

St. Paul's Primary School



Child Protection Information Pack



"It is better to say something than nothing at all"

St. Paul's School is committed to safeguarding and meeting the needs of all our children. This leaflet will provide some useful advice and information when working with children at St. Paul's School.

April 2023

Who is this information for?

This pack is for all adults who will come into contact with children at St. Paul's School. In addition to this document, teachers, TAs, Playleaders and Administration Staff receive further training.

Staff: Teachers, TA's, Playleaders, administration staff, catering staff, peripatetic staff, visiting teachers/coaches, supply staff, cleaning staff.

Other adults: Governors, Volunteer Helpers, Students (not children who attend St. Paul's School), Friends of St. Pauls (FOSP) members, mentors.

What are my responsibilities?

All adults who come into contact with children whether paid or voluntary, have a duty to safeguard and promote the welfare of children. If you are worried or concerned in any way about a child at St. Paul's School, then you have a duty to report that concern immediately. For example, you may have a concern about:

- Comments made by a child
- Marks or bruising or an injury on a child
- Changes in the child's behaviour or demeanour

If you are concerned about a child, report this concern immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL for Child Protection.

The Designated Safeguarding Person (DSL) at St. Paul's School is Mr Sheridan Upton.

The Deputy DSL is Mrs Lisa Wilkins

The Named Governor is Mrs Anneliese Hillyer-Thake.

How do I ensure that my behaviour is always appropriate?

Appropriate relationships with children should be based on mutual trust and respect. You may well be working closely with children sometimes on a one to one basis.

Children, especially when they are young, are often spontaneously affectionate and tactile. Although it is important not to alienate them through lack of response or by appearing to reject this, it is rarely appropriate for adults to have physical contact with children and as such physical contact should never be encouraged.

If you are working with a pupil on his/her own, always ensure that the door is left open or that you can be visible to others. Please ensure mobile phones are off and left in your bag.

Do not: photograph or record pupils, exchange e-mails, text messages, seek or accept 'friend' requests or similar on social media such as Facebook, or give out your own personal details.

What should I do if a child discloses that s/he is being harmed?

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Stay calm
- Allow the child to talk freely
- Reassure the child, but do not make promises
- Explain to the child that you may have to tell their teacher or Headteacher in order that they can help them
- Stress that it was the right thing to tell
- Listen
- Use the 'tell me', 'explain', 'describe' and/or mirroring strategy - please ask about this
- Report immediately to the DSL (Sheridan Upton) or in his absence, the Deputy DSLs (Lisa Wilkins)

What should I not do if a child discloses that s/he is being harmed?

- Do not question, other than checking the on child's immediate wellbeing, e.g. 'Are you okay?'
- Do not criticise the alleged perpetrator
- Do not appear shocked or angry
- Do not try to obtain more information than is necessary
- Do not make comments or judgements
- Do not promise confidentiality or promise to keep secrets (must be shared)
- Do not give sweeping assurances
- Do not confront the alleged perpetrator
- Do not take photographs of any injuries
- Do not ask the pupil to write an account

What do I do next?

Immediately record details of the disclosure, including the exact words or phrases used by the child. Report your concerns in person and give your written record to the DSL (Sheridan Upton) or in his absence, the Deputy DSL - Mrs Wilkins.

Remember:

- It is not your responsibility to decide or not whether a child is telling the truth or not.
- It is your responsibility to report if you have any concerns, or a child has disclosed something to you.
- Remember it is never too late to report anything that concerns you

What about confidentiality?

It is our aim to foster an ethos of trust within the school and to reassure pupils that their best interests will be maintained. Confidentiality is a whole school issue and in lessons ground rules are set for the protection of all. A member of staff is always available to talk to both children and parents/carers about issues that are causing concern. The school encourages children to talk to parents/carers about anything they are concerned about and may in some cases support the children so they can talk to their parents.

Parents/carers and children need to be aware, however, that the school cannot guarantee total confidentiality and the school has a duty to report child protection issues - although, if staff do need to share such information, the child will always be told first. All information about individual children is private and should only be shared with those staff who have a need to know.

Is there anything else I should know?

There are four categories of abuse.

NEGLECT is the persistent failure to meet the child's basic physical and or psychological needs, for example:

- Failure to provide adequate food, shelter, clothing
- Failure to protect child from physical harm or danger
- Failure to provide access to appropriate medical care or treatment

PHYSICAL ABUSE is non-accidental injury, for example:

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating

SEXUAL ABUSE may involve force or non-contact activities, for example:

- physical force - penetrative or non penetrative acts
- non contact - involving children in looking at or in the production of pornographic material, watch sexual activities , or encourage children to behave in sexually inappropriate ways

EMOTIONAL ABUSE is the persistent emotional ill treatment of a child and is involved in all types of ill treatment/abuse of a child or it may occur alone, for example it may:

- make a child feel worthless, unloved, inadequate or valued in so far as meets the needs of another person
- involve child feeling frightened or in danger, or exploitation or corruption of children