



Guiding us
step by step
into the future

Safer Working Policy

Member(s) of staff responsible	Paul Hiatt
Governor responsible	Chair of resources
Sub-Committee responsible	Resources
Date agreed with staff	21 st October 2012
Date discussed with pupils	NA
Date agreed at Sub-Committee	Feb 2013
Date approved at Governing Body	As above
Frequency of policy review	2 years
Date next review due	Sept 2015

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	Jan 2008	Original Issue
2.0	Sept 2011	Reviewed, no changes
3.0	Feb 2013	Reviewed, no change

Basic Principles

If no specific advice, policies or guidelines for a specific situation exist, or if you are unsure consult a senior manager.

If you need to take a particular course of action in an unplanned circumstances, which may vary from policies or does not allow time for advice to be sought, record these actions with a Senior Manager.

If at any time you are concerned that an action or comment by yourself may be misinterpreted or that a child behaves or makes a comment in a way that causes you concern in this respect, log your concerns immediately with the appropriate senior member of staff.

1. Objectives

Guidance For Safe Working Practice

The aims of this guidance are to:

- Help all staff establish safe and responsive learning environments which safeguard children
- Reduce the risk of adults being unjustly accused of unprofessional or abusive conduct
- Ensure that all staff are aware of appropriate and inappropriate conduct and practice.

More detailed guidance on safeguarding and safe working can be found at;

- <http://www.gscb.org.uk>

This guidance should be read in conjunction with

- Working Together to Safeguard Children 2006 (DCSF)
- Safeguarding Children & Safer Recruitment in Education (DCSF)

Further advice and support can be sought from the Safeguarding Children Service LA Officer responsible for Safeguarding in educational settings on 01452 426994 or 01452 583638

2. Every child matters outcomes

Through teaching we aim to give children the opportunities to achieve the government's 7 'Every Child matters' outcomes

- Staying safe
- Being healthy
- Enjoying & achieving
- Making a positive contribution
- Achieving economic well-being

- Behaviour
- Spiritual, Moral, Social, Cultural

3. Roles and Responsibilities

All staff have responsibilities to ensure the Safeguarding of children;

- Work and behave safely and responsibly at all times to fulfil your duty of care and not abuse in any way your position of trust.
- Respond to any concerns about a child's wellbeing that you may have or are brought to your attention in line with the school and Gloucestershire Safeguarding Children Board Child (GSCB) Protection policy
- Respond in the same way to concerns that involve the behaviour of other adults in the school by following the school procedures for 'Whistle blowing' as outlined in the school Child Protection policy and LA/GSCB guidelines.
- Review your own practise and follow school policies and procedures and seek advice when unsure.
- **Understand that it is professionally and morally unacceptable for staff not to carry out these responsibilities**

School Responsibilities

In order for staff to carry out these responsibilities the school will ensure that:

- All new and existing staff receive adequate Child Protection training as laid down in the school Child Protection and other related policies.
- All staff are made aware and reminded of the school procedures for reporting concerns and related safe school policies.
- Staff concerns and opinions will be sought and taken in account in the regular review of related policies and procedures.
- That all staff are aware of the School & LA 'Whistle Blowing' procedures by which adults can voice their concerns, made in faith, without fear of repercussion
- Provide a safe working environment for staff and provide guidance about safe working practices.
- Ensure that employees are treated fairly and reasonably in all circumstances.

4. Implementation

Sharing Concerns and recording Incidents

Do

- Be familiar with the schools system for recording Child Protection and other concerns about children and young people
- Take responsibility for recording any incident, and passing on information where you have concerns or concerns are disclosed to you by, or about a child.
- Report any behaviour by colleagues that raises concern

Confidentiality

Do

- Treat information received about children and young people in a discreet and confidential manner

Power and Positions of Trust

Do not use your position

- To intimidate, bully, humiliate, threaten, coerce or undermine children or young people
- To form or promote relationships which are of a sexual nature, or which may become so.

Property and Behaviour

Do

- Be aware that behaviour in your personal life may impact upon your work with children and young people
- Follow professional codes of conduct at all times

Do 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.
- Enter into discussions with pupils about your private and personal affairs beyond a reasonable professional level
- Openly discuss with any media the internal and personal matters of the school in a way which can compromise your position and the reputation of the school within the community

Dress and Appearance

Do not

- Wear clothes that are likely to be viewed as offensive, revealing, or sexually provocative or distract or cause embarrassment

Gifts, rewards and Favouritism

Do

- Ensure that gifts received or given in situations which may be misconstrued are declared
- Only give gifts to an individual young person as part of an agreed reward system

Infatuations

Do

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

Communication with children and Young People (including the use of Information Technology)

Do

- Report any internet or other communication by a child or young person to you as soon as possible.
- Ensure that you understand & follow the school 'Acceptable use policy'

Do not

- Give personal contact details to children or young people, including mobile telephone numbers, email addresses or website / social networking sites
- Use the internet including social networking sites, mobile phones or written communication of any kind to send personal messages to a child or young person
- Use equipment e.g mobile phones, provided by school to communicate with children, making sure that parents have given permission for this form of communication to be used in line with school policy
- Make contact with children for professional reasons and in accordance with the above and school policies.

