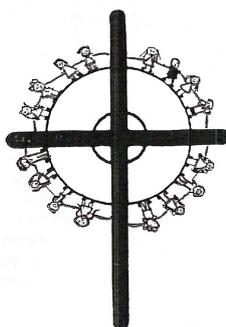


# Christ Church C of E (VA) Primary School



## CHRIST CHURCH C OF E (VA) PRIMARY SCHOOL STAFF CONDUCT GUIDANCE

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*Reproduced from the original document "Guidance for Safer Working Practice for Adults who Work with Children and Young People"*

## **SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN**

S175/157 of the Education Act 2002 places a duty on schools to make arrangements to safeguard its pupils and states that:

“The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.”

“Keeping Children Safe in Education,” details the statutory guidance placing a duty on schools to promote the welfare of children. The definition of safeguarding children in “Working Together to Safeguard Children” 2015 is as follows:

- 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
- Taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, be healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

Christ Church C of E (VA) Primary School strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment
2. Identifying child welfare concerns and taking appropriate action
3. Using the curriculum to enable our children to develop keep safe strategies
4. Creating a listening culture to hear the child’s voice
5. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy applies mostly to points 1 and 2 above and reflects current legislation, accepted best practice and complies with the government guidance: Working together to Safeguard Children (2015) and Keeping Children Safe in Education (2015)

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## 1. Purpose of Guidance

At Christ Church C of E (VA) Primary School we strive to be inclusive, to meet the needs of all students and to treat all students, parents, staff and members of the wider community with equal respect. We celebrate diversity and actively work to create a cohesive community. Our safeguarding policies are designed to promote this ethos and to create clear systems for any stakeholder with a complaint. It is important that all adults working with children understand that the nature of their work, and the responsibilities related to place them in a position of trust and the expectation to carry out their duties in accordance with relevant policies and procedures. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- *Clarify behaviours which are safe practice and those that should be avoided to keep children safe;*
- *Clarify what is expected in terms of professional behaviour;*
- *Assist adults working with children to work safely and responsibly and to monitor their own standards and practice;*
- *Support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;*
- *Support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;*
- *Support safer recruitment practice;*
- *Minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;*
- *Reduce the incidence of positions of trust being abused or misused.*

This guidance cannot provide an exhaustive list of what is, or is not appropriate behaviour for adults however; it does highlight behaviour that is illegal, inappropriate or inadvisable. However, this document does give clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided.

**There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the students and that staff will always advise their senior colleagues of their justification for any such action already taken or proposed.**

## 2. Definitions

**Children and Young People:** Throughout this document references are made to "children and young people". These terms are interchangeable and refer to children who have not yet reached their 18<sup>th</sup> birthday. This guidance, however also has value for those working with vulnerable adults.

**Adults/ Staff:** References to 'adults' 'staff' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of, children and young people, in either a paid or unpaid capacity.

**Manager:** The term 'manager' refers to those adults who have responsibility for managing services including the supervision of employees and/or volunteers at any level.

**Employer:** The term 'employer' refers to the organisation, which employs, or contracts to use the services of individuals in pursuit of the goals of that organisation. In the context of this document, the term 'employer' is also taken to include 'employing' the unpaid services of volunteers.

**Safeguarding:** The 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:** The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care.

### **Core Principles**

- *The welfare of students is paramount.*
- *Staff are responsible for their own actions and behaviour and should avoid any conduct, which would lead any reasonable person to question their motivation and intentions.*
- *Staff should work, and be seen to work in an open and transparent way.*
- *Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.*
- *Records should be made of any such incident and of decisions made/further actions agreed.*
- *Staff should apply the same professional standards in keeping with the School's Equality Policy.*
- *All staff should know the name of their Designated Senior Lead for child protection (Michaela Long (Head Teacher), Pat Parkes (SENCO), Emma Quigley & Kay Taylor (Deputy Head), be familiar with child protection arrangements and understand their responsibilities to safeguard and protect students.*
- *Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.*

### **3. Staff Responsibility**

This guidance has been produced to help all staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

This policy applies to **all adults working in education settings whatever their position, roles, or responsibilities.**

Individuals should follow this guidance in their day-to-day practice. It should also be referred to when taking on new work, different duties or additional responsibilities. Always seek advice if you are unsure about the conduct you should be adhering to. For teaching staff this guidance should be used in conjunction with Part B of the Teachers' Standards. Employees must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

Staff must treat all other employees, pupils, parents, and people with whom they come into contact with courtesy and respect, and must not make any remarks or gestures relating to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation which may cause offence.

## Guidance for Safe Working Practice

### 4. Context

All adults who work with children and young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults working in all settings to establish safe and responsive environments, which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.

*This means that these guidelines:*

- Apply to **all** adults working in all settings whatever their position, role, or responsibilities
- May provide guidance where an individual's suitability to work with children and young people has been called into question.

### 5. 'Unsuitability'

The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with children and young people. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with children and young people.

*This means that staff should:*

- Have a clear understanding about the nature and content of this document
- Discuss any uncertainties or confusion with their line manager
- Understand what behaviours may call into question their suitability to continue to work with children and young people

### 6. Duty of Care

*This means that staff should:*

Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect students from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and students, and behaviour by staff that demonstrates integrity, maturity and good judgement.

Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well being of children and young people. Failure to do so may be regarded as neglect.

There are legitimate high expectations about the nature of the professional involvement of staff in the lives of students. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices under the Health and Safety at Work Act 1974. This requires them to provide a safe working environment for adults and provide guidance about safe working practices. Employers also have a duty of care for the well being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. The Human Rights Act 1998 sets out important principles regarding protection of individuals from abuse by state organisations or people working for those institutions. Adults who are subject to an allegation should therefore be supported and the principles of natural justice applied.

The Health and Safety Act 1974 also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's duty of care and the adult's duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of these guidelines.

- *Understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached*
- *Always act, and be seen to act, in the child's best interests*
- *Avoid any conduct which would lead any reasonable person to question their motivation and intentions*
- *Take responsibility for their own actions and behaviour*

*This means that the school should:*

- *Ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored*
- *Ensure that codes of conduct/practices are continually monitored and reviewed*
- *Ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures*
- *Foster a culture of openness and support*
- *Ensure that systems are in place for concerns to be raised*
- *Ensure that adults are not placed in situations which render them particularly vulnerable*
- *Ensure all adults have access to and understand this guidance and related, policies and procedures*
- *Ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care.*

## **7. Confidentiality**

*This means that staff:*

Members of staff may have access to confidential information about students or their parents or carers in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership. Any actions should be in line with locally agreed information sharing protocols.

Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

The storing and processing of personal information about children and young people is governed by the Data Protection Act 1998. Employers should provide clear advice to adults about their responsibilities under this legislation.

## **8. Exercise 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, in these

- *Are expected to treat information they receive about students in a discreet and confidential manner.*
- *When in any doubt about sharing information they hold or which has been requested of them, they should seek advice from a senior member of staff*
- *Need to be cautious when passing information to others about a student.*
- *Need to know to whom any concerns or allegations should be reported*
- *Should ensure that they work within the Data Protection Act and Child Protection policies, guidance and legislation.*

*This means that where no specific guidance exists staff should:*

- *Discuss the circumstances that informed their action, or their proposed action, with a senior manager, or with the parent/carer if not working for an organisation*
- *Report any actions which could be mis - interpreted to their senior manager*

circumstances, should always be recorded and shared with a senior manager or if the adult does not work for an organisation, with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.

Adults should always consider whether their actions are warranted, proportionate and safe and applied equitably.

- *Always discuss any misunderstanding, accidents or threats with a senior manager*
- *Always record discussions and reasons why actions were taken.*
- *Record any areas of disagreement about course of action taken, and if necessary refer to a higher authority*

## 9. Power and Positions of Trust

All adults working with students in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for, and the responsibility they must exercise as a consequence of this relationship.

A relationship between an adult and a child or young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Professionalism should always be applied regarding of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

*This means that staff **should not**:*

- *Use their position to gain access to information for their own advantage and/or a students' or family's detriment*
- *Use their power to intimidate, threaten, coerce, hurt or undermine students*
- *Use their status and standing to form or promote a relationship with a student, which is of a sexual nature.*
- *Attempt to initiate a relationship with a recent ex-pupil, which is of a sexual nature.*
- *Express their personal beliefs in ways, which exploit students' vulnerability or might lead them to break the law.*

## 10. Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, students and the public in general and all those with whom they work.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting so it is important to exercise due care and attention when outside of the school environment.

There may be times, for example, 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 children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

Adults in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.

Membership of organisations whose goals are in conflict with the values and equality policies of the school is not acceptable.

