Wakefield Safeguarding Children Partnership

We would talk to parents about concerns unless it puts the child at increased risk. Seek advice from the DSL first.

Concerns about a child. Have you spoken to them? **RECORD THEM**

As soon as possible refer to your DSL.

Who then actions & provides appropriate feedback

Concerns about a member of staff?

ASAP report to the Headteacher. (Chair of governors if concerns about the head.)

NSPCC Whistle Blowing Helpline: 0800 028 0285

In exceptional circumstances you can refer to other agencies directly, however DSLs are trained in how to do this effectively & have access to more information.

If in any doubt about the response, please talk to your DSL & consult your policy for escalation if necessary.

Remember it could lead to investigation, keep records clear and professional. If a student starts to tell and then stops - offer reassurances, signpost to other members of staff or to Childline.

Do

- Try to get to a quiet space (remember safer working and visibility – glass panel on door)
- Reassure them they have done the right thing to tell & that it wasn't their fault.
- Listen carefully & calmly, let the child guide the pace (note your body language, e.g. do not cross your arms)
- Use open questions (tell, explain, describe, who, what, when, how, where, anything else you want to say?) It is ok to repeat back to clarify.
- Listen more than you talk. Use 'Uh huh' 'Go On' to encourage.
- Ask Is there anything else you think I should know or haven't understood properly? Is there anything else you are worried about? How can I help you feel safe? You said about… tell me more about that?
- Say what will happen next. 'I'm concerned about what you have told me so I need to talk to Ms/Mr X (the DSL) so that we can help'.
- Make accurate notes using the child's words (any questions asked & the answers)
- Inform the DSL immediately.
- Arrange follow up check in with the child and keep them appropriately informed.

Don't

- React strongly
- Rush the child
- Share personal experiences
- Stop a child talking - they have chosen you to tell
- Ask leading questions (that require a yes or no response). Use professional judgement with SEND, as direct questions may be needed for clarity.
- Victim blame e.g. Why didn't you tell me before? Why were you on that website? Avoid why questions etc
- Investigate or interrogate
- Promise confidentiality
- Interrupt or jump in too quickly with advice.
- Automatically offer physical comfort, students may be uncomfortable with this.
- Say you will make it better/fix it.
- Gossip afterwards
- Take photos of injuries—use the body map instead
- Forget to record and report to DSL and check with DSL if any medical attention is required
- Take on the responsibility of deciding if it's true or not – follow procedures and let others decide

What to do when a student reports abuse?

It can help to repeat back what you have heard e.g. 'I hear you telling me (you don't want to go home/ you don't like xyz), Can you tell me more about that?'
'I'm pleased you have talked to me, thank you. You have done the right thing'.