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| **T:\Staff\Logos\Academy_Logo.png**Safer Working **Practice for** **Staff/Adults** **Working in** **the Academy****January 2013** |  |

### SAFER WORKING PRACTICE FOR STAFF/ADULTS WORKING IN THE ACADEMY

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**Introduction**

All adults who come into contact with pupils in their work have a duty of care to safeguard and promote their welfare. The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme places a duty on schools/services to safeguard and promote the well-being of pupils. This includes the need to ensure that all adults who work with or on behalf of pupils are competent, confident and safe to do so. The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for pupils in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur.

It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard pupils and ensure that the adults working with them are safe to do so.

Some concerns have been raised about the potential vulnerability of adults in this area of work. It has been suggested that there is a need for clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. This document has been produced in response to these concerns and provides practical guidance for anyone who works with, or on behalf of pupils regardless of their role, responsibilities or status. It seeks to ensure that the duty to promote and safeguard the wellbeing of children is in part, achieved by raising awareness of illegal, unsafe and inappropriate behaviours.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that this guidance cannot cover all eventualities. 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 adults will always advise their senior colleagues of the justification for any such action already taken or proposed.

It is also recognised that not all adults who work with pupils work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by any adult whose work brings them into contact with pupils.

The guidance contained in this document has due regard to current legislation and statutory guidance (Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009).

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| **1** | ContextStaff working in education settings have a crucial role to play in shaping the lives of young people. You have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This Code of conduct has been produced to help you establish the safest possible learning and working environment which safeguards children and young people and reduces the risk of being falsely accused of improper or unprofessional conduct. The guidance contained in this document is an attempt to identify what behaviours are expected of staff who work with our pupils. | *This means that these guidelines:** *apply to all adults working in the Academy whatever their position, role, or responsibilities;*
* *may provide guidance where an individual’s suitability to work with pupils has been called into question.*

*This means that you should:** *discuss any uncertainties or confusion with your Line Manager.*
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| **2** | Duty of CareAll Academy 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 sexual, physical and emotional harm. Children have a right to be safe and 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 pupils. Failure to do so may be regarded as professional neglect.The duty of care 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. The public, local authorities, employers and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. 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 under the Health and Safety at Work Act 1974 which requires them to provide a safe working environment for staff and guidance about safe working practices. Thus, the Academy has a duty of care for the well-being of our employees and to ensure that members of staff are treated fairly and reasonably in all circumstances. Staff who are subject to an allegation will be supported and the principles of natural justice applied. | *This means that you should:** *understand the responsibilities, which are part of your 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 your motivation and intentions;*
* *take responsibility for your own actions and behaviour.*

*The Academy will:** *foster a culture of openness and support ensure that systems are in place for concerns to be raised;*
* *ensure that there is in place effective recording systems which confirm discussions, decisions and the outcomes of any actions taken;*
* *ensure that staff are not placed in situations which render them particularly vulnerable.*
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| **3** | ConfidentialityYou may have access to confidential information about pupils in order to undertake your everyday responsibilities. In some circumstances you may be given highly sensitive or private information. You should never use confidential or personal information about a pupil or her/his family for your own, or others’ advantage (including that of partners, friends, relatives or other schools/ services). Information must never be used to intimidate, humiliate, or embarrass the pupil. Confidential information about a 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 you may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, you have a duty to pass information on without delay, but only to those with designated child protection responsibilities. If you are in any doubt about whether to share information or keep it confidential you should seek guidance from a senior member of staff.  | *This means that you:** *should be clear about when information can be shared and in what circumstances it is appropriate to do so;*
* *are expected to treat information you receive about pupils in a discreet and confidential manner;*
* *should seek advice from a senior member of staff if you are in any doubt about sharing information you hold or which has been requested of you;*
* *need to know to whom any concerns or allegations should be reported.*
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| **4** | Making a Professional JudgementThere may be occasions and circumstancesin which you have to make decisions or take action in the best interests of the young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about theirbehaviour in order to secure the best interests and welfare of the children in their charge. Such judgements should always be recorded and shared a member of the senior management team and with the parent or carer. Inundertaking 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. | *This means that where no specific guidance exists you should:** *discuss the circumstances that informed your action, or their proposed action, with a senior member of staff and the parent/carer;*
* *report any actions which could be misinterpreted, always discuss any misunderstanding, accidents or threats with a senior member of staff;*
* *record any areas of disagreement about course of action taken and refer to a senior member of staff;*
* *ensure you have copies of records which confirm decisions, discussions and reasons why actions were taken.*
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| **5** | Power and Positions of TrustAs a result of their knowledge, position and/or the authority invested in their role, all adults working in education settings are in positions of trust in relation to the young people in their care. 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 young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Members of staff therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.You should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. You should report and record any incident with this potential.Where a person aged 18 or over is in a specified 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. | *This means that members of staff should not:** *use their position to gain access to information for their own or others’ advantage;*
* *use their position to intimidate, bully, humiliate, threaten, coerce or undermine pupils*
* *use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.*
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| **6** | Propriety and BehaviourAll members of staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. It is therefore expected that you will adopt high standards of personal conduct in order to maintain the confidence and respect of your colleagues, pupils or students, public in general and all those with whom you work.There may be times, for example, when a member of staff’s behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with pupils. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.Staff members in contact with pupils should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting. | *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.*

