



Recognise

- Think about whether there are any immediate health or safety concerns.
- What situation will the learner be going home to?
- **Get that little alarm bell trained** so it can recognise when something isn't right.
- **Get that little alarm bell trained** so it can recognise when there is a potential problem and you can recognise when you need to take the next step.....
- Recognise when to record the incident, the disclosure or the concern that you've got.
- **LISTEN** – let the learner tell their story using their own words.

Respond

- **LISTEN SOME MORE.**
- Seek clarification so that you understand what is being said. Be genuine and honest towards the learner. Do not patronise them.
- Remain objective; remember it is not your responsibility to investigate potential abuse.
- Acknowledge that you recognise how difficult it might have been for them to talk to you if you think it is appropriate.
- Acknowledge that the learner has done the right thing in telling someone they have disclosed to you
- Be clear with the learner about what will happen next.
- Be reassuring. As hard as it may be for you, the learner needs to feel safe now

Record

- As soon as possible afterwards, make a written record. This should be factual, include quotes where possible and be signed and dated.
- Record of concern forms and body maps are available in all staffrooms and the school office.

Report

- Report the information to the Designated Safeguarding Lead or in their absence the Deputy Designated Safeguarding Lead.
- The DSL should be provided with a copy of the report within 1 hour

Refer

- You have a duty to share your concerns where you believe a learner may be at risk of being harmed



Wodensfield
Primary School

The Five R's of Safeguarding at Wodensfield