

Here to listen: our safeguarding team



Designated safeguarding lead (DSL): Andrew Reid
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Deputy DSL: Becky Watson
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If a child makes a disclosure ...

Do ...

Listen fully, be supportive, take the child seriously

Let the child lead the conversation

Reassure the child that they're not in trouble and will be kept safe

Ask open questions

Reflect back what they're saying

Be clear about what you'll do next

Ask the child if it's okay to take notes

Don't ...

Give the child the impression they're creating a problem

Make promises about keeping things confidential

Make further investigations yourself

Criticise the alleged perpetrator

Be overly emotional

What a good report looks like

Date: 18 September 2023

Time: 1.30pm

Rahmi looked nervous and agitated in the classroom at 12pm today.

I asked her if she was okay and she reluctantly told me that her mum has booked flights 'home' over the half term break.

Rahmi told me her mum keeps mentioning people who Rahmi doesn't know, particularly a 'rich' and 'handsome' man. The man comes from a well-respected family. Rahmi mentioned the word 'honour' once or twice.

She said her mum expects her to marry this man, and if she doesn't it will bring shame on their family.

Rahmi is clearly upset by this. She doesn't want to marry this man but she doesn't want to upset her family either. She also doesn't want to leave the UK, and is scared about what might happen if she does marry this man.

She asked me to not talk to her mum about this.

How to write a robust safeguarding report every time

- ✓ Think **who, what, where** and **when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

Rahmi looked nervous and agitated in the classroom at 12pm today.

Rahmi said her mum expects her to marry a 27-year-old man back 'home'.

She asked me to not talk to her mum about this.

Date: 18 September 2023
Time: 1.30pm

Record keeping

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome



Always report any concerns you have

Report safeguarding concerns to the DSL (or deputy) by:

<https://edukeyapp.com/safeguard/amherst-school>

Password: Amherst2022



Data protection is not a barrier to sharing safeguarding concerns



SAFEGUARDING

Report any concerns you have about any pupils at **Amherst School** ([change school](#)).
Enter your password to proceed.

LOG IN



SAFEGUARDING

Report any concerns you have about any pupils at **Amherst School** ([change school](#)).

Is there an allegation against a member of staff in this incident?

