



Staff Newsletter Safety Updates

Reminder!
Designated Senior Leads (DSL) are:

Jenny Martin (Headteacher)
Will Gadsby (Assistant Head)
Mark Glanney (KS1 Phase Leader)
Vicki Tarling (Acting EYFS Phase Leader)

OCTOBER

2023

NEWSLETTER



What to do

If a child makes a disclosure to you, it is vital that you do not ask any leading questions. The basic rule of thumb is that staff should ONLY ask enough questions of the child to clarify whether there is a child protection concern. Once the child has clarified that they are being harmed or are at risk (or the staff member is reassured that the child is safe), no further questions are required.

Staff should use the acronym TED when considering questions to ask:



Tell — Can you tell me what happened? Can you tell me more about that?



Explain — Can you explain what you mean by ..?



Describe — Describe what happened. Can you describe...



Basic guidelines for dealing with disclosures

1. Remember that the child's welfare and interests must be the paramount consideration at all times.
2. Listen carefully and actively to the child. At this stage there is no necessity to ask questions. Let the child guide the pace.
3. Do not show shock at what you are hearing. This may discourage the child from continuing their disclosure as they will feel that the adult receiving the information is unable to cope with what they are hearing and may be thinking badly of the child.
4. Do not investigate. If you need to clarify what is being said and whether the child is at risk, ask open questions (TED, what, when, who, how, where, do you want to tell me anything else? etc.) but only to the point of clarification being achieved. Avoid the question 'why?' as this can imply guilt / responsibility on the child.
5. Stay calm and reassure the child that they have done the right thing in talking to you.
6. Never promise to keep a secret or confidentiality. You have a duty to ensure the information is passed on to DSL and possibly other agencies in order to keep the child safe. If a child requests confidentiality, use a 'prepared' response, such as 'I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell someone (name person) who will know how to help us to do this'. Make sure the child understands what will happen next with their information.
7. Record factually what the child has told you or what you have observed as soon as possible. Ensure records include the date, time, place of disclosure, behaviour and words used by the child. Failure to accurately record information or writing down your 'interpretation' of the child's account may lead to inadmissible evidence.

Key points to remember

When a child discloses abuse:

1. Stay calm and listen
2. Go slowly
3. Reassure them that they have not done anything wrong
4. Be supportive
5. Gather essential facts—use TED
6. Tell what will happen next
7. Report to DSL
8. Make notes



Where to go next

- Child Protection Policy— Can be found in the staffroom policy folder and on the school website.
- Bucks ESAS <http://www.bucks-lscb.org.uk/professionals/>
- Keeping Children Safe in Education September 2018 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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