

Safeguarding Induction Handbook



SchoolImprovement
Liverpool

Introduction

Safeguarding children is everyone's responsibility. This induction booklet sets out our collective responsibilities for safeguarding children. It will help you to understand the role you have in safeguarding children within our school and will help you to build up your knowledge base regarding what is expected of staff at Sandfield Park School.

Please note: this booklet is to share with you key information during your initial induction period. It is not a substitute for the training and development activity which you will be provided with throughout your time at Sandfield Park School.

This induction booklet supplements and is complementary to our child protection policy and staff code of conduct, Section 1 of the Schools' Safeguarding Handbook, Part 1 of Keeping Children Safe in Education 2022 and those of the Local Safeguarding Children Partnership. You should always refer to these if you have concerns about a child.

This document will provide you with a greater understanding of:

- Key definitions, including safeguarding, child protection and the categories of abuse and neglect
- Your role and responsibilities and that of our safeguarding team (including the Designated Safeguarding Lead)
- Who to contact if you have a concern and who can support you
- How to work safely with children and young people

Alongside this induction booklet, Sandfield Park School will provide you with a number of other key documents as part of your safeguarding induction to the school. You will find the safeguarding induction checklist in Appendix A of this document, which details all of the information we will share with you during your induction.

Once you have worked through this induction booklet, you should complete and sign Appendix B and pass this to the Designated Safeguarding Lead. This will then be stored in your personnel file to demonstrate your completion of this part of your safeguarding induction.

What is Safeguarding?

As an employee of Sandfield Park School you have a duty to safeguard and promote the welfare of children. Where there are concerns about a child, the duty of care towards that child will always take precedence over any obligation to the alleged perpetrator, other individuals or organisations. At Sandfield Park School we use the definition of safeguarding found in the DfE guidance 'Working Together to Safeguard Children 2018'.

Safeguarding is:

- protecting children from maltreatment;
- preventing impairment of children's mental or physical health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

There is a safeguarding continuum which all children will move up and down depending on their need and the circumstances they find themselves in. The local Levels of Need framework helps organisations and practitioners to assess and identify a child's level of additional needs, and how best to respond to meet those needs at the earliest opportunity. These can be found on the Local Safeguarding Children Partnership website. The earlier a problem can be identified, the more likely it will be that we can prevent needs from escalating.

What is Child Protection?

Working Together to Safeguard Children 2018 defines child protection as:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

What is Significant Harm?

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies statutory intervention in family life in the best interests of children. It gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whether the harm is 'significant' relates to how the child's health or development compares to that which could reasonably be expected of a similar child. As a result, significant harm could occur where there is a single event, such as a violent assault. More often, significant harm is identified when there have been a number of events which have compromised the child's physical and psychological wellbeing, for example, a child whose health and development suffers through neglect.

What is Abuse?

Working Together to Safeguard Children sets out that abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Working Together guidance highlights that there are four areas of abuse; physical abuse, emotional abuse, sexual abuse and neglect. The definitions of these are described below:

Physical Abuse

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.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or

‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

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 outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, 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.

Neglect

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

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate care-givers)
- d. ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

In addition, you should be aware that there are many other ways in which children can be placed at risk of harm. These can include amongst others:

- Use of technology – devices such as a mobile phones, games consoles and computers may be used as a means of abusing children and young people, and can allow children and young people access to a wide range of inappropriate materials if they are not adequately supervised
- Race and hate crime
- Being radicalised and drawn into extremist activity
- Circumstances such as gang activity, serious violence, child criminal exploitation, child sexual exploitation, drug or alcohol misuse, honour based violence including female genital mutilation, breast ironing and forced marriage, modern slavery / trafficking, abuse linked to spiritual and religious beliefs or fabricated or induced illness.
- Peer on peer abuse, including sexual violence, harassment and/or sexting
- Children missing from education

Additional information about different types of abuse and the signs and indicators of a child who may be experiencing abuse or neglect can be found in Section 1 of the Schools’ Safeguarding Handbook and Part 1 of Keeping Children Safe in Education.

Who is a child?