An employee must notify the Head Teacher/Principal if charged with, or convicted of, any criminal offence, or if they accept a formal police caution. An employee must also notify the Head Teacher/Principal if anyone within their household is convicted or cautioned of any relevant offences as per the Childcare (Disqualification) Regulations 2009

*This means that staff should not:*

- *Behave in a manner, which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *Make, or encourage others to make unprofessional personal comments, which scapegoat, demean or humiliate, or which might be interpreted as such.*
- *Behave in a manner, which would lead any reasonable person to question their suitability to work with students or act as a role model.*
- *Drink alcohol with current pupils in public or private places, nor purchase alcohol for pupils. There may be exceptional circumstances where a member of staff may be personal friends with a parent, which mean that normal social life will bring the student into social contact with a member of staff. However, generally, if a member of staff finds themselves in a pub or other meeting place in which current pupils are drinking, the member of staff should not join the pupils and may need to draw the attention of bar staff to the age of the pupils. It is difficult to determine exact regulations in this area; if a member of staff feels that there are exceptional reasons why the general restriction on drinking alcohol with students should not apply, they should discuss the matter with a senior member of staff.*
- *Drink alcohol when supervising pupils or on school trips. This applies even when there are no pupils present, as the member of staff may be called to act if an emergency occurs.*
- *Make inappropriate remarks to a student (including email, text messages, phone or letter etc.)*
- *Discuss their own sexual relationships with or in the presence of students.*
- *Discuss a student's sexual relationships in inappropriate settings or contexts.*
- *Make (or encourage others to make) unprofessional personal comments in any form of communication (e-mail, conversations or social networking comments)*
- *Be aware that behaviour in their personal lives may impact upon their work with children and young people*

- *Follow any codes of conduct deemed appropriate by Christ Church C of E (VA) Primary School.*

*Understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people (Childcare (Disqualification) Regulations 2009)*

*This means that staff should wear clothing which:*

- *Promotes a positive and professional image, including ensuring that for male staff facial hair is either well shaved or trimmed and neat.*
- *Is appropriate to their role*
- *Is not likely to be viewed as offensive, revealing, or sexually provocative*
- *Does not distract, cause embarrassment or give rise to misunderstanding*
- *Is absent of any political or otherwise contentious slogans*
- *Is not considered to be discriminatory and is culturally sensitive*

*This means that staff should:*

- *Be vigilant in maintaining their privacy, and mindful of the need to avoid placing themselves in vulnerable situations*
- *Challenge any request for their accommodation to be used as an additional resource for the organisation*
- *Be mindful of the need to maintain professional boundaries*
- *Refrain from asking children and young people to undertake personal jobs or errands*

## **11. Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role and this may need to be different to how they dress when not at work.

We require students to be smart in their uniform. Smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed safely and appropriately for the tasks they undertake.

Those who dress or appear in a manner that could be considered as inappropriate (which might include tattoos or piercings) could render themselves vulnerable to criticism or allegations.

Appropriate personal presentation is expected of staff.

Jewellery should not be ostentatious; a maximum of two pairs of plain small stud or fine sleeper earrings will be acceptable.

## **12. Personal Living Space**

No student should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents and senior leaders or the home has been designated by the organisation or regulatory body as a work place e.g. child-minders, foster carers.

It is not appropriate for any other organisations to expect or request that private living space be used for work with children and young people.

Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

### 13. Gifts, Rewards and Favouritism

The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.

Staff should be aware of the school's policy regarding arrangements for the declaration of gifts received and given.

Staff need to take care that they do not accept any gift that might be construed as a bribe by others or the grooming of a young person, or lead the giver to expect preferential treatment.

There are occasions when students or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Bursar. Any member of staff receiving gifts or entertainment valued at more than £200 must disclose this to the Bursar. Members of staff may not give personal gifts to students.

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

However, it is unacceptable to receive gifts on a regular basis or of any significant value.

### 14. Infatuations

Staff need to be aware that it is not uncommon for students to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. However, adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned.

A member of staff who becomes aware that a student may be infatuated with himself or herself or a colleague should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt, embarrassment and distress for all concerned.

