



# ST FRANCIS SCHOOL

## **STAFF CODE OF CONDUCT FOR SAFER WORKING PRACTICE POLICY (B5)**

### **INTRODUCTION**

This is a guide for adults working in school (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to protect both adults and pupils. It refers to and complements other policies and guidance at St Francis School, including:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Physical Restraint Policy
- Anti-Bullying Policy
- Staff ICT Use Policy

This policy is based upon the DFE document, 'Guidance for Safer Working practice for those working with children and young people in educational settings' (Feb 2022), in which can be found useful examples of acceptable and unacceptable conduct, together with discussion of the issues raised. Staff should also refer to the KCSIE (Part 1) including the Annex A (2024).

The Designated Safeguarding Leads are:

DSL - Jonty Butler (Travancore)

Deputy DSL - Rachel Ashman (Haybrook)

DSL - Maria Urbieta-Myers (Little Saints Nursery)

Deputy DSL – Holly Van Lochem (Little Saints Nursery)

Child Protection Governor - Carrie Askew (ILG)

### **BASIC PRINCIPLES**

- The child's welfare is paramount (Childrens' Act 1989)
- Adults working in school are responsible for their own actions and behaviour and should avoid any conduct which could lead a reasonable person to question their motivation or intentions.
- Adults working in the school must work and be seen to work in an open and transparent way.
- Adults should discuss and/or take advice promptly from their line manager or another senior member of staff about any incident which could give rise to concern. This would include reporting infatuations by a pupil for that or another member of staff , to ensure that such situations can be handled promptly and sensitively.
- A record should be kept of any such incident and of decisions made/further actions agreed, in accordance with school record keeping policy.
- Staff should apply the same professional standards regardless of gender or sexuality.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

**ALL STAFF, VOLUNTEERS AND VISITORS** to St Francis must:

- Be familiar with and work in accordance with the policies at St Francis including:
  - Child Protection and Safeguarding
  - Anti-Bullying Policy
  - Behaviour Policy
  - Physical Restraint Policy
  - Staff Code of Conduct Policy
  - Staff ICT Use Policy
  - E-Safety
  - Health and Safety
  - Photography and Digital Images of Children
  - Whistleblowing
  
- Provide a good example and a positive role model to pupils;
  
- Behave in a mature, respectful, safe, fair and considered manner. For example:
  - Not be sarcastic and not making remarks or ‘jokes’ to students of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature;
- Not embarrass or humiliate pupils;
- Not discriminate favourably or unfavourably towards any pupil. For example:
  - Treat all pupils equally – never building special relationships or conferring favour on particular pupils.
  - Not giving or receiving (other than token) gifts unless arranged through the school
- Ensure that relationships with pupils remain on a positive footing. For example:
  - Only touching pupils for professional reasons when this is necessary and appropriate for the pupil’s well-being or safety (more guidance on this is set out in the DfE Guidance for Safe practice and the School’s Physical Restraint Policy referred to above);
- Not behaving in a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people’s children;
- Not making arrangements to contact, communicate or meet with pupils outside work (this includes use of social media, e-mail, text and other messaging systems).
- Not developing ‘personal’ or sexual relationships with pupils. Particular attention is drawn to the provisions of the Sexual Offences Act 2003 which creates a new criminal offence of abuse of a position of trust (when a person aged 18 or over is in a ‘position of trust’ with a person under the age of 18 and engages in sexual activity with or in the presence of that child or causes or incites that child to engage in or watch sexual activity).

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| Updated by: JNB   | Reviewed by: JNB December 24  | Next revision: September 2025 |
| Approved by Head: | Approved by Safeguarding Gov: | Responsibility: Deputy Head   |

Appendix 1

## **St. Francis School** **Safer working practices**

### **Safeguarding**

Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

### **Duty of Care**

Any person in charge of, or working with pupils in any capacity is considered, both legally and morally, to owe them a duty of care.