A child includes anyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

Roles and Responsibilities

All members of staff in Sandfield Park School are required to follow and adhere to our staff code of conduct. The code of conduct clearly sets out the expectations for all members of the school community in relation to their own personal conduct. Alongside our code of conduct is the national document '[Guidance for safer working practices for professionals working in education settings](#)' 2022. You should ensure you are familiar with both of these documents. By reading and understanding these documents, you will ensure that you are working in an appropriate manner with our children, and that the school community is a safe and enjoyable place in which to both learn and work. Teaching staff are also required to adhere to the Department for Education Teachers' Standards: www.gov.uk/government/publications/teachers-standards.

The roles and responsibilities you have with regards to safeguarding are explicit within your job description. As a paid member of staff or volunteer within our school you have a responsibility to safeguard and promote the welfare of children. Amongst other specific duties, these will include:

- Contribute to ensuring students learn in a safe environment
 - Maintain the belief '*it could happen here*'
 - Be alert to the indicators of child abuse and neglect
 - Be aware of and following local policies and procedures if you have a safeguarding concern
 - Follow our school's child protection policy and procedures at all times
 - Know who to contact for help, advice and support
 - Know the contact details of our school Designated Safeguarding Lead and those who are trained to provide cover for the role
 - Report any concerns about a child's welfare *without delay* to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or in their absence a senior member of staff
 - Know how and when you should escalate your concerns and 'press for reconsideration' if a child remain at risk of their needs are not met.
 - Understand that you can make a referral to children's services should it be required, informing the Designated Safeguarding Lead of any action taken you have taken
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- Understand that teachers and those providing teaching must personally report to the police cases where they discover that an act of FGM appears to have been carried out
 - Ensure that you record your concerns using the school's agreed reporting procedure using CPOMS in a contemporaneous fashion. Contemporaneous means that records are made *at the time of the concern*. You should ensure that records note the difference between fact and opinion and that the child's voice will be made clearly evident.
 - Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.
 - Be aware that safeguarding issues can manifest themselves via peer on peer abuse.
 - Attend and access training and development opportunities and use this information to update your practice

- Keep up to date with relevant policy, procedure and practice
- Know what is appropriate behaviour for an adult working with children
- Understand you have a responsibility to report concerns about another professional's behaviours and be clear as to the procedures to follow
- Understand that it may be appropriate to discuss with the Head teacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about yourself. You should ensure that you are aware of the circumstances where this would be applicable.
- Be aware that your behaviour, those with whom you have a relationship or association, or others in your personal life (in or out of school or online), may impact on your work with children.
- Be aware that if your role is within the scope of the Childcare Act 2006 and you commit a relevant offence that would appear on your DBS certificate or you become disqualified under the Childcare Act 2006, then you must inform the head teacher.
- Be aware that you should inform the head teacher of any cautions, convictions or relevant order accrued during your employment, and/or if you are charged with a criminal offence.

Designated Safeguarding Lead

The Designated Safeguarding Lead for Sandfield Park School is a named member of the leadership team who has lead responsibility for safeguarding and child protection. This responsibility is explicit in their job description. The name of our Designated Safeguarding Lead and those who are trained to provide cover for the role are detailed below:

Designated Safeguarding Lead Eric Kewley

Role Deputy Headteacher

Contact details e.kewley@sandfieldpark.liverpool.sch.uk

Designated Safeguarding Lead Wendy Henshaw

Role Deputy Headteacher

Contact details w.henshaw@sandfieldpark.liverpool.sch.uk

Headteacher Mark Hilton

Contact details sandfield-ht@sandfieldpark.liverpool.sch.uk

Our Designated Safeguarding Lead and deputy/s will be the main point of contact for liaising with other agencies in line with 'Working together to safeguard children'. During term time, there will always be someone from the safeguarding team available to discuss safeguarding concerns. If there are out of hours or out of term time activities, our school will ensure there is adequate and appropriate cover. All members of our safeguarding team will undergo formal training to provide them with the knowledge and skills required to carry out the role. This training will be updated at a minimum of every 2 years. 'Keeping Children Safe in Education' sets out the broad areas of responsibility for the Designated Safeguarding Lead, but these include:

- Managing referrals
- Working with others (including multi agency partners)
- Undertaking training
- Raising awareness
- Maintaining individual child protection files
- Ensuring availability

Eric Kewley will manage any safeguarding concerns for Sandfield Park School pupils in the first instance. However if there is an emergency and Eric is not available, Wendy Henshaw will manage the concern. If neither Eric or Wendy are available, Mark Hilton will be the person to contact.