*This means that staff should:*

- *Be aware of their organisation's policy on the giving and receiving of gifts  
Ensure that gifts received or given in situations which may be misconstrued are declared*
- *Generally, only give gifts to an individual young person as part of an agreed reward system*
- *Where giving gifts other than as above, ensure that these are of insignificant value and given to all students equally.*
- *Ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff*

*This means that staff should:*

- *Report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace*
- *Always acknowledge and maintain professional boundaries*

## 15. Communication with Children and Young People (including the Use of Technology)

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour, which could be construed as grooming. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

Internal e-mail systems should only be used in accordance with the organisation's policy.

Communication with ex-students who are over 18 is left to staff discretion. Please be conscious of the fact that ex-students may be in contact with current students.

Be aware that actions that bring the school into disrepute could lead to disciplinary procedures being taken.

*This means that the school should:*

- *Have a communication policy which specifies acceptable and permissible modes of communication*

*This means that staff should:*

- *Not give their personal contact details to children or young people, including their address, home or mobile telephone number, personal email address and details of any blogs, personal websites or social networks.*
- *Only use equipment e.g. mobile phones, provided by organisation to communicate with children, making sure that parents have given permission for this form of communication to be used*
- *Only make contact with children for professional reasons and in accordance with any organisation policy*
- *Recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible*
- *Ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum*
- *Communicate with students in an appropriate and professional manner, making sure that parents have given permission for this form of communication to be used*
- *Do not use internet or web-based communication channels to send personal messages to a student*
- *Do not have images of students stored on personal cameras, devices or home computers.*
- *Do not make images of students available on the Internet, other than through the school network/website, without permission from parents and senior teachers.*
- *Be extremely cautious in their contact with ex-students, as there is still a professional relationship and there may be contact with current*

## 16. Social Contact

Staff should not establish or seek to establish social contact with students, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a senior leader. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

Staff should not give their personal details such as their home or e-mail address; social network sites, gamer tags or web pages to students unless the need to do so is agreed with senior leadership. If students do become aware of your gamer tag you must change it.

Where social contact is an integral part of work duties, e.g. pastoral work in the community, care should be taken to maintain appropriate personal and professional boundaries. This also applies to social contacts made through interests outside of work or through the adult's own family or personal networks.

It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.

## 17 Social Networking Sites and Online Gaming

Christ Church C of E (VA) Primary School staff may use social networking sites for personal use. However, the school requires that profile and photos of the member of staff are 'locked down' as private so that students or parents do not have access to your personal data or images.

Staff must deny current or recent students access to your profile so you do not put yourself in a vulnerable position. Staff should also be extremely cautious about access to ex-students.

Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.

If a student does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior leadership should be informed immediately.

*This means that staff should:*

- *Have no secret social contact with children and young people or their parents*
- *Consider the appropriateness of the social contact according to their role and nature of their work*
- *Always approve any planned social contact with children or parents with senior colleagues,*
- *Advise senior management of any social contact they have with a child or a parent with who whom they work, which may give rise to concern*
- *Report and record any situation, which may place a child at risk or which may compromise the organisation or their own professional standing*
- *Be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager.*
- *Understand that some communications may be called into question and need to be justified.*

*This means that staff should:*

- *Lock down their profile to ensure that data and images are not freely available. Seek advice if you are unsure how to do this.*
- *Do not permit current and recent students or parents to have access to your profile.*
- *Ensure all your passwords are kept strong and secure*
- *Be aware that images of others should be protected and be treated as carefully as you would your own*

Where relationships exist between staff and those who are also parents at the school, or personal friends who are parents at the school, social networking is acceptable but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the school.

As soon as a member of staff becomes aware that they are in an online game with a student of Christ Church C of E (VA) Primary School, the member of staff should cease to play against that student and should not enter any games containing that player as part of the group.

Under no circumstances should staff seek out students and/or share their own gamer tags/ID with students, or use school equipment to play online games.

## 18. Sexual Contact

Any sexual behaviour by a member of staff with or towards a student is both inappropriate and illegal and will always be a matter for disciplinary action. Students are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust (see Section 5).

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people.

*This means that staff **should not**:*

- *Have sexual relationships with children and young people*
- *Not pursue sexual relationships with children and young people either in or out of school.*
- *Have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact*
- *Make sexual remarks to, or about, a child/young person*
- *Discuss their own sexual relationships with or in the presence of children or young people*

*This means that staff **should**:*

- *Ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship*
- *Take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.*

## 19. The Curriculum (and Sexual or Sensitive Content)

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

## 20. Physical Contact

Many jobs within the children's workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways, which are appropriate to their professional or agreed role and responsibilities.

