



Knowledge Check – March 2025

Keeping Children Safe in Education (KCSIE): knowledge check

Test your colleague's knowledge on part 1 and Annex A of KCSIE.

Quick-fire questions

1. Who is responsible for safeguarding?
2. What do we mean by a child-centred approach?
3. If you have a concern about the welfare of a child, when should you act on it?
4. What is early help?

5. List 3 barriers that children may face when telling someone that they're being abused, exploited or neglected.

6. Where safeguarding is concerned, you should maintain an attitude of _____.
(Hint: the answer is a 4-word phrase.)

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

8. Match each type of abuse to the correct piece of information about it. To do this, write the corresponding letter in each box below.

- A. Child-on-child abuse
- B. Neglect
- C. Child criminal exploitation
- D. Mental health problems
- E. 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 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
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Scenario-based questions

1. You've noticed some changes in Ben's behaviour. He seems to be more hyperactive and fidgety in class, and constantly distracting others, which isn't like him. This could be a cause for concern – but he could also just be messing around. What should you do?
2. At lunchtime you're walking down the corridor. You overhear one of the boys shout at a girl to "get her legs out" for him. What type of safeguarding concern could this be, and why should you report it?
3. A child has approached you at the end of the lesson and asks if they can tell you something. They say that they didn't know whether to tell someone or not, as it seems silly. They say that they've seen some "horrible videos" online – they can't stop thinking about them and they don't know what to do.
4. You're talking to a group of pupils. They tell you that another one of their teachers gives out sweets in class, but they were complaining she always gives them to the same group of children. They said that "you have to be one of her favourites" otherwise the teacher doesn't like you. What should you do with this information?

5. 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?