This is the duty which rests upon an individual or school to ensure that all reasonable steps are taken to ensure the safety of a child.

### **Safer Working Practice – why is it important?**

- **Safer for children**  
*Safety of the child is paramount*
- **Safer for adults**  
*Protection of staff/adults from actions being misconstrued*
- **Safer for the school**  
*Peace of mind for all.*

### **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DFe Feb 2022)**

‘It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This document aims to reduce the risk of these.

It must be recognised that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. However, allegations may also be false or misplaced and may arise from differing perceptions of the same

event. When they occur, they are inevitably distressing and difficult for all concerned. It is therefore essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely.’

Please use the link below to a copy of the full guidance.

 [GSWP Feb 2022.pdf](#)

## Summary of Key Points

| Key Points   | Additional Guidance   |
|--|---|
| <p><b>Confidentiality</b></p> <p>Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need-to-know basis.</p>  | <ul style="list-style-type: none"> <li>● be clear about when information can be shared and in what circumstances it is appropriate to do so</li> <li>● treat information about pupils in a discreet and confidential manner</li> <li>● seek advice from a senior member of staff if in any doubt about sharing information which has been requested of them</li> <li>● know to whom any concerns or allegations should be reported</li> </ul> |
| <p><b>Propriety and Behaviour</b></p> <p>There may be times when an adult’s behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with pupils. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.</p>   | <ul style="list-style-type: none"> <li>● Adults in contact with pupils should therefore understand and be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.</li> </ul>   |
| <p><b>Communication with Pupils</b></p> <p>Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as the use of social media, mobile phone text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.</p> <p>Adults should not share any personal information with a child or young person, and should not be ‘friends’ with any pupil on social media.</p> <p>Adults should ensure that all communications are transparent and open to scrutiny.</p> | <ul style="list-style-type: none"> <li>● ensure that personal social networking sites are set at private and pupils are never listed as approved contacts e.g. Facebook</li> <li>● never use or access the social networking sites of pupils.</li> <li>● do not give personal contact details to pupils, including mobile telephone numbers.</li> </ul>   |
| <p><b>Social contact</b></p> <p>If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response. There will be occasions when there are social contacts between pupils and staff, where for example the parent and teacher are part</p>  | <ul style="list-style-type: none"> <li>● always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme</li> <li>● advise senior management of any regular social contact they have with a pupil which could give rise to concern</li> <li>● refrain from sending personal communication to pupils or parents unless agreed with senior managers</li> </ul>          |

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| <p>of the same social circle. These contacts however, will be easily recognised and openly acknowledged.</p>   | <ul style="list-style-type: none"> <li>inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship</li> <li>inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g., babysitting, tutoring</li> </ul>  |
| <p><b>Sexual Contact</b></p> <p>All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust.</p> <p>Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.</p>  | <ul style="list-style-type: none"> <li>ensure that relationships with pupils clearly take place within the boundaries of a respectful professional relationship</li> <li>take care that neither language nor conduct gives rise to comment or speculation. Attitudes, demeanour and language all require care and thought.</li> <li>follow the school Rewards and Sanctions Guidelines to avoid any actions being misconstrued.</li> </ul>   |
| <p><b>Physical Contact</b></p> <p>There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.</p> <p>A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.</p> <p><b>Children in Distress</b></p> <p>There may be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.</p> | <ul style="list-style-type: none"> <li>be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described</li> <li>never touch a child in a way which may be considered indecent</li> <li>always be prepared to report and explain actions and accept that all physical contact be open to scrutiny</li> <li>where possible encourage children to undertake self-care tasks independently</li> </ul> |
| <p><b>Physical contact - Activities</b></p> <p>Some adults who work in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such</p>   | <ul style="list-style-type: none"> <li>physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary.</li> </ul>   |

