



**Mowmacre Hill Primary School**

**Designated Safeguarding Lead (DSL):**

Mr Matthew Peet

**Deputy Designated Safeguarding Lead (DDSL):**

Mrs Laura Hackett

**Deputy Designated Safeguarding Lead (DDSL):**

Mrs Estelle Ewing

**Deputy Designated Safeguarding Lead (DDSL):**

Mrs Susan Edwards

**Deputy Designated Safeguarding Lead (DDSL):**

Mrs Donna Wilson

**Deputy Designated Safeguarding Lead (DDSL):**

Miss Sandra Lloyd

**Deputy Designated Safeguarding Lead (DDSL):**

Mrs Julie Eyden

**Deputy Designated Safeguarding Lead (DDSL):**

Miss Fiona Simmonds

**Deputy Designated Safeguarding Lead (DDSL):**

Mrs Rhea Sills

**Member of the Advisory Board with Responsibility for Safeguarding:**

Miss Jennifer Connelly



**Mowmacre Hill  
Primary School**

Striving for Excellence; United in life-long learning for a better tomorrow

**Safeguarding Leaflet for School  
Visitors**



It may be that you have a concern which feels very vague and would simply like to discuss your concerns with the DSL then please feel free to do so.

Dealing with issues of child abuse can be distressing for the adult to whom the abuse is disclosed or who has concerns. It is terribly important that you talk about your feelings after the event. However, it is also very important to remember that children's details and names must remain confidential and any discussion that you feel you need to undertake does not allow the child to be identified to anyone else.

**Remember:**

- Be **watchful** for abuse.
- **Listen** if a child talks to you.
- Do not question the child but **report** your concerns to the Designated Safeguarding Lead.

If you have any queries regarding the information contained in this leaflet, or require further clarification of any points, please do not hesitate to contact either Mr Peet (DSL) or any DDSLs.

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As a visitor to our school, either as a helper, supply teacher or someone who has come to work with our children in any other capacity, it is important you are aware of our Safeguarding and Child Protection procedures.

### There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It may be that you are approached by a child who wants to talk to you about something that has or is happening to them. They will tend to choose someone that they trust or know well and this will not always be their own class teacher. It may be someone that reads with them regularly and with whom they have formed a good relationship.

There may, however, be occasions when you have cause for concern, either about marks or bruises on a child, about something they say or the condition that they are in at school, e.g. dirty, smelly or hungry.

### Disclosures of abuse by a child:

If you are approached by a child wanting to talk, you should listen positively and reassure the child. If you can, try and ensure a degree of privacy, but this may not always be possible.

**Whilst this can be an alarming situation to find yourself in, it is important not to let the moment pass - for every child who does finally disclose information, evidence shows that they have usually tried up to 12 times before.**

### Helping the child when abuse is disclosed:

- Be prepared to listen and comfort.
- Do not show revulsion or distress, however distasteful the events are.
- Stay calm and controlled.
- **Do not make false promises, i.e. that you will keep the abuse a secret or that the police will not be involved. DO NOT PROMISE CONFIDENTIALLY.**
- Let the child know at once that it was not his/her fault and keep restating this.
- Be aware of your own feelings about abuse and find someone you can share those feelings with once the procedures have been completed.
- Reassure the child that they were right to tell, even though the abuse may have happened a long time ago.
- Reassure the child that you still care for them and that what they have said does not make you care for them less.
- As soon as possible, write a first-hand account of what was said and done using CPOMS.
- Make them aware that their disclosure will be reported only to those who need to know and can help.
- **Do not question a child; try to limit your involvement to listening. A CHILD CAN BE INTERVIEWED ONLY ONCE.**

**It is also important to remember that it is not your responsibility to investigate suspected cases of abuse, only to recognise, report and refer.**

**All concerns are logged via CPOMS. If you do not have a login use the paper version of the form (staffroom) and speak to the DSL/DDSL.**

### If you have concerns about a child's welfare

- It may be that you might have concerns about a child's well-being, but they have not actually said anything to you. If such a situation arises, you should speak to the Designated Safeguarding Lead.
- Abuse or neglect can have a damaging effect on a child's health, educational attainment and emotional well-being. If you have worked with a group of children over many weeks, you may see changes in behaviour. Such changes may not necessarily indicate that a child is suffering abuse or neglect.
- In some cases those changes may be the symptoms of a hidden disability or undiagnosed medical condition, and the need to distinguish those cases reinforces the need for a careful and thorough assessment of the child and his/her needs when concerns are passed on.
- It is important you do not feel afraid about passing on their concerns. The information may be a small piece in a bigger jigsaw and help to get a better understanding of a child's predicament. Any concerns, however seemingly trivial, should be passed on to the Designated Safeguarding Lead.
- Once again, you should put your concerns in writing as well as talking to the Designated Safeguarding Lead.

### Guidance for recording information:

You should record your concerns as soon as possible and include the following:

- What is the evidence that led to the concern?
- What the child said verbatim
- What you did or said in response (if a discussion has taken place).