

# Safeguarding at St Helen's

September 2024



# Plan for the session

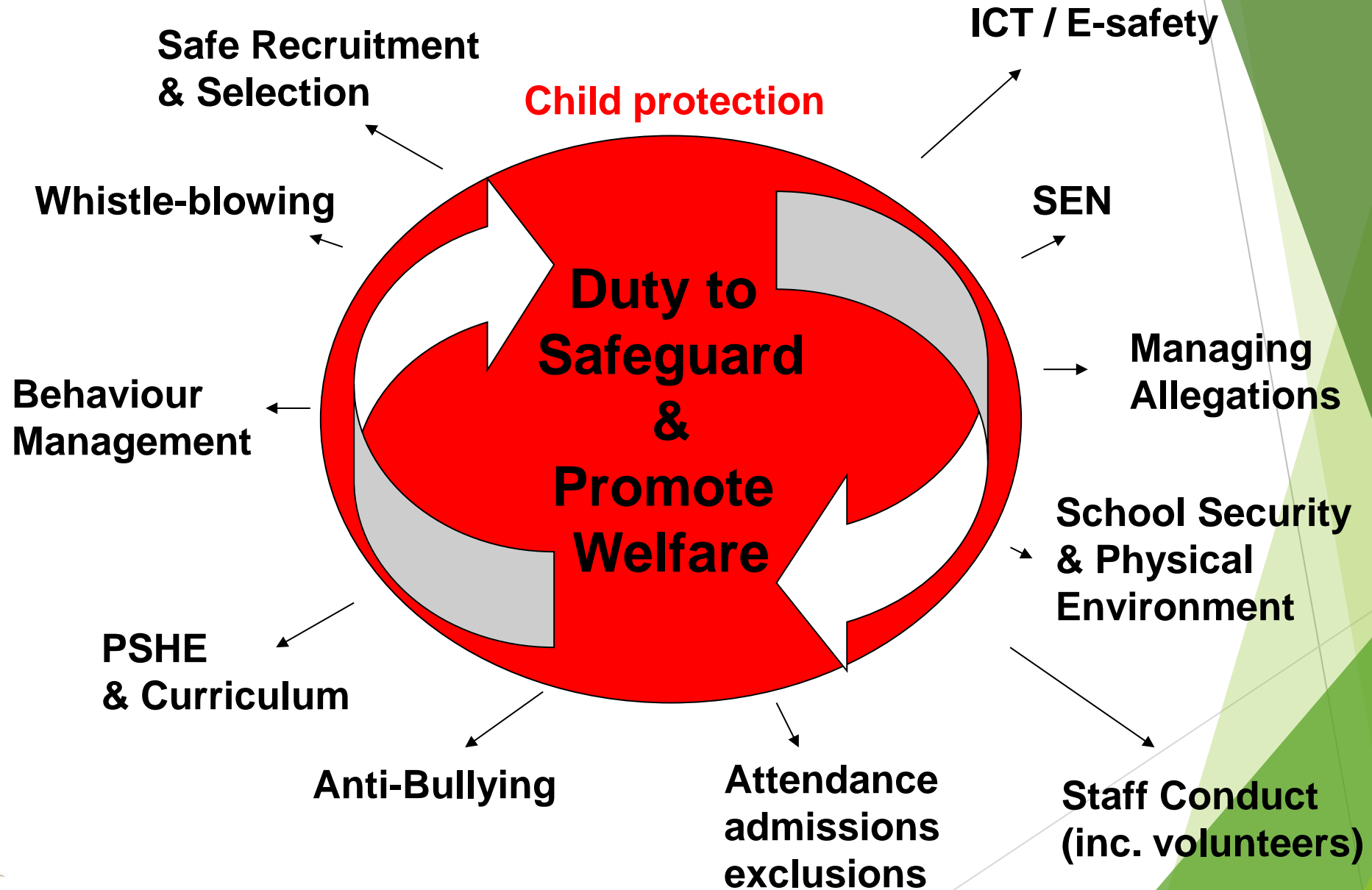
- ▶ **Welcome, introductions and thank-you!**
- ▶ Safeguarding at St Helen's
- ▶ Systems that we have in school
- ▶ Questions