Wendy Henshaw will manage any safeguarding concerns for ACE pupils in the first instance. However if there is an emergency and Wendy is not available Eric Kewley will manage the concern. If neither Wendy or Eric are available Mark Hilton will be the person to contact.

Wendy Henshaw will also liaise with the Alder Hey Safeguarding team, where appropriate, for concerns about Hospital School pupils.

All staff are able to discuss a concern with Eric or Wendy, and then record the concern using CPOMS as is school policy.

It is your responsibility to understand when and how you should report concerns on to the Designated Safeguarding Lead. You will be given guidance about this during the course of your induction. Further information about this and the role of the Designated Safeguarding Lead can be found in our school child protection policy.

Other key staff in school

Headteacher Mark Hilton

Chair of Governors Jenny Sanchez

Safeguarding Governor Jim Doyle

Names of First Aiders: Lynne Bailey, Sue Barry, Natalie Blunsum, Lynne Brown, Kathleen Cavanagh, Zeta Condon, Lynne Cowie, Ross Crilly, Rachael Emblem, Kevin Gauden, Tony Grey, Rosie Hulse, Carly Hynes, Simon Lamb, Sarah Spoor, Angela Taylor, Arne Velthuis, Tilly Wilton, Peter Wood.

Procedures for reporting child protection or child welfare concerns

- All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. You should not investigate possible abuse or neglect yourself.
- School Improvement Liverpool provide an online resource 'Safeguarding-Mate' to support your decision making: www.schoolimprovementliverpool.co.uk/safeguarding-mate/
- All concerns should be reported without delay directly to the Designated Safeguarding Leads, Head Teacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's agreed Child Protection/Child Welfare Incident Form on CPOMS.
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action without delay and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.
- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- The school will always seek to follow the Local Safeguarding Children Partnership procedures which can be found on their website.

'School Improvement Liverpool Schools' Safeguarding Handbook' and Part 1 of Keeping Children Safe in Education provides you with key flowcharts and guidance to support your understanding and decision making. This will guide you to make a referral yourself should that become necessary. You should always inform the Designated Safeguarding Lead as soon as possible should you need to make a referral yourself.

'School Improvement Liverpool Schools' Safeguarding Handbook' also provides additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel or Prevent referral being made to the Local Authority's Prevent and Channel team. Contact details can be found in the School's Safeguarding Handbook.

Responding to a disclosure

Some children are unable or afraid to disclose their concerns, which is why it is so important that staff understand the signs and indicators which may indicate a child is suffering harm. If a child does disclose to you, you should remember the following key points:

Receive

- Remain calm, providing a safe place for the child to talk to you (away from other children)
- Listen to them without interrupting
- Show concern by taking them seriously, but avoid becoming upset
- Do not show shock or embarrassment, or express anger towards the abuser

Reassure

- Tell them they are not to blame for what has happened
- Acknowledge they have done the right thing by telling you and this must have taken courage
- Consider saying to them: *"I'm glad you told me", "I am sorry think has happened to you", "You are not to blame for what has happened. This is not your fault", "You have been brave telling me this" or "I will ensure you receive help"*

React

- Do ask open ended questions like *"Is there anything else you want to tell me?"* or *"Do you want to tell me what happened?"*
- Do not ask leading questions or prompt them
- Let them know that you will need to tell the Designated Safeguarding Lead
- Do not promise confidentiality (to keep a secret)
- Do not probe for further information
- Do not express disbelief
- Do not investigate or question the child, expect to clarify what you have heard
- Do not ask the child to repeat what they have said to another member of staff
- Do not ask the child to write down their concerns (however they may ask if they can write down their concerns)

Report and Record

- Share your concerns verbally and without delay with the Designated Safeguarding Lead. Consider the need to ring 999 or children's services directly
- Write down what the child said using their actual words, including any slang terms or words you may be uncomfortable with
- Write down the time the child disclosed to you and anyone else who was present
- Be factual and do not make assumptions
- Place your written notes in the hand of the Designated Safeguarding Lead

It is important to remind ourselves that children don't always disclose abuse or may be unable to because of their age or communication difficulties hence adults working with children should be vigilant to physical or behavioural indicators of harm and changes in the child. We should always ensure we speak to the child in their preferred / first language especially when speaking to them in English may act as a barrier for them.

Support for staff

Sandfield Park School acknowledges that having to deal with a safeguarding concern can be distressing for everyone involved. Members of the safeguarding team in school will provide you with support of required and can signpost you to additional support if necessary. Please ensure you approach a member of the team if you need some support.

Managing Allegations and Safer Working Practices

Whilst working with children, young people and families, you may have concerns regarding the behaviour of a member of staff or volunteer. This could be in relation to inappropriate behaviour or possible harm being committed against a child or young person. Regardless of their role or position, you should immediately report your concerns to the Headteacher, or if the concern is in relation to the Headteacher, the Chair of Governors. At Sandfield Park School we encourage our staff and volunteers to '*think the unthinkable*' and we have developed a culture of openness which means that staff are encouraged to share any concerns they may have, no matter how small.

Any allegation will be taken extremely seriously and in line with our managing allegations policy. The Headteacher or Chair of Governors will take advice from the Local Authority Designated Officer when they suspect that the threshold for involvement may have been met. If the threshold for harm is not met, the concern raised will still be taken seriously and will be dealt with under our 'Low Level Concerns' procedures set out in our Child Protection policy.

All school staff will be aware of and work within the school's code of conduct and other relevant policies and procedures. The staff code of conduct includes guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media. You should ensure you are familiar with this. You should also ensure you read and understand the 'Guidance for safer working practice for those working with children and young people in education settings'. You should consider the implications for your role. If you have any questions about either document, please ask.

Local Safeguarding Children Partnership multi-agency procedures will be followed by our school in all cases where it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The school's managing allegations against staff and volunteers policy and procedures will support everyone to take appropriate action. This document includes a flowchart to guide your thinking.

You should remember that you are responsible for your own actions and behaviour and you should avoid any conduct which would lead to any reasonable person to question your motivation and intentions. You should act as an appropriate role model and dress appropriately according to your role. You should report any behaviour or situations which you may feel give rise to a complaint or misunderstanding in respect of your own actions. You should never act in a way both at work and/or in your personal life that brings yourself, the school or the profession into disrepute.

Complaints and whistleblowing

Complaints about safeguarding should follow our school complaints policy.

Sandfield Park School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing regarding the Head teacher should be made to the Chair of the Governing Body.

The NSPCC whistleblowing helpline is available should you not feel able to raise concerns regarding child protection failures internally. You can call 0800 028 0285.

Training and Development

At Sandfield Park School we believe that training and development is a key feature of ensuring that our workforce is skilled, supported and confident and as a result able to safeguard and protect our children. Following your induction, you will be offered regular training opportunities to ensure your knowledge and skills are up to date which will ensure you are able to safeguard and promote the welfare of our school community. Ongoing opportunities may be through whole staff training at the appropriate level, by sharing information via emails or newsletters or by providing you with opportunities to develop your practice; for instance, through shadowing colleagues or by undertaking specific pieces of work. It is your responsibility to ensure you attend or access all of the training and development offered to you. Another important aspect of continuing professional development in relation to safeguarding is the provision of regular and effective supervision. As a school we will provide this to roles where it is appropriate. In addition, the [Statutory Framework for the early years foundation stage](#) specifies the supervision requirements for the supervision of staff who have contact with children and families.

Further important contact details

Merseyside Police

For emergencies 999

For other 101

Local Authority Designated Officer

Liverpool Ray Said and Pauline Trubshaw 0151 233 0840 LADO@liverpool.gov.uk

Knowsley Jacky Evans 0151 443 4077 CPconferencesecureemail@knowsley.gcsx.gov.uk

Sefton Tracey Holyhead 0151 934 3783 safeguardingunitadmin@sefton.gcsx.gov.uk

St Helens Duty team 01744 671265 safeguardingunit@sthelens.gov.uk

Warrington Duty team 01925 442079 LADO@warrington.gov.uk

Wigan Diane Kitcher 01942 486042 lado@wigan.gov.uk

Wirral Sharon Griffiths 0151 666 4442 safeguardingunit@wirral.gov.uk

Useful websites

[Local Safeguarding Children Partnerships](#)

