**The intent of the quiz is to open up discussions around safeguarding and help everyone to understand their role in keeping children safe. You could use this in staff meetings/supervisions/ end of probation reviews or to test your own knowledge.**

1. What is safeguarding?
2. Who is responsible for the safeguarding and well-being of children?
3. Give some examples of how a setting/childminder can ensure children are kept safe.
4. What is a DSL and who takes on that role in your setting?
5. Name the types of child abuse and list possible symptoms, or signs of abuse a child might display.
6. How should you respond to a child when they disclose abuse to you?
7. In the case of any safeguarding concern what should you do?
8. When is it critical to NOT share a safeguarding concern with parents/carers?
9. If you are unsure of what to do about a safeguarding concern regarding a child, where can you find information to help you?
10. What does MASH stand for?
11. What does the Locality and Community Support Service (LCSS) do?
12. What is Early Help Assessment (EHA)?
13. What does the term Grooming mean?
14. Explain what you would do if a child makes an allegation about a member of staff.
15. What does LADO mean?
16. What does the Prevent Duty protect children from?
17. If you suspected a child (or parent/carer) was being exposed to radicalisation and/or extremism who would you report your concerns to?
18. What signs would you look out for if you suspected a child (or parent/carer) was being radicalised?
19. Name the British Values that should be embedded into early years practice?
20. What is FGM?
21. What does the term County lines mean?

**Key messages:**

* **Safeguarding is everyone’s responsibility**
* **Safeguarding means everyone working together**
* **The child must remain at the center of our practice**
* **‘Information Sharing’ is crucial to protect children**
* **Everyone has a responsibility to report a concern, no matter how small**
* **Everyone needs to know how to escalate a concern or challenge a decision**

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**Safeguarding Quiz Answers**

1. Safeguarding involves looking after children’s welfare, protecting them from harm and keeping them safe.
2. Everyone
3. Don’t leave visitors/volunteers/students/newly appointed or agency staff on their own with children

Follow mobile phone and other safeguarding policies – challenge parents

Challenge unfamiliar adults in the nursery environment

Safer recruitment systems

Policies and risk assessments completed

Work to ratios

Never leave a child out of sight/hearing

Ensure staff have a strong understanding of the safeguarding policy and procedures and have been trained by OSCB.

1. DSL is Designated Safeguarding Lead. List those who have attended training and taken on this role at the setting. Display this information in the setting.
2. Physical, Emotional, Sexual and Neglect. Child may have/be:

burns, bite marks, cuts, bruises; reluctant to go home; appear fearful of adults; inappropriate interest in or knowledge of sexual acts; low self-esteem/poor self-image; withdrawn and detached (difficulty forming relationships); anxious; depressed; uninterested/low perseverance; emotional; angry or passive behaviour.

1. Stay calm, make no promises to keep it a secret, listen to the child, offer reassurance, do not put pressure or question the child, do not approach the alleged perpetrator and believe the child. Record any quotes and details as soon as possible after the disclosure.
2. Record concerns, report to your DSL and continue to observe.
3. Disclosures regarding Sexual Abuse, or physical abuse
4. Safeguarding policies, parent/staff notice boards, OSCB website.
5. Multi Agency Safeguarding Hub, to report concerns about a child’s welfare.
6. The LCSS support nurseries with advice and guidance about concerns regarding a child that are not an immediate concern. They are linked to a particular nursery; can be used to talk through a ‘no names’ consultation (using MASH number)– if you do not have consent from the family or are not sure whether to report. They may support a nursery with Early Help Assessments; lead/support Lead Professionals re. Team around the Family meetings (TAF’s); provide guidance/support to a parent/carer; come and observe children in the nursery; be a point of contact for any ongoing concerns - if a case has not been taken up by social care. Should a case escalate, LCSS will make a referral to MASH.
7. When a child or family is identified as benefiting from early help, a whole family, multi-agency Early Help Assessment (EHA) should be completed by the practitioner identifying the concern. We want every child, young person and family to get the help and support they need to succeed as early as possible. This is what we call Early Help. Early Help needs for Children and Families can be identified using the Early Help Assessment and Team Around the Family tools. (these can be found on the OSCB website)
8. Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them (including via the internet). Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative.
9. Record concerns inform DSL (unless the allegation is about the DSL) in which case you would call LADO.
10. Local Authority Designated Officer. The LADO gives advice and guidance to employers and others who are concerned about an adult who works with children including volunteers and agency staff.
11. Prevent: to stop people becoming terrorists or supporting terrorism. In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.
12. To report concerns, contact the Multi-Agency Safeguarding Hub MASH on 0345 050 7666
13. Isolating themselves from friends, especially those who are different to them, unwillingness to share their thoughts and feelings, or giving very scripted answers to questions, irregular or poor attendance, a sudden disrespectful attitude towards others, increased levels of anger or frequently upset, sharing extreme views in play or when talking with others
14. These values are embedded in the EYFS

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| Value | Example in practice |
| **Democracy** | *PSED – self-confidence and self-awareness*.   * Shared decision making takes place e.g. children are given choices about being inside, or outside, when to have snack and what they wish to play with. * Children are supported to take turns. * Children are encouraged to discuss their choices. Adults plan for and follow children’s interests in continuous provision. * Children are consulted. * Books about emotions and feelings are shared with children. Puppets are available for children to use to express their feelings. |
| **rule of law** | *PSED – managing feelings and behavior*   * Adults support children to understand their own and others’ behaviour and any consequences. * Children are supported to learn right from wrong. They are supported by adults to keep themselves and others safe. * A daily routine is in place, this characterises the pace of the day. * Adults work with the children to create rules and a code of behaviour. * Children are supported to understand rules apply to everyone. * Children’s feelings & emotions are discussed throughout the day. |
| **individual liberty** | *PSED – self-confidence and self-awareness.*  *Understanding the world – people and communities*   * Children are treated as individuals. Adults acknowledge the effort they make. Adults praise children. * Children can see their own pictures on display giving them a sense of pride and accomplishment. * Children are encouraged to express their opinions * Children are able to take risks in their play. * Children are encouraged to talk about their experiences and learning, e.g. Adults involve children and add what they say, when writing observations and updating learning journals. * Children are allowed to take responsibility and are encouraged to talk about their feelings. * Children are supported to reflect on their differences and understand that others are free to have different views. |
| **mutual respect and tolerance** | *PSED – managing feelings and behaviour, making relationships*  *Understanding the World – people and communities*   * There is an ethos of inclusivity and tolerance, in which views, faiths, cultures and races are valued. * Children are supported to learn about similarities and differences between themselves and others and within families, faiths, communities, cultures and traditions. * Children have opportunities to share and take part in experiences, celebrations and practices. * Adults acknowledge that children have opinions and give them the opportunity to express themselves. * Visual support is used for children who do not yet use speech to communicate. * The nursery is inclusive of all cultures, religions, ages, genders & abilities. Resources reflect positive images of these groups, e.g. dolls clothes provided are ethnically diverse, puzzles and books reflect minority groups. * Adults challenge children’s perceptions e.g. girls can’t play football. * Occasions are celebrated e.g. Diwali, Chinese New Year & the children are given these learning opportunities. |

1. Female Genital Mutilation (FGM) is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman’s first pregnancy.
2. Gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone deal lines. The victims of County Lines are made to travel across counties, as well as around their local area, to supply drugs of all sorts. Organised crime groups use coercion, intimidation, violence (including sexual violence) and weapons to achieve their aims.