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| <p>activities should be carried out in accordance with existing codes of conduct, regulations and best practice.</p>   | <ul style="list-style-type: none"> <li>● contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.</li> </ul>  |
| <p><b>Intimate and personal care</b><br/>Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting.</p> <p>This supervision of young people changing should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment</p>   | <ul style="list-style-type: none"> <li>● adhere to the school's intimate care policy</li> <li>● make other staff aware of the task being undertaken</li> <li>● explain to the child what is happening</li> </ul> <p>When children are changing:</p> <ul style="list-style-type: none"> <li>● avoid any physical contact when children are in a state of undress</li> <li>● avoid any visually intrusive behaviour</li> </ul>  |
| <p><b>Behaviour Management</b><br/>Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.</p> <p>Any sanctions or rewards used should be in line with the school behaviour policy</p>   | <ul style="list-style-type: none"> <li>● do not use force as a form of punishment</li> <li>● try to defuse situations before they escalate</li> <li>● inform parents of any behaviour management techniques used</li> <li>● adhere to the school's behaviour policy</li> </ul>  |
| <p><b>Physical Intervention</b><br/>The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.</p> <p>When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.</p> | <ul style="list-style-type: none"> <li>● adhere to the school's physical intervention policy</li> <li>● always seek to defuse situations</li> <li>● always use minimum force for the shortest period necessary</li> <li>● record and report as soon as possible after the event any incident where physical intervention has been used.</li> </ul>  |
| <p><b>First Aid /Medication</b><br/>When administering first aid, wherever possible, staff should ensure that another adult is present, or aware of the action being taken.</p> <p>With the permission of parents, children should be encouraged to self-administer medication or treatment including, for example any ointment, sun cream or use of inhalers.</p>   | <ul style="list-style-type: none"> <li>● always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication</li> <li>● adhere to the school's policy for administering first aid or medication</li> <li>● comply with the necessary reporting requirements</li> <li>● make other adults aware of the task being undertaken</li> <li>● explain to the child what is happening.</li> <li>● always act in the child's best interests</li> </ul> |
| <p><b>One to One Situations</b><br/>One to one situations have the potential to make a child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them.</p>  | <ul style="list-style-type: none"> <li>● ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.</li> <li>● ensure that the door is left open or that the room has a window in the door</li> </ul>   |

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| <p><b>Home visits</b></p> <p>All work with pupils and parents should, wherever possible, be undertaken in the school or other recognised workplace.</p> <p>If home visits are deemed necessary, it is essential that appropriate policies and related risk assessments are in place to safeguard pupils and the adults who work with them.</p>  | <ul style="list-style-type: none"> <li>● agree the purpose for any home visit with senior management.</li> <li>● Ensure that there is an agreement that the parent or other suitable adult will remain in the home throughout.</li> <li>● adhere to agreed risk management strategies</li> <li>● always make detailed records including times of arrival and departure and work undertaken</li> </ul>  |
| <p><b>Transporting Pupils</b></p> <p>In certain situations e.g. out of school activities, staff or volunteers may agree to transport children.</p> <p>Wherever possible and practicable it is advisable that transport is undertaken in school minibuses, with at least one adult additional to the driver acting as an escort.</p> <p>It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.</p> | <ul style="list-style-type: none"> <li>● plan and agree arrangements with all parties in advance</li> <li>● respond sensitively and flexibly where any concerns arise</li> <li>● take into account any specific or additional needs of the pupil</li> <li>● have an appropriate licence/permit for the vehicle</li> <li>● ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive</li> <li>● ensure that if they need to be alone with a pupil this is for the minimum time</li> <li>● be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer</li> <li>● report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures</li> <li>● ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven</li> <li>● ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified</li> </ul> |
| <p><b>Educational visits and After School Activities</b></p> <p>Adults should take particular care when supervising pupils on trips and outings, where the setting is less formal than the usual workplace.</p> <p>Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.</p>   | <ul style="list-style-type: none"> <li>● always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager</li> <li>● undertake risk assessments in line with their school's policy where applicable</li> <li>● have parental consent to the activity</li> <li>● ensure that behaviour remains professional at all times</li> </ul>  |
| <p><b>Photography and Videos</b></p> <p>Working with pupils may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of pupils.</p>  | <p>This means that we should:</p> <ul style="list-style-type: none"> <li>● be clear about the purpose of the activity and about what will happen to the images when the activity is concluded</li> <li>● be able to justify images of children in their possession</li> </ul>  |

