

Every member of staff has a duty of care to safeguard our children.

Take immediate action if you have any concerns.

Contact us.



Gulbanu Kader
Principal



Richard Grainger
Vice Principal - DSL



Reshma Bharakhada
Lead Safeguarding Officer



Alex Furniss -DSL
Assistant Head of Year 7



Maria Jones - DSL
Assistant Head of Year 8



Kalisha James - DSL
Assistant Head of Year 9



Carly Yazdani - DSL
Assistant Head of Year 10



Hina Parmar - DSL
Assistant Head of Year 11

Safeguarding Procedure

What you should do:

- Immediately report any concerns to the Designated Safeguarding Lead (DSL) or Designated Deputy.
- Record what has been noted or said and sign and date it. Give this to the DSL.
- Keep what has happened confidential to as few as people as possible, who need to know.
- It is not your job to investigate concerns about a child or talk to parents. The DSL will lead on this.

If a child tells you about abuse:

- Treat what the child tells you seriously
- Reassure the child they have done the right thing by telling you
- Do not question the child or give suggestions, ideas or words
- Do not promise to keep what they have said a secret
- Tell the child you will pass on what they have said to one of the safeguarding team.
- Do not speak to the child's parents.
- Immediately report the information to the DSL or deputy.
- Record what the child has said, in their own words as far as possible, date it and give it to the DSL or send an email.

What happens next?

The DSL will gather information and decide on the next course of action.

The DSL will let you have some feedback.

Safeguarding Information



SAFEGUARDING – RUSHEY Rs

Staff are required to email any concerns immediately to the relevant DSL, as per protocol.

RECEIVE – listen, respect, note.

REASSURE – Alleviate guilt. Do not promise confidentiality (share on a need to know basis).

REACT – Open questions only, no repetition, explain protocol

RECORD – via email or written down (sign and date)

REMEMBER – to follow Rushey policy

REFLECT – seek support/feedback

Emotional

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve;

- Conveying to a child that they are worthless, unloved inadequate, or valued only in so far as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say and how they communicate.
- Seeing or hearing the ill-treatment of another.
- Interactions that are beyond limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

Indicators of Child Abuse

Should you think that any child in our school is a victim of any form of abuse, then please inform the DSL immediately, or email

Safeguarding@rushey-tmet.uk

Physical

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness of a child

Neglect

Neglect is the persistent failure to meet a child's physical, psychological and/or basic emotional needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure Access to appropriate medical care or treatment

Sexual

Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Activities may involve:

- Physical contact, including penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing.
- Non-contact activities, including children looking at, or in the production of sexual images and watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

