This leaflet is available from the school office.

REDLAND PRIMARY SCHOOL

SAFEGUARDING AND CHILD PROTECTION ADVICE
VOLUNTEER AND VISITOR INFORMATION

This information leaflet has been given to you to make sure you understand what is expected of you. Please ask the person who gave it to you if you are unclear about anything in it, and keep the leaflet in a safe place, so that you can read it again if you need to.

Child Protection Advice
As a school we are committed to safeguarding and meeting the needs of children and we hope this leaflet will provide some useful advice and information when working with children at Redland Primary School.

What are my responsibilities?
All those who come into contact with children through their everyday work whether paid or voluntary have a duty to safeguard and promote the welfare of children.

Redland Primary School has a Safeguarding and Child Protection Policy and you should have been given a copy as part of your induction or first session at school. A copy is available from the school office or by accessing the school's website at www.redland.wilts.sch.uk

What should I do if I am worried about a child?
If whilst working with a child you become concerned about:
- Comments made by a child
- Marks or bruising on a child
- Changes in the child's behaviour or demeanour
- Comments made by school staff or visitors

This list is not exhaustive, if you have any concerns or worries about a child, please report these concerns to the class teacher, who, if they feel it is appropriate will discuss the information with the school's Designated/Deputy Safeguarding Lead. At Redland Primary School, this is the **Headteacher - Veronika Joy or Assistant Headteachers- Victoria Keates and Christa O'Brien.**

What should I do if a child discloses that s/he is being harmed?
(Please refer to Guidance on Recording Concerns)
Although the likelihood of this is small it is important to know what to do in such a situation. Research has shown that a child who discloses has tried *at least 12 times* previously to tell someone about what is happening to them.

- Listen to what is being said without displaying shock or disbelief, accept what is being said
- Allow the child to talk freely
- Reassure the child, but do not make promises that might not be possible to keep
- Do not promise confidentiality but explain to the child that you have to tell their teacher or Head Teacher so that they can help them
- **Do not interrogate** the child or **ask leading questions**
- Reassure the child that it is not their fault
- Stress that it was the right thing to tell
- Listen rather than ask direct questions
- Do not criticise the alleged perpetrator
- Avoid making notes whilst the child is making the disclosure. This can deter the child from speaking

Immediately record details of the disclosure, including **the exact words or phrases used by the child** on a yellow Child Welfare and Child Protection Concern Sheet. *The yellow sheets can be obtained from the school office.*

Report your concerns to the class teachers and give your written record to either the **Headteacher, Veronika Joy or Assistant Headteachers, Victoria Keates and Christa O'Brien.** This will enable them to ensure the matter is dealt with in the most appropriate way

- Bear in mind any handwritten notes made immediately after the event can act as evidence in any future court case.

This leaflet is available from the school office.

What should I do if the alleged abuser is a member of the school staff?
You should report all such concerns and allegations to the Headteacher.

What should I do if the alleged abuser is the Headteacher?
You should report such allegations to either of the Co-Chairs of Governors, Luke Cummings or Cathy Oliver. Their details are available via the school office.

How do I assure that my behaviour is always appropriate?
Appropriate relationships with children should be based on mutual trust and respect.
As a volunteer or visitor, you may well be working closely with children sometimes on a one to one basis.

If you are working with a pupil on his/her own always ensure that the door is left open or that you can be visible to others.

Do not photograph pupils, exchange e-mails or text messages, or give out your own personal details.

Please help us to safeguard the children in our care by following these guidelines.

Guidance on recording concerns
Good, up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole that a pattern can be seen indicating a safeguarding or child protection concern.
- It helps schools monitor and manage their safeguarding practices.

Redland Primary School have a digital method for recording concerns. You may be asked to make a handwritten note of your concern, record your concern with a member of staff, or the staff member may record it on your behalf. Your name may be logged with the concern. You won't know when completing a record of concern who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and the child may need to read your record at some stage in the future.

Hand written notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made (remember to include the year)
- Name and date of birth of the child concerned
- A factual account of what happened, and the location where the incident took place (include the actual words spoken by the child where possible)
- A note of any other people involved e.g. as witnesses
- Printed name of the person making the record and a signature

You should identify the source of your information e.g. 'Ms Terry, a teaching assistant, told me that….' Or 'I saw Richard in the playground at break time…'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Janet was crying and rocking' rather than 'Janet was upset').

Distinguish clearly between fact and your opinion. When recording your professional opinion, make it clear what your opinion is based on (e.g. 'Hector ran and hid under the table when his mother arrived to take him home, and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the class teacher and s/he said she would ….)

No child should suffer harm, either at home or at school.

Everyone who works in our school has a responsibility to make sure that all our young people are safe.