

# Volunteers at St Helen's

## Briefing - September 2017



# Plan for the session

- ▶ Welcome, introductions and thank-you!
- ▶ Safeguarding at St Helen's
- ▶ Practical arrangements for volunteers
- ▶ What would be helpful? - your feedback to us as a school
- ▶ Questions

# Plan for the session

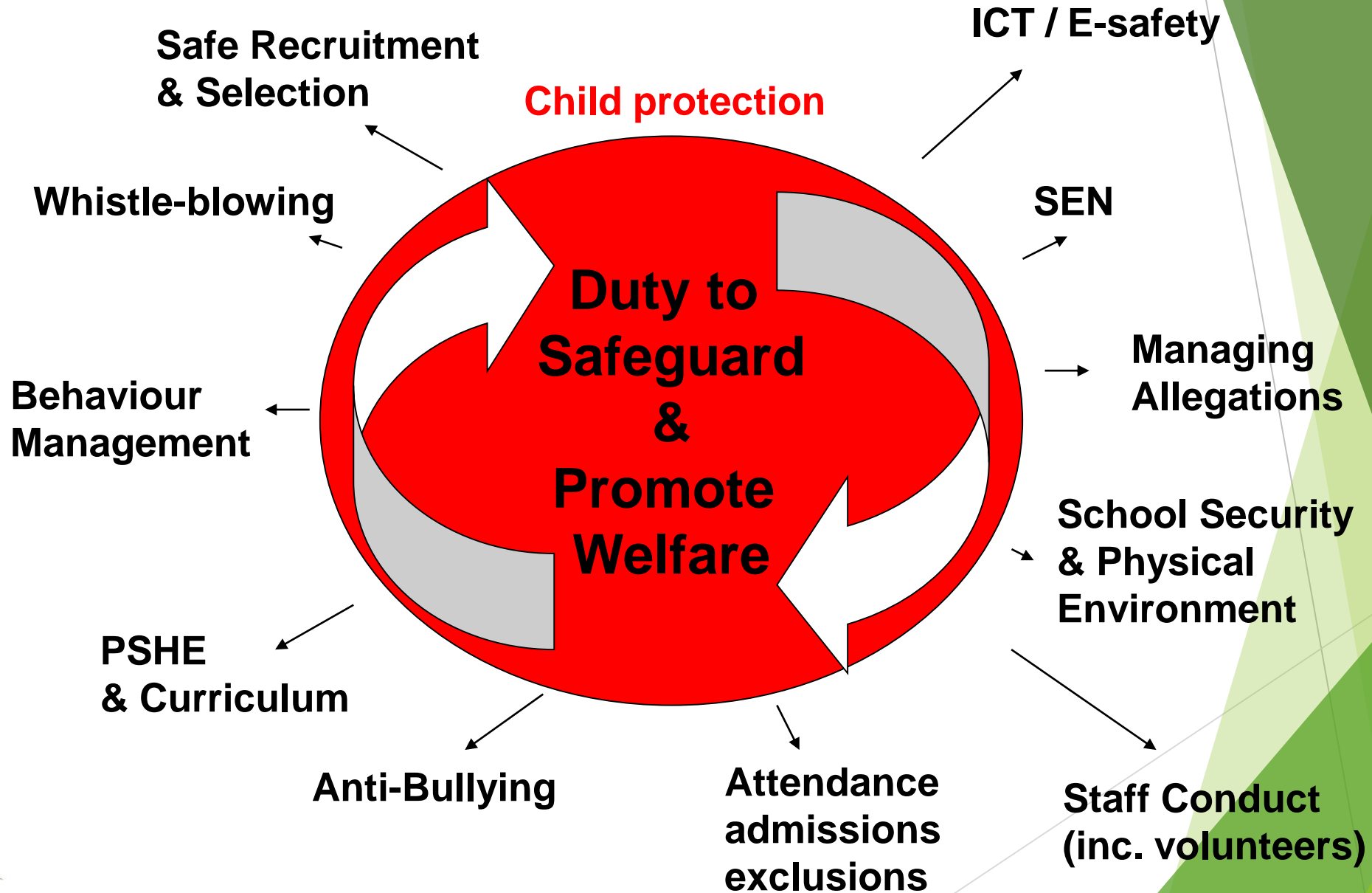
- ▶ **Welcome, introductions and thank-you!**
- ▶ Safeguarding at St Helen's
- ▶ Practical arrangements for volunteers
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# Safeguarding at St Helen's

- ▶ Ambition is that safeguarding is a 'golden thread' that runs through everything we do as a school
- ▶ Safety and wellbeing of our children is paramount
- ▶ Culture of 'it could happen here'
- ▶ Volunteers have a key role to play in building this culture



# Safeguarding at St Helen's



# Safeguarding at St Helen's

## Roles and responsibilities:

Designated teacher for CP - Andy Spens (HT)