Social Contact

Do

- Always approve any planned school related social contact with children or parents with senior colleagues; for example when it is part of a reward scheme or pastoral programme
- Ensure that social contact with children or their families in the community in your private life does not undermine appropriate working relationships in your school role
- Report any concerns you may have arising from contact with children or their families in the community or in your private life
- Consider the appropriateness of the social contact according to your role

- Be aware that social contact can be misconstrued as grooming

Do not

- Have secret social contact with children and young people or their parents
- Establish or seek to establish social contact with pupils or their families to pursue or strengthen a relationship with the pupil

Sexual Contact

Do

- Ensure your relationship with children and young people clearly take places within the boundaries of a respectful professional relationship

Do not

- Have sexual relationships with any pupil
- Be aware that a sexual relationship with a pupil under 18 is a criminal offence, regardless of consent
- 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 your own sexual relationships with or in the presence of children or young people

Physical Contact

Do

- Be aware there are occasions when it is entirely appropriate staff to have some physical contact with a child
- Be aware it is crucial that in all circumstances, staff should only touch children in ways which are appropriate to their professional or agreed role and responsibilities
- Be aware that even when intentional physical contact may be misconstrued by a child, an observer or by anyone to whom the 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

Do not

- Indulge in horseplay

Activities that require Physical Contact

Do

- Always explain to a child the reason why contact is necessary and what form that contact will take
- Follow recommended guidance and protocols
- Conduct activities where they can be seen by others

Behaviour Management and Physical Intervention

Do

- Adhere to the organisation's behaviour management and physical intervention policy
- Avoid physical intervention whenever possible
- Record and report as soon as possible after the event of an incident where physical intervention has been used.

Do not

- Use force as a form of punishment
- Use sarcasm, demeaning or insensitive comments or degrading treatment

Children and Young People in Distress

Do

- Consider the way in which you offer comfort and reassurance to a distressed child and do it in an age-appropriate way
- Record and report situations which may give rise to concern from either party

Respect and Privacy

Do

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour
- Follow the school procedures in ensuring privacy and safety in changing areas

First Aid

Do

- Adhere to the school's policy for administering first aid or medication
- Make other adults aware of the task being undertaken
- Explain to the child what is happening
- Report and record any administration of first aid or medication
- Have regard to any health plan which is in place

One to One Situations

Do

- Avoid meeting in remote or scheduled parts of the school

- Inform other adults about meetings beforehand, assessing the need to have them present or close by
- Ensure there is an open door or visual access
- Consider the needs and circumstances of the child/children involved
- Use your professional judgement in such meetings and report any situation that arises or anything the child does or says that gives cause for concern

Do not

- Arrange meetings with children or young people off the school site unless in exceptional circumstances with the approval of Senior Manager and parents
- Use 'engaged' or equivalent signs

Home Visits

Do

- Agree the purpose for any home visit with senior management
- Adhere to agreed risk management strategies
- Always make detailed records including times of arrival and departure and work undertaken
- Ensure any behaviour or situation of concern is reported

Transporting Children and Young People

Do

- Be aware that the safety and welfare of the child is your responsibility until they are safely passed over to a parent / carer
- Seek consent and record details of the journey in accordance with agreed procedures including parental consent
- Ensure that all arrangements ensure vehicle, passenger and driver safety including having proper and appropriate insurance for the type of vehicle being driven
- Ensure that impromptu or emergency arrangements of lifts are logged and can be justified if questioned

Trips and Outings

Do

- Always have another adult present in out of school activities, unless otherwise agreed with a senior manager
- Undertake risk assessments in line with the school's policy where applicable
- Have parental consent to the activity
- Ensure that your behaviour remains professional at all times

Photography and Video

Do

- Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- Be able to justify images of children in your possession
- Ensure the child / young person understands why the images are being taken
- Report any concerns about any inappropriate or intrusive photographs found

Do not

- Use equipment not provided to authorised by the school
- Take or display photographs without parental permission

Access to Inappropriate Images and Internet Usage

Do

- Ensure that school equipment is not used to view or download adult pornography or other inappropriate material
- Ensure that children & young people are not exposed to or have access to inappropriate material
- That school IT and Internet policies are followed at all times

Do not

- Use personal IT equipment in school without arrangements with senior staff

Remember

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5. Equality / Inclusion -

The school recognises that it has to make special efforts to ensure that all groups prosper, including those with special educational needs; who have difficulties accessing the school or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or in adequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parent expectations; with emotional, mental and physical well being needs; who exhibit challenging behaviour; who come from ethnic minority groups including travellers, refugees and asylum seekers.

This policy has links to the following school policies and procedures:

- equality and diversity
- behaviour
- acceptable use policy (internet safety)
- safeguarding (child protection) policy
- complaints procedure
- first aid
- pastoral care
- positive handling and restraint
- health and safety
- sex education
- SEN
- school trips
- attendance
- anti-bullying