

Addendum to the Safeguarding Policy.

Safe People

We encourage our students to identify safe people they can talk to and confide in. Many of us, including myself, regularly check in with students—ensuring they are okay and helping them navigate their challenges.

This aligns with our school's safeguarding ethos, and I fully support appropriate conversations that help a child. However, if these conversations remain entirely private—meaning no one else is aware of them—it can create the perception of secrecy. Please know that this is not a reflection of any concerns I have about you personally; if it were, we would have already discussed it.

To keep ourselves safe and maintain transparency:

- Ensure that students have multiple safe people to talk to. Avoid being the only person a child confides in or the sole individual managing a complex issue.
- Maintain an ongoing dialogue with other staff involved in the student's support. If this isn't feasible, discuss it with Bev, Sam, myself, or another DSL.
- Communicate with your class team about students you are supporting. If you are a designated safe person for a child, document this in their risk reduction or behavior plan.
- Record any relevant conversations on **MyConcern**.
- Remind students that while they have a right to confidentiality, you cannot keep concerns private and will seek help if needed.
- If appropriate, consider having another staff member present during conversations.
- If you have any concerns, please speak with myself, Donna, Lyndsay, or Kieran.

Team Teach Recording

As part of **Team Teach (TT) training** and in accordance with our behavior policy, please be mindful of the following statement:

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally. These should not necessarily be seen as a failure of professional technique but rather as a regrettable and infrequent side effect of ensuring the service user remains safe.”

When recording incidents, we:

- Record that you have conducted a visual check for marks or bruising and note if none are present. Record any marks in the book.
- If any marks are observed, describe them and ask a first aider to check and document them in their system.