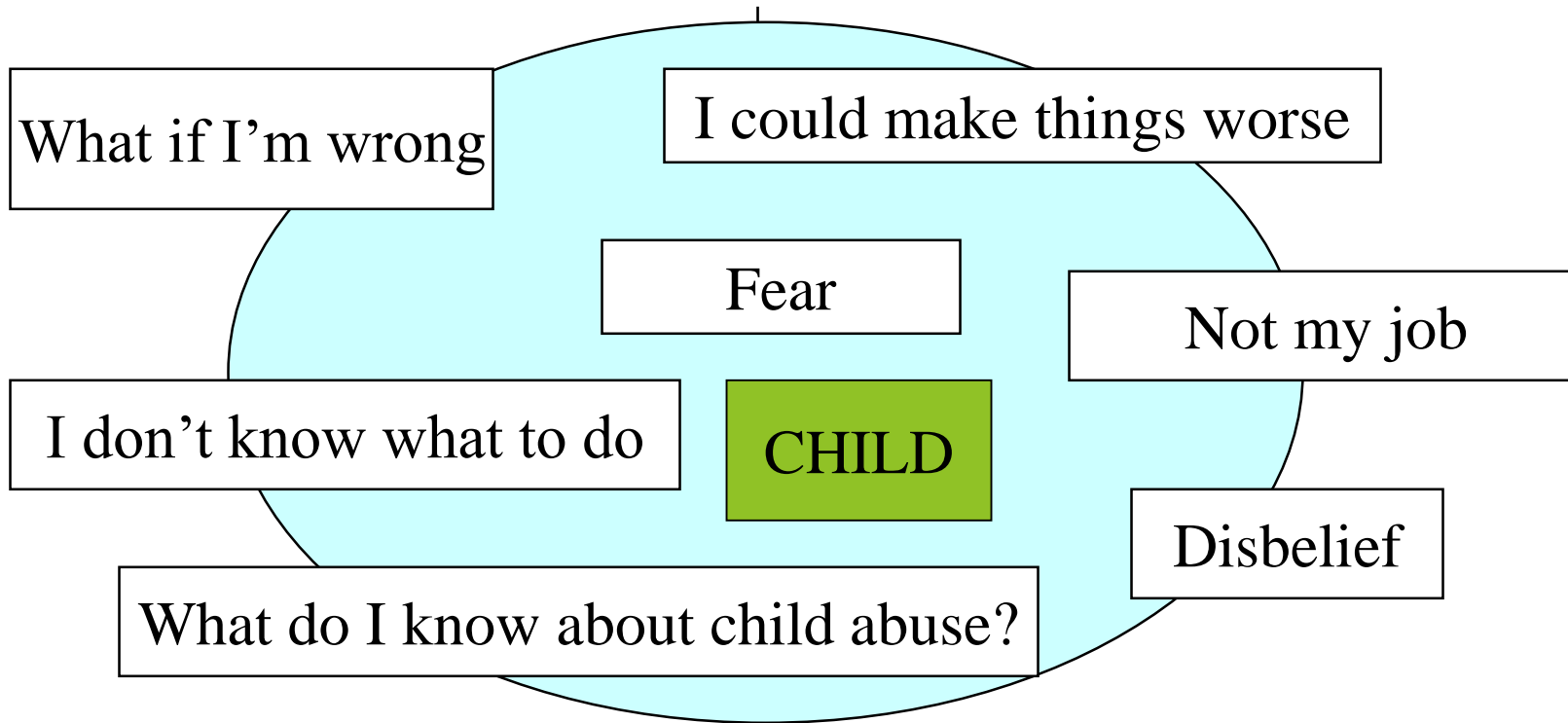
Deputy designated teacher for CP - Kelvin Chappell (DHT)

Safeguarding governor - Tracey Holford

# Potential Pitfalls

- » Losing sight of the child e.g. Unwillingness to challenge where we have concerns
- » Mindsets e.g. It doesn't happen here
- » Failure to share information
- » Unclear about roles / responsibilities
- » Failure to seek appropriate advice / support
- » Failure to record
- » Assumptions e.g. someone else will act, about the family, explanations etc
- » Not acting promptly where we have concerns e.g. same day

# Taking action



# Protection of Child



# Talking and Listening

## Do

- » Keep an open mind
- » Reassure the child that they are right to tell
- » Listen carefully
- » Work at the child's pace
- » Ask only open questions - if you must ask them, clarify the facts, don't interrogate
- » Explain what you need to do next
- » Record accurately and quickly using child's words
- » Pass on to DTCP same day

## Don't

- » Make false promises about confidentiality
- » Interrupt
- » Interrogate / investigate
- » Assume e.g. this child tells lies
- » 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
- » Forget to record accurately and/or pass on to DTCP