# Safeguarding at St Helen's

- ▶ Culture of 'it could happen here'
- ▶ Ambition is that safeguarding is a 'golden thread' that runs through everything we do as a school
- ▶ Safety and wellbeing of our children is paramount
- ▶ Students and volunteers have a key role to play in building this culture



# Safeguarding at St Helen's



# Safeguarding at St Helen's

## Roles and responsibilities:

Designated teacher for CP - Kelvin Chappell

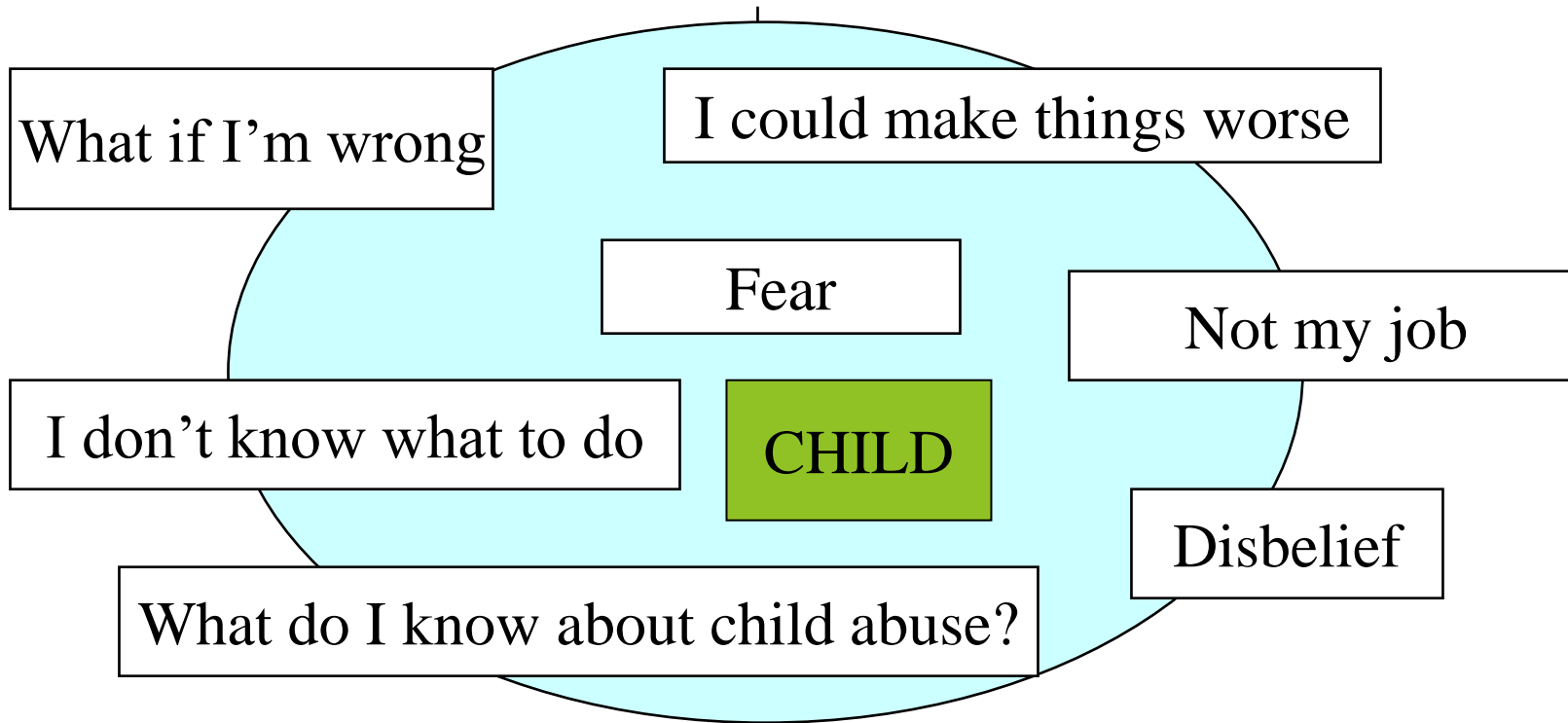
Deputy designated teacher for CP - Jon Leeming

