

Safeguarding Procedure

What you should do:

- Immediately report any concerns about a child to the Designated Safeguarding Lead or a designated deputy, ensuring that they get the message in a timely manner.
- Use the concern form to record what has been noted or said and sign and date it. Give this to the Designated Safeguarding Lead.
- Keep what has happened confidential to as few people as possible who need to know.
- It is **not** your job to investigate concerns about a child or talk to the parents. The Designated Safeguarding Lead will lead on this.

If a child tells you about abuse:

- Treat what the child tells you seriously.
- Reassure the child they have done the right thing by telling you.
- Do not question the child or give suggestions, ideas or words.
- Do not promise to keep what they have said a secret.
- Tell the child you will have to pass on what they have said.
- Do not speak to the child's parents.
- Immediately report the information to the Designated Safeguarding Lead or a deputy.
- Record what the child has said, in their own words as far as possible, date it and give it to the Designated Safeguarding Lead or send an email.

What happens next?

The Designated Safeguarding Lead will gather information and decide whether to refer to Social Care and Safeguarding.

The social work team will decide on further action.

Designated Safeguarding Lead will provide you with appropriate feedback.









Safeguarding Information

Every member of staff/visitor has a duty of care to safeguard children. Take immediate action if you have any concerns.

Contact the Safeguarding Team.

Safeguarding Team

 Jade Hubbard Vice Principal DDSL	 Michelle Woodhouse Principal DSL	 Stephanie Taylor Family Support DDSL
 Brett Harvey SLT DDSL	 Julia Turland SLT DDSL	 Beth Lovell SLT DDSL

Indicators of Child Abuse

Physical

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 of a child.

Emotional

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, unloved inadequate, or valued only in so far 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 and how they communicate.
- Seeing or hearing the ill-treatment of another.
- Interactions that are beyond limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Serious bullying (including cyber bullying), causing children to frequently 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.

Neglect

Neglect is the persistent failure to meet a child's physical, psychological and/or basic emotional needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

Sexual

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.

Activities may involve:

- Physical contact, including penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing.
- Non-contact activities, including children looking at, or in the production of sexual images and watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

What you should do

Receive

- Listen, do not look shocked or disbelieving
- Try not to be judgemental
- Take what they are saying seriously
- Don't make the young person feel bad, for example by saying things like 'you should have told me earlier'.

Resource

- Stay calm and tell them that they have done the right thing in telling you
- Acknowledge how hard it must have been to tell you
- Tell them they are not to blame
- Emphasise –but don't tell them how they should be feeling
- Be honest about what you can and can't do

Respond

- Don't ask probing questions. It's not your job to find out 'who, where, when'
- Record your concerns and make a note of any injuries
- Record what you did next and with whom you share the information
- Sign and date any documentation
- Follow the School's safeguarding procedure
- **DO NOT TRY TO FOLLOW THINGS THROUGH YOURSELF**