



Safeguarding Children Policy for New Staff

Policy or procedure reference number: 004

Issue number : 1

Date: 03/10

Review date: 03/11

Responsibility for review: Staffing

Related policies: Child Protection.

Intended Audience

This document is intended for all new members of staff joining the school.

What is Safeguarding?

Safeguarding is the term used to describe ways in which the school may be required to act, or respond to, needs of children in relation to anything that may endanger their safety or well-being.

What should I do if I have a Safeguarding concern about a child?

It depends on the nature of your concern. Our school staff are trained to deal with particular concerns and will know how to respond appropriately. (see below for details) In most cases though, it is acceptable to discuss a concern with any member of the Senior Leadership Team. However, if a concern is related to Child Protection (CP), it is imperative that correct protocol is followed.

<u>Nature of Concern</u>	<u>Responsible Staff</u>
Low-level happiness issue or peer relationship	Class teacher/ colleague
Ability-related concern	Kasia Wojewodka (SENCo)
Emotional issues preventing access to curriculum	Class teacher/ colleague
Welfare of children (CP)	Dale Burr (Designated Person)
Possible abuse (emotional, physical, sexual) (CP)	Dale Burr (Designated Person)
Disclosure by child or third party (CP)	Dale Burr (Designated Person)

Child Protection Procedures

If you have any concern relating to Child Protection (CP) you must discuss your concern with Dale Burr as quickly as possible. In his absence, Denise Barkham is the Deputy Designated Person, and concerns should be raised with her. If the child protection concern relates in any way to the Designated Person, the Deputy Designated Person should be informed without reference to the Designated Person. She will contact the Chair of Governors if appropriate.

The school holds Child Protection Concerns forms which will need to be filled out if you have a concern. These are located on the school website and in policy documents. These can, however, be filled in later in serious circumstances (see below). When you discuss your concern with the Designated/Deputy Designated Person, you should have originals of any supporting evidence with you. It is vital that you do not discuss your concern with any other member of staff beforehand, but share the disclosure/observation with the designated Child Protection Lead or Deputy Child Protection lead. This is because any third party disclosure may compromise future action needed to help the child or family.

It is your responsibility to discuss concerns with the Designated Person and once you have done so, they will be responsible for deciding on the next step. You must continue to maintain confidentiality even after the case has been taken on by someone else.

Child Disclosures *(also appropriate for disclosure made by a third party)*

Should a child make a disclosure to you, these guidelines should be followed:

- Do not ask leading questions (*Did Daddy do that to you...?*)
- Do not stop the child disclosing whilst you take notes – write up notes using exact phrasing immediately after the disclosure takes place. These should be signed and dated before being given to the Designated Person.
- Do not make promises you can't keep (e.g. Keeping their secret, helping them further, making the problem stop)
- Do not ask to see marks, bruises etc. unless they are clearly visible. A professional may or may not examine a child at a later date.
- Do not photograph the child or any marks, bruises, etc. on them

If you are unsure about any issue regarding Safeguarding of Children, you MUST err on the side of caution and report it. Other evidence that you may be unaware of may already exist and your piece of knowledge may be vital.

Further Reading:

- Child Protection Policy
- Safeguarding Policy
- E Safety Policy

- What to do if you're worried a child is being abused 2006
- Safeguarding Children and Safer Recruitment in Education 2007

End of policy.