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| <p>Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.</p> <p>There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.</p> <p>It is not appropriate for adults to take photographs of children for their personal use.</p> <p>It is recommended that when using a photograph the following guidance should be followed:</p> <ul style="list-style-type: none"> <li>○ if the photograph is used, avoid naming the pupil</li> <li>○ if the pupil is named, avoid using their photograph</li> </ul> <p>Images should be securely stored only on the school network (in the correct location) and accessed only by those authorised to do so.</p> | <ul style="list-style-type: none"> <li>● avoid making images in one to one situations or which show a single child with no surrounding context</li> <li>● ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.</li> <li>● <b>only use equipment provided or authorised by the school</b></li> <li>● <b>personal smart phones and tablets should not be used to take or store images of pupils</b></li> <li>● report any concerns about any inappropriate or intrusive photographs found to a member of SLT</li> <li>● always ensure parental permission before to taking and/or displaying photographs (check photo permission on school manager)</li> </ul> <p>This means that we should not:</p> <ul style="list-style-type: none"> <li>● display or distribute images of children unless they have consent to do so from parents/carers</li> <li>● use images which may cause distress</li> <li>● use mobile telephones or any other similar devices to take images of children</li> <li>● take images 'in secret', or take images in situations that may be construed as being secretive.</li> </ul> |
| <p><b>Access to Inappropriate Images and Internet Usage</b></p> <p>There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children is illegal. This will lead to criminal investigation and, if proven, the individual being barred from working with pupils.</p> <p>Adults should ensure that pupils are not exposed to any inappropriate images or web links. Schools and adults need to ensure that internet equipment used by children has the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.</p>  | <ul style="list-style-type: none"> <li>● follow the school's Staff ICT Use Policy</li> <li>● ensure that children are not exposed to unsuitable material on the internet</li> <li>● ensure that any films or material shown to pupils are age appropriate</li> </ul>   |
| <p><b>Sharing concerns and recording incidents</b></p> <p>All staff should be aware of their establishment's safeguarding procedures, including the procedures for dealing with allegations against staff, including agency staff and volunteers, and for reporting low level concerns.</p> <p>In the event of an allegation being made, by any person, or incident being witnessed, the relevant information should be immediately recorded and</p>   | <ul style="list-style-type: none"> <li>● be familiar with their establishment's arrangements for reporting and recording concerns and allegations</li> <li>● know how to contact the DO and Ofsted/regulatory body directly if required</li> <li>● take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or setting</li> </ul>  |



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| <p>reported to the headteacher, senior manager or Designated Safeguarding Lead as appropriate.</p> <p>Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with or behaviour towards pupils, so that appropriate support can be provided and/or action can be taken.</p> <p>In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Head teacher, proprietor or senior manager in line with the setting's procedures.</p> |  |
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### **Making a Professional Judgement**

- This guidance cannot provide a complete checklist of what is, or is not appropriate behaviour for adults in all circumstances. There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge.
- Such judgements should always be recorded and shared with a member of SLT and with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably and responsibly.
- Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

## Appendix 2

**WHAT NEXT? You now need to record any concerns or information on a 'Child Welfare and Child Protection Concern Form'.**

These can be found in the staff room (both Haybrook, Travancore and Little Saints Nursery); in the school office, or on the Google Staff Drive: Safeguarding and Child Protection. The form takes you through the information required. It should be hand written and completed as soon after the disclosure (if one has been made) as you can. Include as much detail as you can as this will allow the school to make an informed decision about how to help the child.