*This means that staff should:** *be aware that behaviour in their personal lives may impact upon their work with pupils.*
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| **7** | Dress and AppearanceAll staff should bear in mind that both their standard and style of dress could affect people’s impression of the professionalism of teachers and the quality of provision at Paignton Community & Sports Academy.All employees are required to dress in a manner which will inspire trust and respect in pupils and their parents, bearing in mind the needs and circumstances of the environment in which they work. Gentlemen are expected to wear a collar and tie in the classroom unless the weather makes it unreasonable. Shorts, jeans, leggings and beach style T-shirts are not considered appropriate classroom dress.It is not possible or desirable to spell out detailed rules on the subject of appropriate dress but senior staff will have the authority to advise an individual member of staff that his or her dress is inappropriate within the Academy. | *This means that members of staff should wear clothing which:** *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.*
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| **8** | The Use of Personal Living SpaceNo young person should be in or invited into, the home of a member of staff, unless the reason for this has been firmly established and agreed with parents/carers and a senior member of staff. The Academy will not expect or request that private living space be used for work with pupils or be used to see pupils for e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling, accommodation will always be found in school.Under no circumstances should pupils assist with chores or tasks in the home of a member of staff.  | *This means that you should:** *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations;*
* *be mindful of the need to maintain professional boundaries*
* *refrain from asking pupils/ students to undertake personal jobs or errands*
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| **9** | **Gifts, Rewards and Favouritism**All staff should read the Academy’s Accepting Gifts Policy. The giving of gifts or rewards to pupils 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 young person will be part of an agreed plan, recorded and discussed with a senior member of staff and the parent or carer.It is acknowledged that there may specific occasions when a member of staff working with a young person may consider it appropriate to give the young person a small personal gift of insignificant value. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with a senior member of staff and the parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Members of staff need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or ‘groom’ a young person.Members of staff should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria.Care should also be taken to ensure that staff members do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. There are occasions when young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions 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. | *This means that all members of staff should:** *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;*
* *ensure that all selection processes which concern pupils are fair and that wherever practicable these are undertaken and agreed by more than one member of staff.*
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| **10** | InfatuationsOccasionally, a young person may develop an infatuation with a member of staff who works with them. Staff members should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.A member of staff who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a senior member of staff and the parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment. | *This means that members of staff should:** *report and record any incidents or indications (verbal, written or physical) that suggest a young person may have developed an infatuation;*
* *always acknowledge and maintain professional boundaries.*
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| **11** | **Communication with Pupils *(including the Use of Technology)***In order to make best use of the many educational and social benefits of new technologies, pupils need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognised that that e.safety risks are posed more by behaviours and values than the technology itself. Staff members working in this area must therefore ensure that they establish safe and responsible online behaviours. This means working to the Academy’s E-Safety Policies. These detail way in which new and emerging technologies may and may the not be used and identify the sanctions for misuse. Communication between pupils and staff, 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.Members of staff should not share any personal information with a young person. They should not request, or respond to, any personal information from the young person, other than that which might be appropriate as part of their professional role. Staff should ensure that all communications are transparent and open to scrutiny.You should also be circumspect in your communications with pupils so as to avoid any possible misinterpretation of your motives or any behaviour which could be construed as grooming. You should not give your personal contact details to pupils including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with a senior member of staff. E-mail or text communications between a member of staff and a 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 Academy policy. | *The Academy Governors:** *have in place Acceptable Use Policies; (AUP)*
* *continually review e-safety policies in the light of new and emerging technologies;*
* *have a communication policy which specifies acceptable and permissible modes of communication.*

*This means that members of staff should:** *ensure that personal social networking sites are set at private and pupils are never listed as approved contacts;*
* *never use or access social networking sites of pupils;*
* *not give their personal contact details to pupils, including their mobile telephone number;*
* *only use equipment e.g. mobile phones, provided by the Academy to communicate with pupils, making sure that parents have given permission for this form of communication to be used;*
* *only make contact with pupils for professional reasons and in accordance with Academy policy;*
* *recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible;*
* *not use internet or web-based communication channels to send personal messages to a young person*
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| **12** | Social ContactStaff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response. There will be occasions when there are social contacts between pupils and staff, where for example the parent and teacher are part of the same social circle. These contacts however, will be easily recognised and openly acknowledged.Nevertheless, there must be awareness on the part of those working with children and young people that some social contacts, especially where these are not common knowledge, can be misconstrued as being part a grooming process. This can also apply to social contacts made through outside interests or through the staff member’s own family. | *This means that staff should:** *have no secret social contact with pupils or their parents;*
* *always approve any planned social contact with pupils or parents with a senior member of staff;*
* *advise a senior member of staff of any social contact they have with a pupil or a parent with who whom they work, which may give rise to concern;*
* *report and record any situation, which may place a pupil at risk or which may compromise the Academy or their own professional standing;*
* *understand that some communications may be called into question and need to be justified.*
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| **13** | Sexual ContactAll staff members should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between young people and the members of staff who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.Any sexual activity between a member of staff and the young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. All young people are protected by specific legal provisions in this respect regardless of whether the young person consents or not. 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 pupils to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children', defines *s*exual abuse as “forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening”.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 consistently conferring inappropriate special attention and favour upon a pupil might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour. | *This means that members of staff should not:** *have sexual relationships with pupils;*
* *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 young person;*
* *discuss their own sexual relationships with or in the presence of pupils.*

*This means that staff should:** *ensure that their relationships with pupils 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.*
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| **14** | Physical ContactThere are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that you only do so in ways appropriate to your professional role. A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil. Staff should therefore, use their professional judgement at all times.Physical contact should never be secretive, or for the gratification of the member of staff, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible. Physical contact, which occurs regularly with an individual young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil'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 pupil for the minimum time necessary.The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Pupils with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny.It is recognised that some pupils may seek inappropriate physical contact. Members of staff should be particularly aware of this especially when it is known that a pupil has suffered previous abuse or neglect. In the young person's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a young person initiates inappropriate physical contact, it is the responsibility of the member of staff to sensitively deter the pupil and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior member of staff and the parent/carer. | *This means that staff should:** *be aware that even well intentioned physical contact may be misconstrued by the pupil, 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 Academy will:** *ensure we 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;*
* *make staff aware of relevant professional guidance in respect of physical contact with children and meeting medical needs of pupils where appropriate;*
* *be explicit about what physical contact is appropriate for adults working in their setting;*
* *provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care;*
* *make staff aware of most recent government guidance in respect of physical contact with pupils and meeting medical needs of young people in school.*
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| **15** | Other Activities that require Physical ContactSome members of staff who work in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with pupils, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a pupil so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear to the parent/carer and once agreed, should be undertaken with the permission of the 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 pupil.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, pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising. | *This means that staff should:** *treat pupils with dignity and respect and avoid contact with intimate parts of the body;*
* *always explain to a pupil the reason why contact is necessary and what form that contact will take;*
* *seek consent of parents where a young person is unable to do so because of a disability.*
* *consider alternatives, where it is anticipated that a pupil 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.*
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| **16** | Behaviour ManagementAll pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Staff should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.Where children display difficult or challenging behaviour, staff must follow the Academy’s behaviour policy 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. | *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;*
* *be mindful of factors which may impact upon a young person’s behaviour e.g. bullying, abuse and where necessary take appropriate action.*
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| **17** | Use of Control and Physical InterventionThere are circumstances in which adults working with young people displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and all staff must have regard to legislation and government guidance as well as the Academy policy.The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a young person’s behaviour if it is necessary to prevent personal injury to the pupil, other pupils 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. 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.Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and school/service working with pupils requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the young person. | *This means that staff should:** *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.*

*The Academy has:** *a policy on the use of physical intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention;*
* *an effective recording system is pace which allows for incidents to be tracked and monitored;*
* *ensured that all staff have received training.*
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| **18** | **Children and Young People in Distress**There may be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Younger pupils, in particular, may need immediate physical comfort. Members of staff should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.Where a member of staff 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 member of staff and parents/carers. | *This means that staff should:** *consider the way in which they offer comfort and reassurance to a distressed pupil and do it in an age appropriate way;*
* *be circumspect in offering reassurance in one to one situations, but always record such actions;*
* *never touch a child in a way which may be considered indecent;*
* *record and report situations which may give rise to concern from either party;*
* *should not assume that all children seek physical comfort.*
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| **19** | **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.Staff need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils with whom they work. | *This means that staff should:** *avoid any physical contact when pupils are in a state of undress;*
* *avoid any visually intrusive behaviour and where there are changing rooms announce their intention of entering*

*Members of staff should not:** *change in the same place as children;*
* *assist with any personal care task which a young person could do themselves.*
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| **20** | One to One SituationsIt 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 member of staff and/or parents/carers, for a member of staff to be alone with a young person, certain procedures and explicit safeguards must be in place. Staff should be offered training and guidance in the use of any areas of the workplace which may place themselves or pupils in vulnerable situations.One to one situations have the potential to make a young person more vulnerable to harm by those who seek to exploit their position of trust. Staff working in one to one settings with pupils may 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 pupils and the staff who work with them.Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the Principal or other senior colleague with delegated authority. | *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 young person in remote, secluded areas;*
* *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 pupil when in one to one situations.*
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| **21** | **Home Visits**All work with pupils and parents should, wherever possible, be undertaken in the school. There are however occasions, in response to urgent or specific situations where it is necessary to make one-off or regular home visits.In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard pupils and the members of staff who work with them.A risk assessment should include an evaluation of any known factors regarding the young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make staff 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. | * *These means that staff should:*
* a*gree the purpose for any home visit with senior management;*
* *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;*
* *never make a home visit outside agreed working arrangements.*
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| **22** | **Educational Visits and After-School Activities**Staff should take particular care when supervising pupils on trips and outings, where the setting is less formal than school. Members of staff 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 out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements.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 members of staff should:** *always have another adult present in out of workplace activities;*
* *undertake risk assessments in line*
* *with Academy Policy;*
* *have parental consent to the activity;*
* *not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with a senior member of staff.*
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| **23** | **Photography and Videos**Working with pupils may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of pupils. Informed written consent from parents or carers and agreement, where possible, from the young person, should always be sought before an image is taken for any purpose.Careful consideration should be given as to how activities involving the taking of images 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 pupils 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 staff to take photographs of pupils for their personal use.It is recommended that when using a photograph the following guidance should be followed:* if the photograph is used, avoid naming the pupil;
* if the pupil is named, avoid using their photograph;
* images should be securely stored and used only by those authorised to do so.
 | *This means that members of staff should:** *be able to justify images of children in their possession;*
* *avoid making images in one to one situations or which show a single pupil with no surrounding context;*
* *ensure the 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 school;*
* *always ensure they have parental permission to take and/or display photographs*

Members of staff should not:* *use images which may cause distress;*
* *use mobile telephones or any other similar devices to take images of pupils;*
* *take images ‘in secret’, or take images in situations that may be construed as being secretive.*
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| **24** | **Access to Inappropriate Images and Internet Usage**There are no circumstances that will justify staff possessing indecent images of children. Staff who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children is illegal. This will lead to criminal investigation and the individual being barred from working with pupils, if proven.Staff should not use equipment belonging to the Academy 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 member of staff to continue to work with children.Staff should ensure that pupils are not exposed to any inappropriate images or web links. The Academy ensures that internet equipment used by pupils has 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 Local Authority Designated Officer (LADO) should be immediately informed. Staff 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. | This means that staff should:* follow the Academy’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 pupils are age appropr*iate.*

*The Academy:** *has clear e-safety policies in place about access to and use of the internet;*
* *makes guidance available to both staff and pupils about appropriate usage*.
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| **25** | **Curriculum**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 and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, ie drama.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). | *This means that staff should:** *have clear written lesson plans;*
* *take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries;*
* *be able to justify all curriculum materials and relate these to clearly identifiable lessons plans;*

*Academy staff should not:* * *enter into or encourage inappropriate discussions about sexual activity or any behaviours which may offend or harm others.*
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| **26** | **Whistle Blowing**Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The Academy has a clear and accessible Whistle Blowing Policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistleblowing procedure should be made aware that their employment rights are protected.Staff 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. | *The Academy has:** *clear procedures for dealing with allegations against staff which are in line with their Local Safeguarding Children Board’s procedures.*

*Staff should:** *report any behaviour by colleagues that raises concern regardless of source.*
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| **27** | **Sharing Concerns and Recording Incidents**Individuals should be aware of the Academy’s child protection procedures, including procedures for dealing with allegations against staff. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Staff 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 senior member of staff, information should be clearly and promptly recorded and reported to a senior manager without delay. Staff should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils 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 staff working with or on behalf of pupils. | *This means that staff:** *should be familiar with the Academy’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 school;*

The Academy has* *an effective, transparent and accessible system for recording and managing concerns raised by any member of staff.*
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