

The DSL will decide if the pupil needs to be referred to specialist or early help services. If necessary, you may refer the pupil to these services – you must inform the DSL as soon as possible.

If a pupil is in **immediate danger**, you must make a referral to children's social care services and/or the police **immediately**. Remember, there is a difference between having a concern, and a child being in immediate danger.

No concern is too small. Staff often have concerns or worries with little evidence, but these can often contribute to a bigger picture, adding up to a serious cause of concern. It is vital you report worries to the DSL at the earliest stage possible.

What to do if a pupil discloses information to you

Do:

- ✓ Treat the pupil as an individual, with respect and dignity.
- ✓ Be thoughtful about your language choices and tone of voice.
- ✓ Reassure them that this is the right thing to do.
- ✓ Make sure the pupil feels secure and inform them of your next actions.
- ✓ Make notes of your discussion, including the date and time.

- ✓ Record the discussion using the pupil's own words.
- ✓ Listen carefully and let the pupil finish without interrupting them.
- ✓ Make sure they know exactly what is happening next and why you need to tell another adult.

Do not:

- ✗ Promise the pupil you won't tell anyone.
- ✗ Ask leading questions or probe for more information – let the pupil tell you exactly what they choose to and no more.

Concerns about staff members

Any concerns about other staff members (including supply staff and volunteers) and their safeguarding practices should be raised with the principal. These will be taken seriously and thoroughly investigated.

Useful contacts

DSL: Mr Stuart Roberts -
principal@uptonheath.cheshire.sch.uk

Deputy DSL: Ashley Stocking & Lara Gilligan
astocking@uptonheath.cheshire.sch.uk
and
lgilligan@uptonheath.cheshire.sch.uk

Further information

Make sure you read the **Child Protection and Safeguarding Policy** to ensure you are fully aware of your responsibilities – you can request a copy from the **school office**.

Upton Heath C of E Primary School



Child protection and safeguarding guidelines for staff – what do you need to know?

Your responsibilities

As a member at our school, you are responsible for safeguarding and promoting the welfare (physical and mental) of every pupil.

As part of your responsibility, you must be aware of different safeguarding concerns, how you can identify those at risk, who you need to report concerns to and how, and the process for making referrals and early help.

If a pupil discloses any information to you, you have a responsibility to report it.

You must also ensure that you read, understand and keep a copy of part one of the 'Keeping children safe in education' (KCSIE)

Types of abuse and neglect

Physical abuse – a child suffers physical harm or injury, e.g. through hitting. This can also involve fabrication of an illness by their parent or family member.

Emotional abuse – a child receives emotional maltreatment which causes adverse effects on their development, e.g. by being told they are worthless.

Sexual abuse – a child is forced or enticed into taking part in sexual activities in which they do not give consent for, whether or not they are aware of what is happening.

Neglect – a child's basic physical and/or psychological needs are consistently not met, resulting in serious impairment of their health or development, e.g. by providing inadequate food.

Other safeguarding concerns

You must be aware of additional safeguarding concerns, including the following:

- Honour based abuse, e.g. FGM
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Radicalisation
- Peer-on-peer abuse
- Bullying, including cyberbullying
- Children missing education
- Serious violence

You should always adopt an 'it can happen here' attitude towards safeguarding matters.

Online safety

The internet poses harmful risks for children through sexual grooming, abuse and exploitation, cyberbullying, sexting and access to inappropriate material.

All staff must be aware that their safeguarding responsibilities extend to protecting pupils from putting themselves, or others, at risk online. For more information on your responsibilities, procedures, acceptable use, and how you can ensure pupils stay safe online, refer to the school's **Online Safety Policy**.



Spotting the signs

Child abuse or neglect can manifest in many ways. Some indicators may be physical, such as marks and bruising, or evident through their appearance, such as clear weight loss.

Abuse or neglect can also be presented through change in a pupil's behaviour – an unwillingness to change for PE lessons, displaying aggression, becoming withdrawn or losing friendships.

If a pupil discloses to you that they have been subjected to abuse, or they ask for advice on matters which raise concerns, it is imperative that you act on this.

Use the following list as a guide for common indicators:

- **Physical** – unexplained or hidden injuries, lack of medical attention.
- **Emotional** – displaying younger behaviour, nervousness, sudden underachievement, attention-seeking, stealing, lying, witnessing D.V.
- **Sexual** – showing an obsession with sexual activities (through play, work, drawings, etc.), being sexually provocative, disturbed sleep, nightmares, bedwetting, secretive relationships with others.
- **Neglect** – appearing ill-cared for or unhappy, becoming withdrawn or aggressive, displaying injuries, ongoing health problems.

This list is not exhaustive and each one should not be viewed in isolation – multiple issues often overlap each other. For more information on the indicators of specific safeguarding issues, such as FGM and CSE, refer to the **Child Protection and Safeguarding Policy**.

What to do if you have a concern

KCSIE requires all schools to have a DSL and deputy DSL(s). If you have a concern, you must raise it with the DSL – you should know who this is and who to inform if they are unavailable.

You must report all concerns in line with the school's **Child Protection and Safeguarding Policy**.