Not all children and young people feel comfortable about physical contact, and adults should not make the assumption that it is acceptable practice to use touch as a means of communication. Permission should be sought from a child or young person before physical contact is made. Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate appropriate to their age, stage of development, gender, ethnicity and background.

*This means that staff should:*

▪ *Have clear written lesson plans.*

*This means that staff should not:*

▪ *Enter into or encourage inappropriate or offensive discussion about sexual activity.*

*This means that staff should:*

- *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*
- *Never touch a child in a way which may be considered indecent*
- *Always be prepared to report and explain actions and accept that all physical contact be open to scrutiny*
- *Not indulge in 'horseplay'*
- *Always encourage children, where possible, to undertake self-care tasks independently*
- *Work within Health and Safety regulations*
- *Be aware of cultural or religious views about touching and always be sensitive to issues of gender*
- *Understand that physical contact in some circumstances can be easily misinterpreted*

*This means that the school should:*

- *Ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management*

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff nevertheless should use their professional judgement at all times, observe and take note of the child's reaction or feelings and - so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff and outlined in the procedures for handling allegations with an appropriate record made. Parents/carers should also be informed in such circumstances.

Physical contact, which occurs regularly with an individual student, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review, justified in terms of the child's needs, consistently applied and open to scrutiny.

Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration must be given to the needs of the child and advice and support given to the adult concerned.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.

- *Make adults aware of relevant professional or organisational guidance in respect of physical contact with children and meeting medical needs of children and young people where appropriate*
- *Provide staff with relevant information about vulnerable students in their care, on a 'need to know' basis.*
- *Be explicit about what physical contact is appropriate for adults working in their setting*

## 21. Other Activities that require Physical Contact

Some staff, for example, those who teach PE and games, or who offer music tuition, will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument, or assist them with an exercise. This should be done with the student's agreement.

Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in a safe and an open environment e.g. observed by others (see section 19, one-to-one situations, below). Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

The extent of the contact should be made clear to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. 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.

Guidance and protocols around safe and appropriate physical contact are provided by national organisations, for example sports governing bodies or major arts organisations, or the employing organisation and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, children and young people informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

## 22. Showers and Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.

*This means that staff should:*

- *Treat children with dignity and respect and avoid contact with intimate parts of the body*
- *Always explain to a child the reason why contact is necessary and what form that contact will take*
- *Seek consent of parents where a child or young person is unable to do so because of a disability.*
- *Consider alternatives, where it is anticipated that a child might misinterpret any such contact,*
- *Be familiar with and follow recommended guidance and protocols*
- *Conduct activities where they can be seen by others*
- *Be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact*

*This means that the school should:*

- *Have up to date guidance and protocols on appropriate physical contact in place that promote safe practice, and include clear expectations of behaviour and conduct.*
- *Ensure that staff are made aware of this guidance, and that safe practice is continually promoted through supervision and training.*

*This means that staff should:*

- *Avoid any physical contact when students are in a state of undress*
- *Avoid any visually intrusive behaviour and where there are changing rooms:*
- *Remain in the room when groups are changing*
- *Sensitive students are offered the opportunity to change privately*

*This means that staff **should not**:*

Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the students.

- *Change in the same place as students*
- *Shower with students*

### 23. Behaviour Management

All students have a right to be treated with respect and dignity. Staff should not use any form of degrading treatment to punish a student. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy, which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their place of work, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

*This means that staff should:*

- *Not use force as a form of punishment*
- *Try to defuse situations before they escalate*
- *Inform parents of any behaviour management techniques used*
- *Adhere to the school's behaviour management policy*
- *Be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action*

*This means that organisations should:*

- *Have in place appropriate behaviour management policies*
- *Where appropriate, develop positive handling plans in respect of an individual child or young person.*

### 24. Use of Control and Physical Intervention

Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The duty of care, which applies to all adults and organisations working with children and young people, requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to

*This means that adults should:*

- *Adhere to the organisation's physical intervention policy*
- *Always seek to defuse situations*
- *Always use minimum force for the shortest period necessary*
- *Record and report as soon as possible after the event any incident where physical intervention has been used.*

*This means that organisations should:*

- *Have a policy on the use of physical*

constitute a criminal offence.

