

## Safeguarding information for staff

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Safeguarding and promoting the welfare of children is defined for the purposes of the guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Staff member should be aware of systems within their school which support safeguarding, this should include:

- The child protection policy ;
- The staff behaviour policy (code of conduct ); and
- The role of the designated safeguarding lead.

St. Margaret Mary Catholic Primary School

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# Keeping Children Safe in Education

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## Safeguarding



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## What school staff should know and do:

A child centred and coordinated approach to safeguarding.

Schools and their staff are in an important part of the wider safeguarding system for children. This system is described in statutory guidance **Working Together to Safeguard Children**.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children, their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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The role of school staff:

School staff have an important role as they are in a position to identify concerns early, provide help and prevent concerns from escalating. All school staff should be prepared to identify children who may benefit from early help; providing support as soon as a problem emerges at any point in a child's life, from the foundation years, through to the teenage years. Any staff member who has a concern about a child's welfare should follow referral process.

What school staff should do if they have concerns about a child?

If staff members have any concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree on a course of action, although any staff member can make a referral to children's social care but must inform the designated lead as soon as possible. Other options include referrals to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. If a child is at risk of harm or in immediate danger, the referral should be made straight away to children's social care and/or the police.

Record Keeping:

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

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Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.

What school staff should look out for?

School staff should look out for the types of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Staff should be aware that in most cases, multiple issues will overlap with one another.



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