on-peer abuse occur?**

Peer-on-peer abuse can happen **both inside and outside of school/ college and online.** (KCSIE, p.14, para. 46)



## Safeguarding issues – answers

### Can you name some of the indicators of child criminal exploitation (CCE) and child sexual exploitation (CSE)?

Some of the following can be indicators of CCE and CSE where children:

- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation.
- Suffer from changes in emotional wellbeing
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.

Additional specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections.
- Display sexual behaviours beyond expected sexual development or become pregnant.

(KCSIE, Annex B: p.127-128) – ‘Child Criminal Exploitation (CCE)’ and Child Sexual Exploitation (CSE)





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