

SAFEGUARDING - What do I need to know?

An overview:



Do you know the categories of abuse and possible indicators of concern?

4 Categories of abuse: Physical, Emotional, Sexual, Neglect

SIGNS AND INDICATORS – guidelines only, not an exclusive list and as the arrows indicate, there is a lot of crossover between the different categories.

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> • Tired/listless • Unkempt • Poor hygiene • Untreated medical conditions • Medical appointments missed • Constantly hungry or stealing food • Over eats when food is available • Poor growth • Poor/late attendance • Being regularly left alone or unsupervised • Dressed inappropriately for the weather condition • Having few friends and/or being withdrawn • Ill equipped for school 	<ul style="list-style-type: none"> • Failure to thrive • Attention seeking • Over ready to relate to others • Low self esteem • Apathy • Depression/self harm • Drink/drug/solvent abuse • Persistently being over protective • Constantly shouting at, threatening or demeaning a child • Withholding love and affection • Regularly humiliating a child 	<ul style="list-style-type: none"> • Unexplained injuries • Injuries on certain parts of the body • Injuries in various stages of healing • Injuries that reflect an article used • Flinching when approached • Reluctant to change • Crying/ instability • Afraid of home • Behavioural extremes • Apathy/depression • Wanting arms and legs covered even in very hot weather 	<ul style="list-style-type: none"> • Age inappropriate sexual behaviour/knowledge/promiscuity • Wary of adults/ running away from home • Eating disorders/depression/ self harm • Unexplained gifts/ money • Stomach pains when walking or sitting • Bedwetting • Recurrent genital discharge • Sexually transmitted diseases

Who is your DSL and alternate?

Mrs Baxter is the Designated Safeguarding Lead, Mrs Amos and Mr Beaven are the alternate DSLs.

What is the procedure in school for reporting disclosures?

Please use the form on Public for recording disclosures and inform Mrs Baxter immediately. If Mrs Baxter is not in school, please inform either of the alternative DSLs.

The form is titled: **Recording Form for Safeguarding Concerns - Appendix 1a (Whole School Policy for Safeguarding incorporating Child Protection – September 2018)** and it includes a body map to record the placement and nature of any physical injuries.

Please also use this form for recording concerns where there may not have been a disclosure, but you are worried that the child may be at risk of **significant harm**, and again, inform Mrs Baxter immediately.

Tips for recording:

Reports should ideally be concise and to the point.

Remember that this is your information, you are responsible for passing this information on to the person in your school with responsibility for child protection in writing. Do not simply pass the information on verbally.

Find time as soon as possible to record.

Record exactly what you heard. If possible do not add opinion, but if you have to add an opinion make sure you describe it as such and why.

Accuracy is paramount. The documents could be used in court.

Date and signature on every document is very important, and pen must be used.

Where would you find your school's policy?

On the school website, in the school Office main policy folder, and also in the main Safeguarding folder (e-copy available on Public, Teachers, Safeguarding 2018).

Everyone working or volunteering in school should also read **'Keeping Children Safe in Education' Part 1 (September 2018)**.

How do you pass on concerns? Is there an agreed format for recording?

Green Forms Appendix 1b (Whole School Policy for Safeguarding incorporating Child Protection – September 2018) have been distributed throughout the school, **in every classroom green file**, to record lower level concerns, where you **do not think** that there is **any** risk of **significant harm**. Any concern regarding harm of a sexual or physical nature should be recorded on the **Appendix 1b** and reported immediately to Mrs Baxter. For lower level concerns, the Green Form should be used and handed to Mrs Baxter and/or the child's Class Teacher as soon as possible. Please note on the form who you have passed it on to. Class Teachers will copy all Green Forms for their file and pass them on to Mrs Baxter as soon as possible. **It is essential to make sure that every form is clearly signed and dated.**

Have you read and understood the school's Code of Conduct?

Please make sure that you have read the **Safer Recruitment Consortium 'Guidance for safer working practice for those working with children & young people in educational settings' (October 2015)**, e-copy available in Public, Teachers, Safeguarding 2018 and hard copy in the Office.

