



## Child protection and safeguarding guide for visitors

Please be advised that this guide covers topics that may be sensitive in nature.

### Keeping yourself safe

Whilst on site, you must always remain professional, especially if you are a volunteer, trainee or on work experience. You must wear the ID badge given to you at all times whilst on the school premises. Always be aware of how you speak to a pupil – they may interpret jokes or compliments differently. Avoid physical contact and do not make racist, homophobic or sexualised comments.

Please be aware that you may be escorted or supervised throughout your visit. You should avoid being alone with a pupil; however, if your duties require you to be alone with a pupil, always ensure that a desk is between you, the door is open, or you can be seen so that you are visible to others. If a pupil touches or speaks to you inappropriately, you must tell the headteacher and ensure you record the date and time of the incident.

Where a pupil has told you that they are being harmed, you must not question the pupil and must speak to the designated safeguarding lead (DSL) immediately. Only trained investigators should question a pupil who has said they are being harmed.

You must never share contact details with a pupil or arrange to meet them outside of school hours. Pupils should not be contacted through social media and you should not discuss the school, its teachers or its pupils across such platforms.

Taking photographs or recording videos is not permitted unless consent has been granted by the headteacher for the relevant school activity.

### Types of harm

The following is a list of possible forms of harm that pupils can face:

**Physical abuse** – a pupil suffers physical harm or injury, e.g. bruises and cuts.

**Emotional abuse** – a pupil receives emotional maltreatment which causes adverse effects on their development, e.g. being told they are worthless.

**Sexual abuse** – a pupil is forced or enticed into taking part in sexual activities, whether or not they are aware of what is happening. Indicators may include the use of sexual language or not wishing to be alone with someone in particular.

**Neglect** – a pupil's basic physical and/or psychological needs are consistently not met, resulting in serious impairment of their health or development, e.g. by providing inadequate amounts of food. A child may appear tired or malnourished.

**Child sexual exploitation (CSE) and child criminal exploitation (CCE)** – a child is subject to a form of abuse where an individual or group takes advantage of, or manipulates, a child into sexual or criminal activity, in exchange for something the victim wants or needs. An indicator may be that the child has unexplained new items or presents.

**Peer-on-peer abuse** – peer-on-peer abuse can involve physical abuse, CSE, CCE, serious youth violence, and harmful sexual behaviour between pupils and their peers.

## Reporting concerns

You must inform the school's DSL if you are worried about something a pupil says, marks or bruising on a pupil, a pupil's behaviour and/or changes in a pupil's behaviour.

If a pupil discloses that they are being harmed, you must:

- React calmly, listen carefully and reassure the pupil they have done the right thing.
- Not promise confidentiality; explain that you may need to tell somebody if the pupil's safety is at risk.
- Not question the pupil further – this should be done by somebody who is trained to investigate.
- Take a record of what the pupil has said, including the date, time and how and when the information was received. This information must be passed to the DSL immediately.

Should you have concerns about the conduct of a member of staff following an observation or disclosure, you must immediately inform the headteacher or, in their absence or if the concern regards them, their deputy. If you have any questions or concerns about the safeguarding of pupils, you can contact the DSL using the contact details provided.