When you have completed this, it should be handed to the Designated Senior Lead for Child Protection and Safeguarding (DSL), or in their absence, the Deputy DSL or the Headmaster.

The Safeguarding Team

DSL: Mr. Jonty Butler  
Deputy DSL: Mrs. Rachel Ashman

Nursery

DSL: Mrs Maria Urbigeta-Myers  
Deputy DSL: Mrs. Holly Van Lochem

**What should you do if the alleged abuser is a member of staff?**

You should report such an allegation to the:


Headmaster - headmaster@stfpewsey.co.uk  
Designated Safeguarding Governor:  
Carrie Askew, ILG Safeguarding Governor  
Mobile 07789-882 597  
Email: carrie@inspiredlearninggroup.co.uk

**Safer Working Practice**

**How can you assure that your behaviour is always appropriate?**

- ♦ Appropriate relationships with children should be based on trust and mutual respect.
- ♦ Avoid unnecessary physical contact, and where contact is necessary ensure it is relevant to their age or understanding and lasts for the minimum time necessary.
- ♦ If you are working with a pupil on their own always ensure that the door is left open or that you are visible to others.
- ♦ Mobile phones should not be used in the presence of pupils.
- ♦ Do not photograph pupils.
- ♦ Dress appropriately.
- ♦ Do not give out your personal details or exchange emails, texts with pupils.
- ♦ Do not contact pupils via social media networks.

*Please help us to safeguard our pupils by following these guidelines.*



 SAFEGUARDING 

  
**ST FRANCIS SCHOOL**

**SAFEGUARDING  
ADVICE FOR  
VOLUNTEERS AND  
VISITORS**

**Updated  
December 2024**

## SAFEGUARDING ADVICE FOR VISITORS AND VOLUNTEERS

**Introduction**

At St. Francis School we are committed to safeguarding and meeting the needs of our pupils. The Children's Act (1989& 2004) states that 'The welfare of the child is paramount' and, as a result, staff and governors are committed to the following principles:

- Listening to and valuing all pupils;
- Ensuring all staff, both teaching and support, are aware of the signs and symptoms of abuse, know the correct procedure for referring concerns or allegations, and receive appropriate training to enable them to carry out these requirements;
- Maintaining a safe school environment for all students;
- Working in partnership with parents and outside agencies and sharing information with them.

The aim of this leaflet is to provide some useful advice and information when working with children at our school.

**What are your responsibilities?**

All those who come into contact with children through their everyday work, whether paid or voluntary, have a duty to safeguard and

The 'Working Together' guidance (2023) recognises that there are 4 categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Safeguarding is not just about protecting children from deliberate harm. It includes other issues such as:

- Internet safety
- Health and safety
- Meeting the needs of others with medical issues
- Bullying
- Physical intervention
- Racist abuse
- Harassment and discrimination

**What should you do if you are worried about a child?**

If whilst working with a child you become concerned about:

- Comments made by a child
- Marks or bruising on a child
- Changes in the child's behaviour or demeanour

See the 'WHAT NEXT?' section of this leaflet.

**What should you do if a child discloses that they are being harmed?**

It may be that whilst you are in school you are approached by a child who wants to talk to you about something that has happened or is happening to them. We have a very clear system which enables you to report to us so that we can help the child.

**What should you do?**

If you are approached by a child, help them by:

- ⇒ Listening positively to what is said;
- ⇒ Allowing the child to talk freely;
- ⇒ Taking whatever the child has to say seriously;
- ⇒ Reassuring the child, but ensuring that you don't make promises you can't keep;
- ⇒ Staying calm, however shocked you may be;
- ⇒ Letting the child know that this information will need to be passed on so that they can be helped.

You should not:

- ◊ Ask leading questions;
- ◊ Appear shocked or angry;
- ◊ Make judgements;
- ◊ Promise to keep any information a secret;
- ◊ Confront or question the alleged abused—it is not your job to investigate.