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. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

*This is a complex area and staff and organisations must have regard to government guidance and legislation and the policies and practice of their specific organisation.*

*In settings where restrictive physical interventions may need to be employed regularly, i.e. where staff are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those, which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.*

*intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention*

- *Ensure that an effective recording system is in place which allows for incidents to be tracked and monitored*
- *Ensure adults are familiar with the above*
- *Ensure that staff are appropriately trained*

## **25. Children and Young People in Distress**

There may be occasions when a distressed student needs comfort and reassurance. This may include age appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior leader.

There are some settings, where adults are involved in managing significant or regular occurrences of distress and emotional upset

*This means the staff should:*

- *Consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way*
- *Be circumspect in offering reassurance in one-to-one situations, but always record such actions in these circumstances*
- *Follow professional guidance or code of practice where available*
- *Never touch a child in a way which may be considered indecent*
- *Record and report situations which may*

in children, for example in mental health services, residential care provision etc. In these circumstances professional guidance should be followed and adults should be aware of what is and what is not acceptable behaviour when comforting a child or diffusing a situation. This is particularly important when working on a one-to-one basis.

For all other adults working with children there will 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.

Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers.

## 26. Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care.

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task

*give rise to concern from either party*

- *Not assume that all children seek physical comfort if they are distressed*
- *Always tell a colleague when and how they offered comfort to a distressed student*

*This means that staff should:*

- *Adhere to the school's intimate care guidelines or code of practice*
- *Make other staff aware of the task being undertaken*
- *Explain to the child what is happening*
- *Consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary*
- *Record the justification for any variations to the agreed procedure/care plan and share this information with parents*
- *Ensure that any changes to the agreed care plan are discussed, agreed and recorded.*

to be undertaken.

## 27. Personal Care

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the children and young people with whom they work.

*This means that adults **should**:*

- *Avoid any physical contact when children are in a state of undress*
- *Avoid any visually intrusive behaviour*
- *Where there are changing rooms announce their intention of entering*

*This means that adults **should not**:*

- *Change in the same place as children*
- *Shower or bathe with children*
- *Assist with any personal care task which a child or young person can undertake by themselves*

## 28. First Aid and Administration of Medication

The school has an administration of medication policy, which must be adhered to at all times.

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.

In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate, be encouraged to self-administer medication or treatment including, for example any ointment, use of inhalers.

*This means that the school **should**:*

- *Ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention*
- *Ensure there are trained and named individuals to undertake first aid responsibilities*
- *Ensure training is regularly monitored and updated*
- *Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication*

*This means that staff **should**:*

- *Adhere to the school's policy for administering first aid or medication*
- *Comply with the necessary reporting requirements*
- *Make other adults aware of the task being undertaken*
- *Explain to the child what is happening.*
- *Always act and be seen to act in the child's best interests*
- *Report and record any administration of first aid or medication*
- *Have regard to any health plan which is in place*
- *Always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*

## 29. One to One Situations

Staff working in one-to-one situations with children and young people are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and students are met.

Pre-arranged meetings with students away from the school premises should not be permitted unless approval is obtained from their parent and the Head teacher/ Principal or other senior colleague with delegated authority.

All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies.

It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. This also applies to those adults who do not work as part of an agency or organisation but owe a duty of care to the child or young person because of the nature of their work.

Staff should be offered training and guidance for the use of any areas of the workplace, which may place themselves or children in vulnerable situations. This would include those situations where adults work directly with children and young people in unsupervised settings and/or isolated areas within community settings or in street-based projects for example.

One to one situations have the potential to make 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 children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.

*This means that staff should:*

- *Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.*
- *Avoid meetings with a child or young person in remote, secluded areas,*
- *Always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by*
- *Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *Always report any situation where a child becomes distressed or angry to a senior colleague*
- *Carefully consider the needs and circumstances of the child/children when in one to one situations*

### 30. Home Visits

There are workers for whom home visits are an integral part of their work. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard children and young people and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone. There will be occasions where risk assessments are not possible or not available, e.g. when emergency services are used. In these circumstances, a record must always be made of the circumstances and outcome of the home visit. Such records must always be available for scrutiny.

Under no circumstances should an adult visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend. If in an emergency, such a one-off arrangement is required, the adult must have a prior discussion with a senior manager and the parents or carers and a clear justification for such arrangement is agreed and recorded.