* Choose who you are

* Incident date

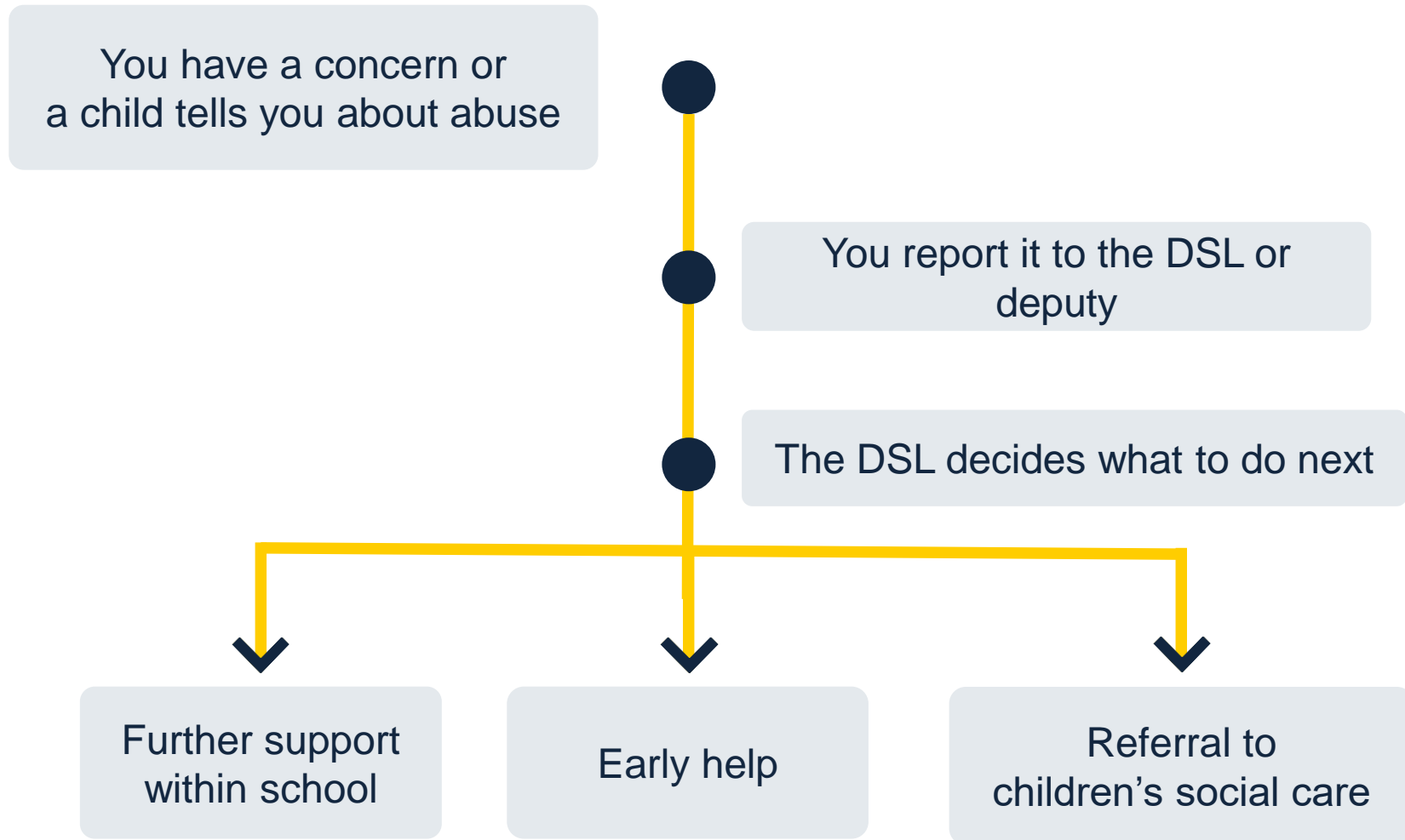
* Choose pupil(s) concerned.

* Concerns

* Reason for concern

Select File

What happens after you make a report



If the child is in **immediate danger** and the **DSL/deputy isn't available**:

- Make a referral to LA children's social care
- Call the police if appropriate

Share any concerns about other members of staff

If you have concerns about ...	Speak to ...	How ...
A member of staff	Headteacher	headteacher@amherst.kent.sch.uk
A volunteer	Headteacher	headteacher@amherst.kent.sch.uk
The headteacher	Chair of governors Emily Grier	emilygrier@amherst.kent.sch.uk

- If there's a conflict of interest in reporting to the headteacher, go to the LADO: **03000 410888**
- kentchildrenslado@kent.gov.uk



**Remember:
think the
unthinkable**

Key takeaways from today's training

- Always assume **'it could happen here'** and be **professionally curious**
- Always **act in the child's best interests**, including alleged perpetrators
- Be on the lookout for **signs of abuse**, and in particular, for **changes in a child**
- If you **see something, say something** – including concerns about staff and our safeguarding practice
- Always **make a written record** too



Sources

With thanks to our experts Aaron King, Anne Marie Christian, Sara Alston and Elizabeth Rose for their input in this pack.

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GOV.UK, [Characteristics of children in need](#)

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GOV.UK – Department for Science, Innovation and Technology and UK Council for Internet Safety, [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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NSPCC, [Depression, anxiety and mental health](#), [Domestic abuse](#), [Let children know you're listening](#), [No one noticed, no one heard](#), [Online abuse](#), [Physical abuse](#), [Protecting children from emotional abuse](#), [Safeguarding LGBTQ+ children and young people](#), [Statistics on child abuse](#)

Women's Aid, [The cost of living is preventing women from fleeing domestic abuse](#)