Safeguarding-Mate www.schoolimprovementliverpool.co.uk/safeguarding-mate/

Safeguarding Resource Hub www.safeguardingresourcehub.co.uk

Gov.uk www.gov.uk/topic/schools-colleges-childrens-services

Safer Recruitment Consortium www.saferrecruitmentconsortium.org

NSPCC www.nspcc.org.uk

CEOP www.ceop.police.uk/safety-centre

Childline <http://www.childline.org.uk/>

References

Sandfield Park School has referenced the following legislation and key guidance when producing this Safeguarding Induction Booklet:

Education Act 2002

Children Act 1989 and 2004

Counter Terrorism and Security Act 2015

Female Genital Mutilation Act 2003

Childcare Act 2006

Sexual Offences Act 2003

[Keeping children safe in education](#) 2022

[Working together to safeguard children](#) 2018

[Statutory framework for the early years foundation stage](#) 2017

[What to do if you are worried a child is being abused: advice for practitioners](#) 2015

[Information sharing: advice for practitioners providing safeguarding services](#) 2018

[Guidance for safer working practice for professionals working in education settings](#) 2022

[Criminal exploitation of children and vulnerable adults: County Lines Guidance](#) 2017
[CSE Definition and guidance for practitioners](#) 2017
[The Prevent duty – Departmental advice for schools and childcare providers](#) 2015
[Multi agency statutory guidance on female genital mutilation](#) 2016
[The Right to Choose: multi agency statutory guidance for dealing with forced marriage](#) 2014
[Disqualification under the Childcare Act](#) 2006
The [Teacher Standards](#) 2013
School Improvement Liverpool Schools' Safeguarding Handbook

Appendix A

Safeguarding induction checklist for all staff & volunteers

All staff and volunteers should receive an appropriate safeguarding induction and on-going training. The following checklist will support schools to ensure staff and volunteers receive copies of key guidance and are sign-posted to where they can find further guidance.

Mandatory Safeguarding Induction Checklist	
Name:	
Post:	
I confirm I will ensure I read and understand the following documents	
Signed:	
Staff and volunteers should receive copies of the following information/guidance:	
	Date received
Name of the Headteacher, Designated Safeguarding Lead, Chair of Governors and Safeguarding Governor	
Names of those trained to deputise for the Designated Safeguarding Lead	
Role of the Designated Safeguarding Lead (Appendix C of Keeping Children Safe in Education)	
DFE Guidance: Keeping Children Safe in Education Part 1 and annex B	
School's child protection policy and procedures	
School's managing allegations against staff procedures	
School's whistle-blowing policy	
Safer Recruitment Consortium: Guidance for safer working practice for professionals working in education settings	
School's own Code of Conduct or Staff Behaviour Policy	
DFE Guidance: 'What to do if you are worried a child is being abused '	
The school's safeguarding response to children who go missing from education	
School's behaviour policy	
School Improvement Liverpool's Safeguarding Induction Booklet	
Staff and volunteers should know where to find the following information/guidance:	
Additional safeguarding guidance including: child sexual exploitation, criminal exploitation, sexual violence and harassment, female genital mutilation, forced marriage, missing children, faith abuse, fabricated or induced illnesses, gangs, serious violence and extremism and radicalisation	
School's policies for students including: anti-bullying, behaviour for learning, equality and diversity	
Policies for supporting children including: intimate care, positive and safe handling, medical needs	
Health care plans for students	
Fire evacuation procedures	
Lock down guidance/procedures	

Appendix B

Safeguarding Induction Booklet

The induction booklet supplements and is complementary to the school's child protection policy and staff code of conduct, Section 1 of the Schools' Safeguarding Handbook, Part 1 of Keeping Children Safe in Education and those of the Local Safeguarding Children Partnership.

The booklet aims to provide new employees with a greater understanding of:

- Key definitions, including safeguarding, child protection and the categories of abuse and neglect
- Their role and responsibilities and that of the school's safeguarding team (including the Designated Safeguarding Lead)
- Who to contact if you have a concern and who can support you
- How to work safely with children and young people

and signposts to other key documents.

By signing this form, a new employee is acknowledging that they have read and understood the contents of the induction booklet and where relevant, sought any clarification.

Name:	
Post:	
Date induction booklet completed:	
Signature:	
Date:	
DSL Name:	
Signature:	
Date:	

This form should be detached and stored in the individual's personnel file alongside the completed Safeguarding Induction Checklist.