*These means that staff **should**:*

- *Agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. social workers*
- *Adhere to agreed risk management strategies*
- *Always make detailed records including times of arrival and departure and work undertaken*
- *Ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken*

*This means that employers **should**:*

- *Ensure that they have home visit and lone-working policies of which all adults are made aware. These should include arrangements for risk assessment and management*
- *Ensure that all visits are justified and recorded*
- *Ensure that adults are not exposed to unacceptable risk*
- *Ensure that adults have access to a mobile telephone and an emergency contact person*

### 31. Transporting Children and Young People

In certain situations, for example out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. **The driver must also have appropriate insurance.** Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, and that the maximum capacity is not exceeded.

*This means that the **school**:*

- *Should have appropriate policies for transporting children and young people*

*This means that staff **should**:*

- *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*
- *Be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer*
- *Record details of the journey in accordance with agreed procedures*
- *Ensure that their behaviour is appropriate*

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle, which requires a specialist license/insurance, e.g. PCV or LGV- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

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.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

*at all times*

- *Ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven*
- *Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned*

### **32. Trips and Outings**

Adults should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. 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.

Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

*This means that staff should:*

- *Always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager*
- *Undertake risk assessments in line with their organisation's policy where applicable*
- *Have parental consent to the activity*
- *Ensure that their behaviour remains professional at all times(see section 7)*
- *Never share beds with a child/children or young people.*
- *Not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.*

### **33. Extra Curricular Activities**

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a

*This means that staff should:*

- *Always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school*
- *Undertake a risk assessments*
- *Have parental consent to the activity*
- *Ensure that their behaviour remains professional at all times.*

position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

### 34. Photography and Videos

Many school activities involve recording images. These may be undertaken as part of the curriculum, out of school activities, for publicity, or to celebrate achievement. 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 children and young people. 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.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. 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.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

Using images of children for the school's publicity purposes has already had the consent of parents through the Home-School Agreement. Images should not be displayed on other websites, in publications or in a public place without additional consent.

*This means that staff **should**:*

- *Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded*
- *Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.*
- *Ensure that all images are available for scrutiny in order to screen for acceptability*
- *Be able to justify images of children in their possession*
- *Avoid making images in one to one situations or which show a single child with no surrounding context*
- *Ensure the child/young person understands why the images are being taken, and has agreed to the activity and that they are appropriately dressed.*
- *Only use equipment provided or authorised by the organisation*
- *Report any concerns about any inappropriate or intrusive photographs found*
- *Always ensure they have parental permission to take and/or display photographs*

*This means that staff **should not**:*

- *have images of students stored on personal cameras, devices or home computers.*
- *make images of students available on the internet, other than through the school network/website with permission from parents and senior teachers.*

- *use images which may cause distress*
- *use mobile telephones to take images of children*
- *Take images 'in secret', or taking images in situations that may be construed as being secretive.*

### 35. Access to Inappropriate Images and Internet Usage

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 on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Adults should not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that children and young people are not exposed to any inappropriate images or web links. Organisations and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.

Where indecent images of children or other unsuitable material are found, the police and Designated Officer (formerly called the LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated, which in itself can lead to a criminal prosecution.

Christ Church C of E (VA) Primary School has a clear policy about access to and the use of the Internet. Please refer to the acceptable use of Internet policy for further guidance.

Under no circumstances should adults in the school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, would normally lead to disciplinary action, particularly if as a result students might be

*This means that the school **should**:*

- *Have clear e-safety policies in place about access to and use of the internet*
- *Make guidance available to both adults and children and young people about appropriate usage.*

*This means that staff **should**:*

- *Follow their organisation's guidance on the use of IT equipment*
- *Ensure that children are not exposed to unsuitable material on the internet*
- *Ensure that any films or material shown to children and young people are age appropriate*

exposed to inappropriate or indecent material.

### 36. Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure should be made aware that their employment rights are protected.

Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

*This means that the school **should**:*

- *Ensure they have appropriate whistle-blowing policies in place*
- *Ensure that they have clear procedures for dealing with allegations against staff, which are in line with their Local Safeguarding Children Board's procedures.*

*This means that staff **should**:*

- *Report any behaviour by colleagues that raises concern regardless of source*

### 37. Sharing Concerns and Recording Incidents

Individuals should be aware of their organisation's child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.

In the event of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to a senior manager without delay.

Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children and young people so that appropriate support can be provided or action can be taken.

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of children and young people.

*This means that staff:*

- *Should be familiar with their organisation's system for recording concerns*
- *Should 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 workplace*

*This means that organisations:*

- *Should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace*