



Staff Conduct & Safeguarding

Policy Creation and Review	
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Safeguarding Governor is:

Safeguarding Procedures

Underpinning Principles

Safeguarding children is the responsibility of all Odessa Staff. It is about protecting the children, and each other, whilst we are at Odessa and educating the children on how to keep themselves safe. The welfare of the child is paramount (Children Act 1989).

All members of 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.

All work should be carried out 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 will be kept of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.

Staff should apply the same professional standards regardless of gender, sexuality, race or disability, in line with the equal opportunities and race equality policies and the disabilities equality scheme.

All staff should know the name of their designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils 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 pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

This means that adults should:

- 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

Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff 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 and in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists staff should:

- Discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- Always discuss any misunderstanding, accidents or threats with a senior manager
- Always record discussions and actions taken with their justifications

Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people 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 pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

This means that adults should not:-

- Use their position to gain access to information for their own advantage and/or a child's or family's detriment
 - Use their power to intimidate, threaten, coerce or undermine pupils
 - Use their status and standing to form or promote relationships with children which are of a sexual nature

Confidentiality

Members of staff may have access to confidential information about pupils 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 pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the pupil.

Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child'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 child, 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.

This means that staff:-

- Are expected to treat information they receive about children and young people in a discreet and confidential manner
- In any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff
- Need to be cautious when passing information to others about a child/young person

Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

This means that adults 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 might be interpreted as such. make sexual remarks to a pupil (including email, text messages, social networking sites, phone or letter)
- Discuss their own sexual relationships with, or in the presence of, pupils

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 which may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

This means that adults should wear clothing which:-

- Promotes a positive and professional image
- 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

Physical Contact

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

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

This means that adults 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 explain actions and accept that all physical contact be open to scrutiny
- Never indulge in horseplay, tickling or fun fights

This means that schools should:-

- Ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- Provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care
- Make staff aware of the DfES guidance in respect of physical contact with pupils and meeting medical needs of children

Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

This means that adults should:-

- Not use force as a form of punishment
- Try to defuse situations before they escalate

- Keep parents informed of any sanctions
- Adhere to the school's behaviour management policy

One to One Situations

Staff working in one to one situations with children and young people may be 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 pupils are met.

This means that adults should:-

- Avoid meetings with pupils in remote, secluded areas of school
- Ensure there is visual access and/or an open door in one to one situations
- Inform other staff of the meeting 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
- Consider the needs and circumstances of the child/children involved

Lone Working

Defined as: Staff who work by themselves, without close or direct supervision and /or in an isolated situation regardless of whether this constitutes the bulk of their working activities or only occasional tasks.

Where ever possible staff should not work alone but there may be times when this is necessary, for example:-

- a) Conducting meetings in the community
- b) Visiting families in their own homes
- c) Travelling in unfamiliar areas
- d) Serving notices and letters by hand
- e) Working alone with machinery, electricity, gas, etc
- f) Locking/unlocking of premises, call-outs to intruder etc. alarms
- g) Slips, trips and falls
- h) Working at height
- i) Working in otherwise unoccupied premises or away from the work places

To reduce risk of lone working staff should ensure that:-

- Another member of staff has been informed of the place of work
- Another member of staff is informed of the completion of work
- There is access to a telephone

Educational Visits and After School Clubs

Staff should take particular care when supervising pupils 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 position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

This means that adults should:-

- Always have another adult present in out of school activities, unless otherwise agreed with senior staff in school
- Undertake risk assessments prior and during the activity
- Have parental consent for the activity
- Ensure that their behaviour remains professional at all times
- Ensure that first aid arrangements are in place

First Aid and Administration of Medication

All schools must have trained first aid appointed persons. Teachers and Teaching Assistants may volunteer to undertake this task but it is not a contractual requirement. Staff should receive appropriate training before administering first aid or medication.

This means that adults should:-

- Adhere to the school's safety policy
- Adhere to the school's first aid policy noticing the intimate care section
- Make other staff aware of the task being undertaken
- Explain to the child what is happening
- Explain to the parent/carer what has happened

- Record the incident and actions on the appropriate forms

Accidents and Abuse

Where an accident at work occurs it needs to be reported to a member of the Senior Leadership team and appropriate actions will occur. This will include completing the borough's health and safety incident forms and following the reporting procedures. If required any risk assessments will be reviewed.

Verbal Abuse, Harassment and Violence are un-acceptable and will not be tolerated at Cleves. In the event of any of these occurring, the school will record the events and outcomes on the borough's reporting forms and submitted to the Council. The council may take either criminal or civil action which could lead to prosecution and the withholding of services.

Curriculum/School Activities

During the school day children need to be supervised appropriately. This means that adult to pupil ratios need to be maintained and adequate supervision provided, depending on the numbers and the needs of the children this also includes play and less structured times.

Curriculum/school activities 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, and where required a risk assessment completed.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' 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).

Care should also be taken in the access to the internet. Children are protected by the blocking system to undesirable materials, but this is not failsafe. Children should therefore not be left unsupervised when using the computer. Additionally children will

be taught about e-safety and what to do in terms of reporting to an adult what they have seen. (See Acceptable use of the internet policy and curriculum overview/scheme of work).

The planning and provision for the performance and experience of different groups will include: BME groups, LACs, MPAs, G&T, Pupils with learning difficulties/disabilities and other groups.

This means that adults should:-

- Have clear written lesson plans
- That age appropriate materials are used
- That the use of the computer/internet is supervised

This means that adults should not:-

- Enter into or encourage inappropriate or offensive discussion about sexual activity

Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, to celebrate achievement or for publicity, such as the local newspaper, website, and promotional literature. 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. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

This means that adults should:-

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded. Be aware of GDPR.
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose. Be aware of GDPR.
- Seek permission from parents/carers
- 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

This means that adults should not:-

- Take, display or distribute images of children unless they have consent to do so
- Store images of children on personal cameras or mobile phones
- This policy should also be used in conjunction with our Sex and Relationships Education Policy.

CHILD PROTECTION POLICY

This organisation believes that children must be protected from harm at all times.

1. We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
2. We want children who use or have contact with this organisation to enjoy what we have to offer in safety.
3. We want parents and carers who use or attend our organisation to be supported to care for their children in a way that promotes their child's health and well being and keeps them safe.
4. We will achieve this by having an effective child protection procedure and following National and local guidance.
5. If we discover or suspect a child is suffering harm we will notify social services or the police in order that they can be protected if necessary.
6. This child protection policy and our child protection procedure apply to all staff, volunteers and users of Tollgate Primary School and Children's Centre and anyone carrying out any work for us or using our premises.
7. We will review our child protection policy and procedures at least every 2 years to make sure they are still relevant and effective.

Designated Child Protection Person

There will be a named person for child protection who will be responsible for dealing with any concerns about the protection of children.

This person Clare Barber

Their role is to:

- Ensure the organisation's child protection policy and procedures are followed
- Ensure they know how to make contact with social services and police staff responsible for dealing with child protection concerns both during and after office hours
- Report any concerns to social services or the police. (N.B. Urgent concerns should be reported immediately by those aware of them even if the designated person is not available.)
- Act as a source of advice on all child protection matters and seek further advice and guidance from local statutory agencies as needed
- Ensure that a record is kept of any concerns about a child or adult and of any conversation or referrals to statutory agencies
- Ensure that any such record is kept safely and securely

CHILD PROTECTION PROCEDURE

1. All staff and volunteers will be carefully selected and vetted to try and ensure they do not pose a risk to children. Those staff and volunteers having contact with children and young people will be checked through the DBS process.
2. When employing new staff the selection process will be led by a member of the senior leadership team and will have attended and passed the Safer Recruitment Training.
3. All staff and volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously.
4. We will endeavour to make this organisation a safe and caring place for children to be by having a code of conduct for staff and users. This will be given to all staff and users and they will be expected to comply with it.
5. Any information given to users about activities of the organisation will include information about the child protection policy and procedure. Parents and carers of any children using supervised activities for children will be given specific information about the child protection policy and procedure.

Code of Conduct for Workers

- Always remember that while you are caring for other people's children you are in a position of trust and your responsibilities to them and the organisation must be uppermost in your mind at all times.
- Never use any kind of physical punishment or chastisement such as smacking or hitting.
- Do not smoke in front of any child or young person.
- Do not use unperceived drugs or be under the influence of alcohol.
- Never behave in a way that frightens or demeans any child or young person.
- Do not use any racist, sexist, discriminatory or offensive language.
- You should not invite a young person to your home or arrange to see them outside the set activity times.
- You should not engage in any sexual activity (this would include using sexualised language) with a young person you meet through your duties or start a personal relationship with them, this would be an abuse of trust.
- Exercise caution about being alone with a child or young person. In situations where this may be needed (for example where a young person wants to speak in private) think about ways of making this seem less secret for example by telling another worker or volunteer what you are doing and where you are, leaving a door ajar, being in earshot of others and lastly note the conversation in the log.
- Physical contact should be open and initiated by the child's needs, e.g. for a hug when upset or help with toileting. Always prompt children to carry out personal care themselves and if they cannot manage ask if they would like help.
- Do talk explicitly to children and young people about their right to be kept safe from harm.
- Do listen to children and young people and take every opportunity to raise their self-esteem.
- Do work as a team with your co-workers/volunteers. Agree with them what behaviour you expect from young people and be consistent in enforcing it.
- If you have to speak to a child/young person about their behaviour remember you are challenging 'what they did' not 'who they are'.
- Do make sure you have read the Child Protection Procedure and that you feel confident that you know how to recognise when a child may be suffering harm, how to handle any disclosure and how to report any concerns.

- Do seek advice and support from your colleagues, activity leaders or supervisors and your designated person for child protection.
- Do be clear with anyone disclosing any matter that could concern the safety and well being of a child that you cannot guarantee to keep this information to yourself.
- Do seek opportunities for training such as that available through the Local Authority Safeguarding Children Board.

The Barring and Disclosure Process

What is it?

The Criminal Records Bureau is an executive agency of the Home Office. It offers a one stop shop service for checking paid employees and volunteers against three main data bases for the purpose of finding out whether there is information about them on these data bases that would suggest they may be unsuitable to work with children or vulnerable adults. Remember a positive DBS clearance does not mean the person is suitable to work with children; you still need to try and assess that.

Are there different types of check?

There are two levels of check available at present, standard and enhanced. The most thorough is the Enhanced Disclosure, which would reveal information on police records even if a person has not been convicted. For example when they have been accused of harming a child but no charges have been brought. This is the level that should be used for those having substantial unsupervised contact with children or vulnerable adults.

Who should be checked?

The disclosure process contradicts the Rehabilitation of Offenders Act 1974. Checks can only be made in the circumstances listed in the Exemptions order 1975. In practice this means that checks must NOT be done unless the person's duties will result in them having substantial unsupervised contact with children. You should always apply for Enhanced Disclosure on paid workers if the criteria apply. It would be good practice for volunteers. Governors will be checked against the section 128 criteria.