Safeguarding governor - Richard Harris

# Potential Pitfalls

- » Mindsets e.g. It doesn't happen here
- » Failure to share information
- » Unclear about roles / responsibilities
- » Failure to seek appropriate advice / support
- » Failure to record
- » Assumptions e.g. someone else will act, about the family, explanations etc
- » Not acting promptly where we have concerns e.g. same day
- » Losing sight of the child e.g. Unwillingness to challenge where we have concerns

# Taking action



# Protection of Child

# Talking and Listening

## Do

- » Keep an open mind
- » Reassure the child that they are right to tell
- » Listen carefully
- » Work at the child's pace
- » Ask only open questions - if you must ask them, clarify the facts, don't interrogate
- » Explain what you need to do next
- » Record accurately and quickly using child's words
- » Pass on to DTCP same day

## Don't

- » Make false promises about confidentiality
- » Interrupt
- » Interrogate / investigate
- » Assume e.g. this child tells lies
- » Make suggestions about what is being said
- » Speculate or accuse anyone
- » Show anger, shock etc
- » Tell the child to go and speak to someone else
- » Forget to record accurately and/or pass on to DSGL.



# Recording Systems:

Safeguarding Information found in the staff room.



A [REDACTED] (6)

Overview Incidents Contact Details Document Vault Attendance Student Report Audit Report Monitoring History

Toggle parent categories Show all actions **New incident**

Incidents

← Previous 1 2 3 4 5 6 7 8 9 Next →

Read by 1 Show Alert Options Add Linked Student Show Audit History Options ▾

**Kelvin CHAPPELL** 3619  
Thu 22/04/2021 11:49  
**Home Issues**  
Status: Active  
Assigned to: *Nobody*

[REDACTED]

**Checklist for DSP (to be printed on back of record of concern form)**

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at [www.thegrid.org.uk/info/welfare/child\\_protection/proformas/index.shtml](http://www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml) )

|                                    |           |   |                       |
|------------------------------------|-----------|---|-----------------------|
| Audit date:                        |           | Audited completed by:                   |                       |
| Overall RAG rating (see key below) |           |   |                       |
| Action needed                      | Timescale | Name and position of person responsible | Date action completed |
|                                    |           |   |                       |
|                                    |           |   |                       |
|                                    |           |   |                       |

|              |   |
|--------------|---|
| <b>RED</b>   | Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency |
| <b>AMBER</b> | Indicates that key information is included but recording could be further improved                                    |
| <b>GREEN</b> | Indicates that the recording meets the above required standards   |

*If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1, i.e. the actual record of concern form which contains confidential details.*

|  |                 |  |            |
|--|-----------------|--|------------|
| Child's Name :   |                 |  |            |
| Child's DOB :  |                 |  |            |
| Male/Female :  | Ethnic Origin : | Disability Y/N :   | Religion : |
| Date and time of concern :   |                 |  |            |
| Your account of the concern :<br>(what was said, observed, reported and by whom) |                 |  |            |
| Additional information :<br>(your opinion, context of concern/disclosure)        |                 |  |            |
| Your response :<br>(what did you do/say following the concern)                   |                 |  |            |
| Your name :  |                 | Your signature :   |            |
| Your position in school :  |                 | Date and time of this recording :  |            |
| Action and response of DSP/Headteacher   |                 |  |            |
| Feedback given to member of staff reporting concern:                             |                 | Information shared with any other staff? If so, what information was shared and what was the rationale for this? |            |
|  |                 |  |            |
| Name: .....  |                 | Date: .....  |            |

## When might you be vulnerable & why?

- » Alone with a child
- » Administering first aid
- » Restraining a child
- » When a child seeks affection
- » Providing intimate personal care
- » Lack of training or support
- » When you are unclear about guidance and/ or procedures
- » When you fail to report or seek advice / poor lines of communication
- » When you fail to record
- » Ethos and culture

# What Next?

- » Am I clear enough about my role in school and that of other key people?
- » Am I clear about the relevant procedures in school?
- » Am I clear about what I should do if I am concerned about a child's welfare?
- » Am I clear about the appropriate sources of advice and support available to me?
- » Is there anything I need to speak to the DSGL about?