

Vermont School Safeguarding Team Keeping Children Safe is Everyone's Priority

Vermont School is committed to safeguarding and promoting the welfare of children and young people. We expect staff, governors, volunteers and visitors to share this commitment and together maintain an 'it could happen here' approach.

 <p>Mrs. Kelly Moss Interim Head of School Designated Safeguarding Lead (DSL) SEND Support Consultant</p>	 <p>Mrs. Sian Deltrieu Assistant SENCO, Designated Safeguarding (DDSL) & Attendance Lead</p>	 <p>Mrs. Julie Richman Pastoral Lead & Designated Safeguarding (DDSL)</p>
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If you notice anything that you feel is a cause for concern relating to a child's safety, please complete a CPOMs referral. If you are a visitor and do not have access to this system, please request to speak to the DSL or a DDSL via reception. If you are unable to speak with the DSL or DDSL on an urgent matter, any member of staff can and has the right to contact the Children's Resource Service (CRS) on **02380 832 300** (Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm) or **02380 233 344** (weekends, Bank Holidays and outside of office hours).

- We follow Southampton City Council guidelines with regard to Safeguarding and Child Protection.
- Safeguarding procedures are followed in the interview and appointment of staff.
- All staff and volunteers are subject to enhanced DBS checks and staff & governors are trained with regards to Safeguarding and Child Protection.

Curriculum: Aspects of Child Protection and Safeguarding are included in the school curriculum to give pupils the information they need to help them stay safe and make wise choices. This includes work on bullying, cyber-bullying, safe use of the internet and personal safety.

Policy: For further information regarding the Safeguarding of children procedures at Vermont School, please refer to our Safeguarding and Child Protection Policy available on our website.

Reporting safeguarding concerns – FACTS Aide Memoire

When reporting safeguarding concerns, remember **F**actual, **A**nalysis, **C**hild's voice, **T**imely, **S**hare.

<p>Factual</p>	<ul style="list-style-type: none"> ● Ensure all information is based on fact and, where opinions are needed, they are clearly identified as such e.g. I have concerns that this may be... It is observed that... ● Avoid emotive and inflammatory language. ● Obtain key information by using the 4w line of questioning: <ul style="list-style-type: none"> ○ Where did it happen? ○ Who was there? ○ What happened? ○ When did it happen? ● Do not use leading questions. ● Always be upfront, open and honest from the start. ● Don't promise to keep it to yourself. ● Always discuss what will happen with what they are telling you. Knowing what happens next is really important. ● Use exact words used to describe people, places, body parts – never assume you know what they mean.
<p>Analysis</p>	<ul style="list-style-type: none"> ● Why is this a concern? ● Your analysis may be based on your prior knowledge or observation, of the child. Has there been a change in their behavior? Have you noticed something different?
<p>Child's Voice</p>	<ul style="list-style-type: none"> ● Make sure there is a clear summary of the concern, including the words of the child wherever possible ● Record the words of the child in quotation marks "..."
<p>Timely</p>	<ul style="list-style-type: none"> ● Ensure all records are made in a timely manner, on the same day as identified when possible. ● If a disclosure is made by a child and the child is at risk of harm, there should be no delay in informing a DSL. Call for SLT support if you are unable to safely leave the classroom.
<p>Share</p>	<ul style="list-style-type: none"> ● Make sure all concerns are shared with the DSL only. <p>If you have already taken any action to address this concern. Eg. Spoke to parent/carer, include this in the information shared with the DSL. All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing.</p>



Use of names

Pupil name: Joanna Dobbs (JoDo)

Staff name: Anna Smith (ASM)

When writing about the child in the report, if the report is only about them, you can use their first name or the initials as per above.

How do we listen effectively?

- Hear the content
- Be present
- Observe feelings and emotions
- Read the body language
- Self-Awareness - How do we appear?
- Don't interrupt
- Clarify by repeating – Wait for a pause
- Do not judge
- Reassure them – Keep calm