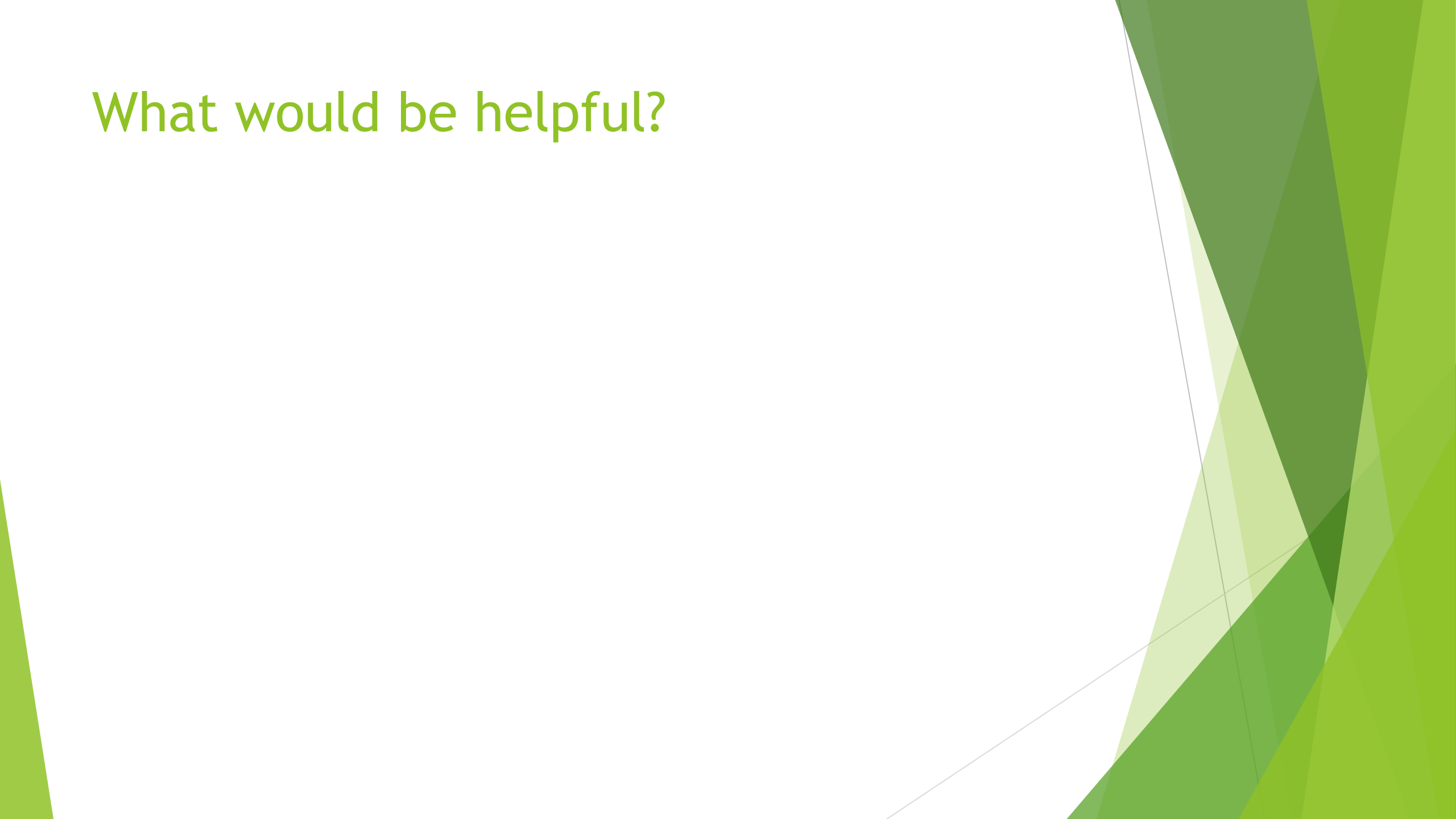
## When might you be vulnerable & why?

- » Alone with a child
- » Administering first aid
- » Restraining a child
- » When a child seeks affection
- » Providing intimate personal care
- » Lack of training or support
- » When you are unclear about guidance and/ or procedures
- » When you fail to report or seek advice / poor lines of communication
- » When you fail to record
- » Ethos and culture

# Practical information:

- ▶ Reminder: Tea/coffee breaktimes. Coffee/Tea/Kettles and biscuits in the small kitchen by the hall
- ▶ Please use staff toilets by the hall
- ▶ Please don't use mobile phones when in the school
- ▶ Fire drills and 'Lockdown'
- ▶ Internet Safety evening - Tuesday 14<sup>th</sup> November

What would be helpful?



Any questions?

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# What Next?

- » Am I clear enough about my role in school and that of other key people?
- » Am I clear about the relevant procedures in school?
- » Am I clear about what I should do if I am concerned about a child's welfare?
- » Am I clear about the appropriate sources of advice and support available to me?
- » Is there anything I need to speak to the DTCP about?