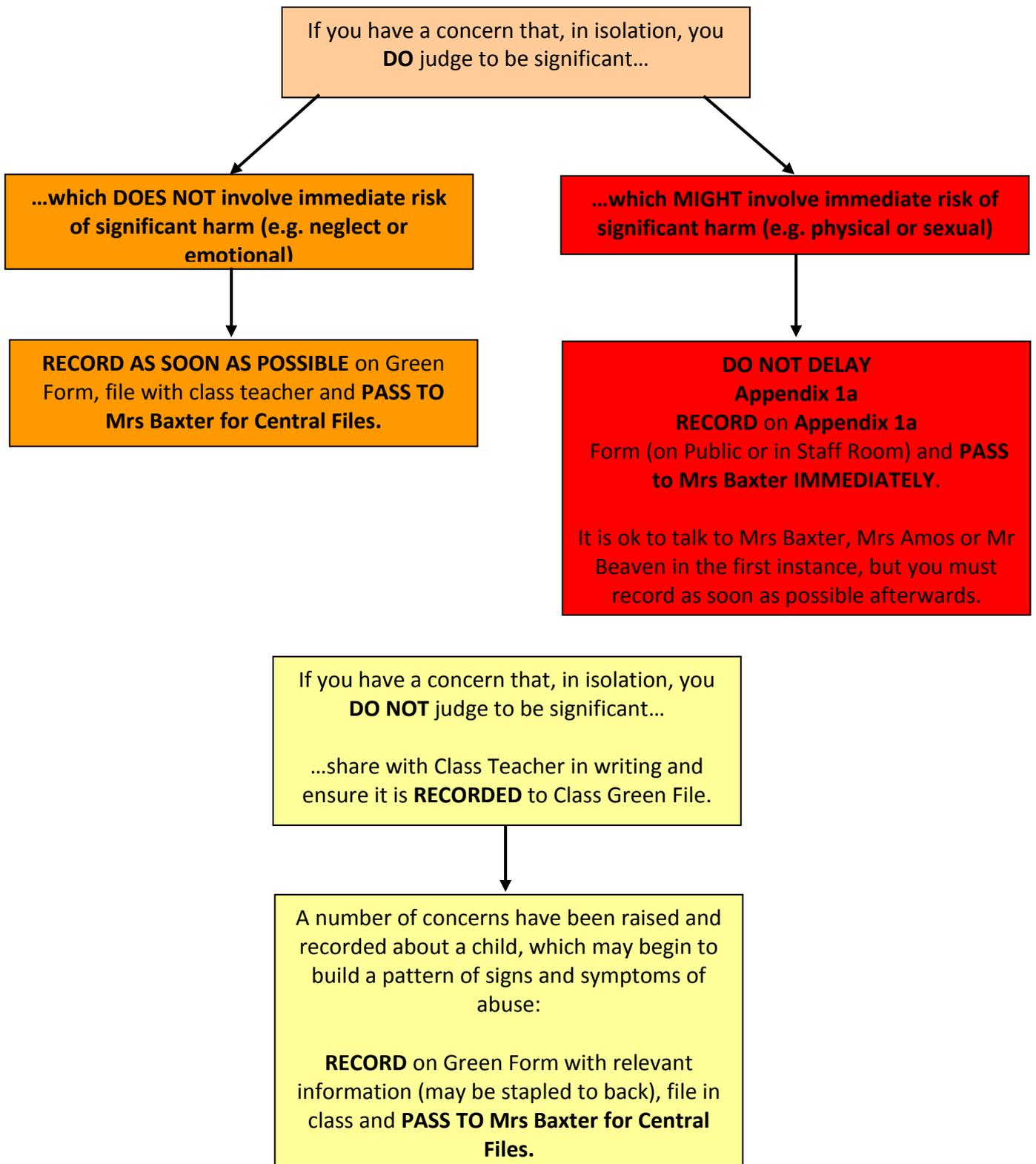
Do you know how to report concerns about another adult's behaviour?

If you were concerned about the behaviour of **any** adult within the school setting, it is extremely important that you record your concerns in writing and inform the Headteacher as soon as possible.

If the concern is about the Headteacher, you should inform the Chair of Governors/ Designated Governor, whose telephone number is available in the staffroom next to the forms from the school's Safeguarding Policy Appendix 1a and 1b. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473.

If you are ever concerned about anything that happens between yourself and a child and you are worried about misinterpretation by that child or anyone else, it is important to record what happened in writing, and self report to the Headteacher as soon as possible.

**At Kinsale Junior School we strive to safeguard and promote the welfare of all of our children.
KJS Safeguarding Flowchart: If you have a concern...**



YOU CAN ASK MRS BAXTER, MRS AMOS or MR BEAVEN AT ANY TIME IF YOU ARE UNSURE. IF THEY ARE NOT IN SCHOOL, PLEASE GO TO KINSALE INFANT SCHOOL AND ASK FOR THEIR DSL. PLEASE REMEMBER TO ENSURE THAT GREEN SAFEGUARDING FILES ARE KEPT IN A SECURE LOCATION AND ARE TREATED AS HIGHLY CONFIDENTIAL. CLASS TEACHERS, CLASSROOM ASSISTANTS and STAs should know the location of the GREEN FILE.

Safer Working Practice at KJS – Aide Memoire

*Remember, it is a requirement that **every** all members of staff and volunteers read the KJS Staff and Volunteer Code of Conduct: 'Guidance for safer working practice for those working with children & young people in educational settings' (October 2015).*

In general, it is advisable to avoid physical contact with a child. Where there is any physical contact, it should always be kept to a minimum and within the guidance provided in our Code of Conduct.

Remember it is advisable not to put yourself at risk by:

- Getting involved in more personal contact, such as doing hair, putting in earrings.
- Helping a child to get changed (unless a care plan or other specific agreement is in place to set out structures for doing this e.g. an intimate care plan). ***If a child is really struggling with something, you could suggest a class friend helps them, if appropriate.***
- Being alone with a child in an isolated place.
- Cuddling a child (as you might your own children) – ***if you want to congratulate a child, try a high five instead; if you want to comfort a child, try patting them on the shoulder. 'Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.'*** *Guidance for Safer Working Practices (2015).*
- Giving a child a lift in your car.
- Giving out your personal details to children or their parents/carers (such as telephone number or personal e-mail address).
- Singling out a child / small group of children by giving gifts outside the reward system, lavishing excessive praise, etc.
- Leaving your social networking (e.g. Facebook) profiles open to be viewed by anyone – ***ensure that personal social networking sites are set at private and pupils are never listed as approved contacts.***
- Viewing or accessing the social networking sites of pupils.
- Discussing your own relationships in front of pupils.
- Playing 'catch-style' or other types of games with children which are likely to involve physical contact.
- Walking into a changing room without giving clear notice to pupils – ***explain clearly that you are coming into the changing room and that everyone needs to make sure they are decent and give a countdown to allow children time to do this.***
- Thinking it is not important to self-report should a situation arise that you feel could be misinterpreted – ***record any concern in writing and pass to the Headteacher.***

No member of staff should use their own personal camera or mobile phone / tablet to take pictures of children (e.g. on a school trip) – use a school camera instead.