



## 5R's of Safeguarding

### RECOGNISE

- When something isn't right;
- When there is a potential problem and when you need to take the next step;
- The signs and symptoms of abuse and neglect.

### RESPOND

- Listen;
- Be genuine and honest towards the child;
- Remain objective; remember that it is not your duty to investigate potential abuse;
- Acknowledge that the child has done the right thing, and how difficult it might have been for them to talk to you, if appropriate;
- Be clear about what will happen next.

### RECORD

- As soon as possible, after the disclosure;
- Make a written record that is factual and include quotes, where possible;
- Concerns forms and body maps are available in the school office.

### REPORT

- Report to the Designated Safeguarding Lead and Headteacher, Mrs Walker.
- In their absence, the Deputy Designated Safeguarding Lead.

### REFER

- You have a duty to share your concerns where you believe a child may be at risk of harm.

## KEY CONTACTS:

Headteacher and Designated Safeguarding Lead (DSL):

**Mrs S. Walker**

Deputy Designated Safeguarding Leads (DDSL):

**Mr L. Gould**

(Deputy Headteacher)

**Mr A. Sharpe**

(Assistant Headteacher)

Governor with Safeguarding Responsibility:

**Mrs R Lambert**

(Chair of Governors)

WODENSFIELD  
PRIMARY SCHOOL



Safeguarding Advice for  
Visitors



### Our Commitment:

As a school, we take our responsibility to safeguard and promote the welfare of all children incredibly seriously. We expect everyone who visits our school to share in this commitment.

Safeguarding and promoting the welfare of all children is **everyone's responsibility** and everyone who comes into contact with our children has a role to play in identifying concerns, sharing information, acting appropriately, and taking prompt action.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

### Definition:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.



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

### DO

- Keep an open mind;
- Reassure;
- Listen carefully;
- Work at the child's pace;
- Where appropriate, ask only open questions in a non-leading way;
- Record accurately and quickly using child's words/action;
- At all times, keep children and young people safe;
- Treat everyone with respect;
- Pass all the information on to the DSL, or the deputy DSL immediately (within 1 hour);
- Follow the school's procedures for reporting safeguarding and welfare concerns

### DON'T

- Make false promises;
- Interrupt, interrogate or investigate;
- Assume e.g., this child tells lies or has a good imagination;
- Jump to conclusions about people's behaviour without knowing the facts
- Make suggestions about what is being said;
- Speculate or accuse anyone;
- Show anger, shock etc.
- Tell the child to go and speak to someone else;
- Leave any related written information laying around;
- Discuss with parent/carers without speaking to the DSL;
- Discuss with any other staff other than the DSL;
- Forget to record accurately and/or pass on to DSL.

### Our Reporting Procedures:

At Wodensfield Primary all concerns are recorded on CPOMS, and all staff have a secure login in to this system.

Once a concern has been raised the following actions MUST take place:

- Verbal report immediately followed up by a written report on CPOMS;
- Time frame – the CPOMS concern MUST be logged immediately after sharing verbally with the DSL and no later than one hour after the initial concern.
- All members of the Safeguarding team must be alerted via CPOMS

### Relevant Information to record:

- All details of the concerns/ behaviour/ incident/ disclosure;
- Use the child's own words;
- Ensure all information recorded is factual and accurate;
- Date and time of recording;
- Who the incident/ disclosure was made to;
- Note any other witnesses;
- Use full names and titles/ roles;
- Do not use abbreviations;
- Chronology of actions – date, place, who and what.

