



Southcote Primary School
Safeguarding Summary Statement

As professionals working with children we need to be aware of the risks some children meet in their everyday lives. The key areas of risk are: physical abuse, neglect, emotional abuse and sexual abuse. We must recognise our important role and our responsibility to recognise children at risk.

AIMS

Create an atmosphere in school where children feel secure, supported, are listened to and feel valued.

Raise awareness of both teaching and support staff of the need to safeguard children and the important safeguarding responsibilities the school has.

Understand our responsibilities in identifying and reporting *possible* cases of abuse. Recognise signs and symptoms of abuse and provide staff training.

Have a systematic means of recording and monitoring children thought to be at risk.

Emphasise the need for good levels of communication between all members of staff and a relationship of trust in each other in dealing with confidential information.

Follow the agreed in-school procedure for all members of staff in the school community in cases of suspected abuse.

Promote understanding and build relationships with parents and other agencies in order to work together more effectively.

PROCEDURE

- Consider all information confidential and follow confidentiality policy at all times.
- Report any incident to a Designated Officer - Lisa Telling, Sue N'Jai or Colette Hodges

- Record observations of physical harm.
- Staff to record all concerns in relevant class concern book.
- Use the blue forms for recording immediate risk of harm or physical marks on a child's body
- Designated Officers to keep record of child protection matters, minutes of subsequent meetings etc.
- Monitor: attendance, friendships, changes in behaviour, communication which concerns you, any disclosures from child.
- Designated Officers will discuss referral to Children's Services with the parent unless it is decided that it is more appropriate for class teacher to do this.
- Prepare for Case Conferences, Family Support Meetings. Information, facts, details and decisions you may be asked to make.
- Ensure a suitably qualified member of staff has the role of the Designated Safeguarding Lead / Lead Designated Officer - currently Sue N'Jai

All staff must, at all times:

- Never trivialise or exaggerate child abuse issues
- Allow the child time to speak and not interrupt nor make suggestions to them which could imply making an investigation
- Reassure the child that you are glad s/he has told what has happened and that it was right to tell
- Don't interrogate or question other than to clarify your understanding. Spare children having to repeat themselves over and over, as they may begin to think that you don't believe them;
- Be honest, tell the child that you cannot keep it a secret, you have to talk to someone else that can help

How to React and Listen

There may be a time, when, as a trusted adult you are approached by a child, to discuss their life outside or inside school. It is vital that we react to this in a sensitive and appropriate manner.

- Remain calm, some things are very difficult to talk about, you've been chosen because the child feels they can talk to you. If you show anger, disgust, disbelief then the child may stop talking for fear of upsetting you further or feel that your negative feelings are being directed towards them
- REALLY LISTEN - take what they say seriously. Tell them that they have done nothing wrong

- As soon as you can, write down everything the child told you in their own words - never paraphrase what the child has said. Remember this information is a confidential matter between you and the child. The *ONLY* person you should then discuss it with is the schools designated child protection officer, but you must do this right away - delay is likely to prejudice the welfare of the child.

Signed	L Telling	EXECUTIVE HEADTEACHER
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Date ratified by governors	23 May 2017
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Review Date	Annually
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