|  |
| --- |
| KNOWLEDGE CHECK |

Keeping Children Safe in Education (KCSIE): knowledge check

Test your staff’s knowledge of part 1 and annex A of KCSIE.

For the facilitator: how to use this knowledge check

* Give members of staff the version of this knowledge check **without** the answers
* Afterwards, you can let staff mark their own answers by reading them out, or giving them the document which shows the answers. You can collect answer sheets from staff afterwards to get a sense of which questions staff members got wrong, to further inform your safeguarding training
* There are 15 questions: a mix of quick-fire questions and scenario-based
	+ **You don’t have to use them all**. We’d recommend you pick questions based on how much time you have, and which ones your staff would benefit most from practising
	+ You could use the rest of these questions at a later training session, or use a ‘little and often’ approach and ask 1 question per staff meeting to refresh memories

Note: if you’re planning to hand out these answer sheets out to staff, delete the section above first.

Quick-fire questions

1. **Who is responsible for safeguarding?**

Answer:

1. **Where safeguarding is concerned, you should maintain an attitude of \_\_\_\_\_\_\_\_\_\_.
(Hint: the answer is a 4-word phrase.)**

Answer:

1. **If you have a concern about the welfare of a child, when should you act on it?**

Answer:

1. **List 5 factors that can make a child more vulnerable to abuse.**

Answer:

1. **What should you remember to do when making a report following a disclosure?**

Answer:

1. **What are the 4 different types of abuse?**

Answer:

1. **What are the 3 places where KCSIE says child-on-child abuse can happen?**

Answer:

1. **Match each type of abuse or concern to the correct piece of information, by writing the corresponding letter in 1 of the boxes below.**
2. Child-on-child abuse
3. Neglect
4. Child criminal exploitation
5. Mental health problems
6. Emotional abuse

|  |  |
| --- | --- |
|  | A form of abuse where an individual or group takes advantage of an imbalance of power in order to coerce, manipulate or deceive a child into doing this thing |
|  | Only trained professional should make a diagnosis – but you’re well placed to spot the signs  |
|  | The persistent failure to meet a child’s basic physical and/or psychological needs, that’s likely to result in the serious impairment of the child’s health or development  |
|  | The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development |
|  | Even if there are no reports in your school, it doesn’t mean it’s not happening – it may be the case that it’s just not being reported  |

Scenario-based questions

1. You’ve noticed some changes in Jenni’s behaviour. She seems fidgety and distracted in class, which is unusual for her. She’s also had a few arguments with her friendship group recently and has been spending time alone in the playground.

What should you do?

Answer:

1. Femi is a pupil in your school. During PE you notice Femi has some cut marks on his arm, and some bruises. When you ask him about them he says he just got them from his pet dog, and from playfighting with his brothers at home.

Answer:

What should you do?

1. A child approaches you at the end of the lesson and asks if they can tell you something. They say that they keep receiving messages on their phone from an unknown number with sexual videos and they “just want it to stop”.

Answer:

What should you do now?

1. Blake, a pupil in your school, has told you that they’re being bullied by a group of pupils in an older year group. They tell you that the pupils keep calling them names and saying they look like “a little girl”. You know that you need to make a report to your DSL.

What type of information should you include in your written report?

Answer:

1. At lunchtime you hear some shouting coming from the toilets, while you’re walking down the corridor. You then see a pupil, Jason, running out of the girls’ toilets and laughing. When you speak to the girls who were there, they tell you Jason was trying to take pictures of them while they were going to the toilet.

Answer:

1. You’re talking to a group of children in the playground at playtime. One of the pupils says they’ve been speaking with their teacher on Instagram.

What should you do with this information?

Answer:

1. You need to speak to your DSL about a safeguarding concern, but you’ve just found out the DSL is off site and won’t be contactable until tomorrow. What should you do?

Answer: