

Greenacre Academy

Safeguarding Policy

2018

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Introduction

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted April 2015)

At Greenacre Academy, we are aware that child protection and safeguarding are fundamental to the welfare of all children in our care – maintaining their safety is paramount. All members of the Academy community connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Greenacre Academy recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. Our policy applies to all staff; paid and unpaid, working in the school including governors. It is consistent with Medway Safeguarding Children’s Board (MSCB) procedures.

All staff will have access to this policy and will sign to the effect that they have read and understood its content.

A: Principles

With regards to its statutory duty to safeguard its students, Greenacre Academy will:

- Act in line with the principles established by the Children Acts 1989 and 2004 and related guidance, including Keeping Children Safe in Education 2018, Working Together to Safeguard Children 2015, and Medway Safeguarding Children’s Board Policies and Procedures .
- Put in place arrangements that seek to satisfy the requirements of Section 175 of the Education Act 2002 that requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have regard to any guidance issued by the Secretary of State.
- Ensure that we include within the curriculum opportunities for students to consider strategies to help them stay safe, recognise when they don’t feel safe and identify who they might talk to.
- Provide suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties.
- Work with parents to build an understanding of the school’s responsibility to ensure the welfare of all students including the need for referral to other agencies in some situations.
- Ensure all steps are taken to maintain site security and student’s physical safety.
- Ensure all staff are able to recognise the signs of abuse and are aware of the Academy’s procedures and lines of communication.
- Emphasise to all Academy staff that each has responsibility to identify students who may be in need of extra help, or who are likely to suffer significant harm and that all staff then have a responsibility to take appropriate action.
- Monitor students who have been identified as having welfare or protection concerns; keeping confidential records, which are stored securely and shared appropriately with other professionals.
- Develop effective and supportive relationships with other agencies.

B: Practices

Roles and Responsibilities

Safeguarding is the responsibility of all those working within the Academy, including Volunteers and Governors. Within the Academy, particular people will have additional roles that contribute towards the Academy's responsibility to safeguard its students.

1.1 Safeguarding Governance

The Local Governing Body is accountable for ensuring the effectiveness of this policy and the Academy's compliance. The Governing Body has a named champion within Safeguarding - this is Mrs C Burgess (Safeguarding Governor).

The Local Governing Body ensures the school is compliant with Section 157 of the Education Act 2002 and the Education Regulations 2003 which requires Academies to have arrangements in place to safeguard and promote the welfare of pupils at the school. The Governing Body ensures that the Annual Safeguarding Audit is submitted to the Medway Safeguarding Children Board. Any areas of concern in safeguarding are identified and action plans and/or risk assessments are developed annually. The Governing body ensures that the school contributes to inter-agency working in-line with Working Together to Safeguard Children 2015.

The Local Governing Body ensures that safer recruitment procedures are in place that include the requirement for appropriate checks in line with national guidance.

1.2 Designated Safeguarding Leads

The Headteacher has appointed Mr O Smith as the Designated Safeguarding Lead (DSL). The DSL is a member of the of the Academy's Leadership Group. The Headteacher will monitor this post to ensure post holder has the time and resources required to fulfil the duty. The DSL has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The DSL receives appropriate and regular supervision where necessary.

The Academy has appointed a number of Deputy Designated Safeguarding Leads (DDSLs) who are trained to the same standard as the DSL. The DSL can delegate activities to DDSLs yet the ultimate responsibility still remains with the DSL. In the absence of the DSL, a DDSL will take on Safeguarding lead with clear direction from the Headteacher. For the 2018-19 Academic Years, DDSLs are Mrs L.Campbell, Miss K.Thompson, Mrs C.Rosier-Webb and Mrs D.Winspear.

The DSL will carry out their duties in line with Keeping Children Safe in Education 2018. These duties include:

- Acting as a consultant for staff to discuss safeguarding concerns
- Maintaining a secure and confidential recording system
- Coordinating safeguarding action for individual students
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Representing or ensuring that the Academy is appropriately represented at inter-agency safeguarding meetings, including Child Protection conferences
- Managing and monitoring the Academy's part Child in Need / Child Protection Plans.
- Organising training for all school staff.
- Refer to cases to the Channel Panel where this is a concern of radicalisation.

2. Recognising, Reporting and Recording Concerns

Greenacre Academy adheres to the MSCB Safeguarding Children Board's procedures. The safety of children are the responsibility of all staff in the Academy and ANY concern for a Student's welfare MUST be reported to the Designated Safeguarding Lead(s)

2.1 Recognising Signs of Abuse

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Definitions and possible indicators and signs of abuse are found in Appendix 1 of this document.

Greenacre Academy recognises that additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities and that particular attention should be given to vulnerable groups in being attentive to signs or symptoms of abuse.

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. Staff should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information. No single professional can have the full picture of a child's needs and circumstances therefore everyone who comes into contact with our Students has a role to play in identifying concerns, sharing information and taking prompt action.

Staff are encouraged to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to register their concern without delay.

2.2 Reporting Concerns

All staff know that it is their responsibility to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary. The DSL may choose to consult with Social Care on 01634 334466 to seek advice. Unless there is a concern that there is imminent risk of significant harm, Safeguarding Concerns will be referred via Medway Council's First Response Service. Where there is a worry that a student may be 'in immediate danger or at risk of harm', the DSL will contact Social Care or the Police as necessary, without delay. Concerns about children who are already known to Services will be passed to the allocated social worker where possible.

In all but the most exceptional circumstances, parents/carers will be made aware of the concerns surrounding their child at the earliest possible stage. In the event of a referral to Social Care being necessary, parents/carers will be informed unless there is a valid reason not to do so. The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

On occasion, staff may pass information about a student to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the student is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from Social Care who will be able to discuss the concern and advise on appropriate action to be taken.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outline in this policy or MSCB should raise their concerns with Headteacher or Safeguarding Governor.

Where the DSL feels that the school's concerns regarding a child are not being addressed it is expected that the MCSB Escalation Process should be used until a satisfactory conclusion is reached. The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the school's DSL.

2.3 Recording Concerns

Any Safeguarding concern should be reported using Behaviour Watch - the Academy's online system. Where staff do not have access to Behaviour Watch, a paper "Record of Concern" form should be completed and passed without delay to the DSL or a DDSL. Records must be completed as soon as possible after the incident/event.

Safeguarding Records are kept separate from all other records relating to Students in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only. The Head of School will be kept informed of any significant issues by the DSL. All Safeguarding Records will be forwarded to a student's subsequent school under confidential and separate cover to the new DSL or Headteacher.

3. Training & Raising Awareness

3.1 Training for Staff/Volunteers

All staff will be offered an appropriate level of safeguarding training. This training will cover their responsibilities with regards to safeguarding within the Academy, safeguarding procedures within Greenacre Academy, guidance on how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the DSL in line with government. The DSL will ensure that all new staff and volunteers are appropriately inducted with regards to the school's internal safeguarding procedures.

The knowledge and skills of the DSL and their deputies will updated annually to ensure they are up to date with developments relevant to the role. The DSL and their deputies will also undertake relevant training every two years.

The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

3.2 Raising Awareness amongst Students

Greenacre Academy recognises that school can play an essential role in helping students to understand and identify the parameters of what is appropriate child and adult behavior, what is 'safe', to recognise when they and others close to them are not safe and how to seek advice and support when they are concerned.

Greenacre Academy will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff. Students at Greenacre Academy will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Specific systems outside of expected day-to-day classroom interaction and support include Student Voice, buddy and peer-mentoring systems, regular feedback questionnaires with groups of students, a specific anti-bullying policy and support offered by the School Counselor.

4. Specific Safeguarding Issues

4.1 Allegations against Staff/Volunteers

Greenacre Academy recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher, or in her absence the DSL, who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under MCSB's procedures for managing allegations against staff. If your concern is with the Headteacher then you are advised to contact the CEO of the Trust.

All staff will be made aware of the Academy's Whistle-blowing Policy and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

4.2 'Peer on Peer' Abuse

Students may be harmed by other Students, children or young people. Greenacre Academy recognises the harm that such abuse can cause and is committed to dealing with it rather than dismissing such instances as "banter" or "part of growing up".

Staff must follow normal safeguarding procedures and bring any suspected abuse to the attention of a DSL even when the abuse is alleged to have come from another student or students. The DSL will action such concerns following the procedures within this policy.

Staff are aware of the harm caused by bullying and use the Academy's anti-bullying procedures as set out in the Academy's Anti-Bullying Policy, where necessary. However, on occasions a student's behaviour may warrant a response under Safeguarding, rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the DSL and Headteacher will work with other relevant agencies to maintain the safety of the whole school community. Students who display such behaviour may be victims of abuse themselves and the Child Protection procedures will be followed for both victim and perpetrator. Support will be sought for both the victim and perpetrator of 'peer on peer' abuse using both internal and external interventions as necessary. A Risk Assessment process will be used to identify and manage the risks posed by students who have been involved in harmful behaviour.

4.3 E-Safety

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Greenacre Academy will ensure a comprehensive curriculum response to enable all students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the Academy's e-Safety policy.

4.4 Prevent Duty

Under the 'The Counter-Terrorism and Security Act (July 2015), Greenacre Academy will have due regard to the need to prevent people being drawn into terrorism. Protecting students from the risk of radicalisation will be seen as part of Academy's wider safeguarding duty. Greenacre Academy's procedures for protecting students from the risk of radicalisation are set out in the Academy's Prevent Policy, which is in line with the Government's Prevent Duty

4.5 Sexting

With the growth in technology and the wide ownership of mobile devices by students, sexting (the generating of videos or images by children under the age of 18 of children under the age of 18 that are of a sexual nature or are indecent) has become more widespread.

Where sexting is disclosed, normal safeguarding procedures should be followed. Consideration will be given to whether the incident can be categorised as '*Aggravated*' or '*Experimental*' and a proportionate 7

level of response made to each incident. The DSL's action will be determined in line with the MCSB's Response Process for Professionals.

4.6 Guidance on Specific Safeguarding Issues

We recognise that Safeguarding is an ever-changing landscape. There are currently a number of specific issues that our young people may be exposed to. Greenacre Academy Staff use relevant government guidance, as well as resources from our organisations, to ensure that their practice is both current and appropriate. Guidance on some such issues is linked to below:

[Bullying](#)

[Child missing from home or care;](#)

[Drugs;](#)

[Female Genital Mutilation](#)

[Gang and youth violence](#)

[Private fostering;](#)

[Children missing education;](#)

[Child sexual exploitation](#)

[Fabricated or induced illness;](#)

[Forced marriage;](#)

[Trafficking;](#)

[Relationship abuse;](#)

[Criminal Exploitation](#)

[Domestic abuse;](#)

[Faith abuse;](#)

[Gender-based violence;](#)

[Mental health;](#)

[Sexual violence and harassment](#)

5 Inter-Agency Working and Information Sharing

Greenacre Academy recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the Academy will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise a crucial part of this may be in supporting the child while these take place.

We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to a statutory agency in those circumstances where it is appropriate to do so.

The DSL will share information about students proportionately with other staff on a the basis of what they need to know and what it is in the child's best interest to share. The DSL will clearly state reasons for sharing this information and that this is carried out in strict confidentiality. The Academy will follow the guidance contained in the DFE's advice for safeguarding practitioners regarding information sharing.

Greenacre Academy recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need Meetings and Early Help Meetings. The Academy Leadership Group and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

6. Additional Safeguarding Considerations

6.1 Safe Working Practice

Staff are required to work within clear guidelines on Safe Working Practice and to adhere to the Academy's Code of Conduct.

Students may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always

advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the student is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the Academy's guidance with regards to Physical Restraint as set out in the Academy's Behaviour Policy, drafted in line with guidance from Ofsted and from the DfE.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in the Academy's e-Safety Policy and Acceptable Use Policy.

6.2 Supervision

Any member of staff affected by issues arising from concerns for children's welfare can seek support from the DSL. Any members of staff dealing with students with CP issues will be offered support and supervision as and when required. The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

6.3 Complaints

The Academy has a Complaints Procedure available to parents, students and staff who wish to report concerns. This can be found on the Academy website. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific procedures for managing allegations against staff.

6.4 Safer Recruitment

Greenacre Academy is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Group are responsible for ensuring that the Academy follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the Headteacher, other senior staff responsible for recruitment and at least one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

6.5 Security of the School Site

All staff have a responsibility for maintaining awareness of buildings and ground's security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school. Visitors will be expected to sign in and out via the visitors log and to display a visitors badge whilst on the Academy site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The Academy will not accept the behaviour of any individual (parent or other) that threatens school security or causes others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the Academy site.

Appendix A: Recognising Abuse

Abuse is defined as 'a form of maltreatment of a child'. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child. Signs of physical abuse may include:

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations, or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Signs of emotional abuse may include:

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated

by adult males. Women can also commit acts of sexual abuse, as can other children. Signs of sexual abuse may include:

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults. Anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Signs of neglect may include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix B: Dealing with Disclosures

A student making a disclosure of abuse can be a very unsettling thing. However, the steps below give you a clear process for how to respond.

1. Reassure

- Reassure the student that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. “It will be alright now”
- Do not promise confidentiality; you have a duty to refer the concern
- Reassure and alleviate guilt if the student refers to it e.g. “you’re not to blame”
- Reassure the student that information will only be shared with those who need to know

2. Respond

- Respond to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details.
- Do not display shock or disbelief
- Do not ask leading questions; “Did he/she....?” - such questions can invalidate evidence.
- Do ask open “TED” questions – “Can you tell me”, “Can you explain”, “Can you describe”
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Do explain what you have to do next and who you have to talk to

3. Record & Refer

- Make some brief notes at the time on any paper that comes to hand. Record the date, time, place, any non-verbal behaviour and the words used by the student. Ensure that as far as possible you have recorded the actual words used by the student.
- Refer your concerns using Behaviour Watch – the school’s online referral system.
- Do not destroy your original notes – pass them to the DSL as soon as possible.