



# **Hatton Academies Trust**

## **Guidance for staff on safe working practice with our pupils**

### **Child Protection Procedures**

## **Guidance for staff on safe working practice with our pupils**

This guidance is based on the document “Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings” 2008 and October 2015.

This guidance is to be used in conjunction with the trust’s policies relating to Safeguarding and the topics included in the contents of this guidance.

### **Table of Contents**

|  |    |
|--|----|
| <b>Section 1: Overview</b> .....   | 4  |
| 1.1 Background .....   | 4  |
| 1.3. What to do if you are worried a child is being abused .....                                   | 5  |
| <b>Section 2. Using the Guidance</b> .....   | 5  |
| 2.1 Status of Document .....   | 5  |
| 2.2. Purpose of Guidance .....   | 5  |
| 2.3. Underpinning Principles .....   | 5  |
| 2.4. Definitions.....  | 6  |
| 2.5. How to Use the Document.....  | 7  |
| <b>Section 3. Guidance for Safe Working Practice</b> .....   | 7  |
| 1. Context.....  | 7  |
| 2. ‘Unsuitability’ .....   | 7  |
| 3. Duty of Care .....  | 7  |
| 4. Confidentiality .....   | 9  |
| 5. Making a Professional Judgement.....  | 10 |
| 6. Power and Positions of Trust.....   | 10 |
| 7. Propriety and Behaviour .....   | 11 |
| 8. Dress and Appearance.....   | 12 |
| 9. Personal Living Space.....  | 12 |
| 10. Gifts, Rewards and Favouritism.....  | 13 |
| 11. Infatuations.....  | 14 |
| 12. Communication with Children and Young People ( <i>including the Use of Technology</i> ). ..... | 14 |
| 13. Social Contact .....   | 15 |
| 14. Sexual Contact .....   | 16 |
| 15. Physical Contact.....  | 17 |
| 16. Other Activities that require Physical Contact .....   | 19 |
| 17. Behaviour Management.....  | 20 |

|   |    |
|---|----|
| 18. Use of Control and Physical Intervention .....          | 20 |
| 19. Children and Young People in Distress .....             | 22 |
| 20. Intimate Care .....                                     | 22 |
| 21. Personal Care .....                                     | 23 |
| 22. First Aid and Administration of Medication .....        | 23 |
| 23. One to One Situations .....                             | 24 |
| 24. Home Visits .....                                       | 25 |
| 25. Transporting Children and Young People .....            | 26 |
| 26. Educational Visits and After-School Activities .....    | 27 |
| 27. Photography and Videos and other images .....           | 27 |
| 28. Access to Inappropriate Images and Internet Usage ..... | 28 |
| 29. Overnight Supervision and Examinations .....            | 29 |
| 30. Curriculum .....  | 29 |
| 31. Whistle blowing.....                                    | 30 |
| 32. Sharing Concerns and Recording Incidents.....           | 31 |

### Section 1: Overview

#### 1.1 Background

All adults who come into contact with children and young people in their work have a duty of care<sup>1</sup> to safeguard and promote their welfare.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme<sup>2</sup>, places a duty on Hatton Academies Trust and individual Academies to safeguard<sup>3</sup> and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations 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 children and young people 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 children and young people 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 was suggested that there was 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. It was written by a team of individuals from various backgrounds who are knowledgeable about allegation procedures and the circumstances in which allegations might arise and provides practical guidance for anyone who works with, or on behalf of children and young people 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 staff will always advise their line manager or a member of the Senior Leadership team (SLT) of the justification for any such action already taken or proposed.

It is also recognised that not all adults who work with children and young people work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by all adults whose work brings them into contact with our children and young people as volunteers including directors.

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<sup>1</sup> The duty which rests upon an individual 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 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

<sup>2</sup> [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

<sup>3</sup> 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 them to have optimum life chances... Working Together to Safeguard Children: 2006 HM Government

The guidance contained in this document has due regard to current legislation and statutory guidance.

### **1.3. What to do if you are worried a child is being abused<sup>4</sup>**

All our staff and volunteers should be aware of the procedures for dealing with concerns about the safety and welfare of our pupils. The Child Protection Policy forms part of the induction of staff. In the first instance seek advice from your line manager/SLT link or The Designated Senior Person (DSP) for Child Protection.

***All staff and volunteers have a duty to report any child protection or welfare concerns to the designated member of staff (DSP) or your line manager.***

*Trust Policy: Child Protection*

## **Section 2. Using the Guidance**

### **2.1 Status of Document**

This guidance document is intended to supplement but not replace or take priority over advice, policies or the codes of conduct produced by the Trust.

### **2.2. Purpose of Guidance**

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. 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:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided
- assist staff and volunteers to work safely and responsibly and to monitor their own standards and practice
- support our leaders, managers and the governors in setting clear expectations of behaviour and/or codes of practice when working with our pupils and young people
- support the Directors, the CEO and Principal 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 our staff
- reduce the incidence of positions of trust being abused or misused.

### **2.3. Underpinning Principles**

- ✓ The welfare of the child is paramount
- ✓ Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- ✓ Staff are responsible for their own actions and behaviour and should avoid any conduct which may 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 acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded

- ✓ Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- ✓ Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- ✓ Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- ✓ Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL)
- ✓ Staff and managers should continually monitor and review practice to ensure this guidance is followed

Staff should be aware of and understand the trust child protection policy, arrangements for managing allegations against staff, staff conduct, whistle blowing procedure and their Local Safeguarding Children Board LSCB procedures.

*See Hatton Academies Trust policy: Safeguarding and Child Protection policies*

### 2.4. Definitions

**Pupils/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.

**Adults:** References to 'adults' 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.

**Principal/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 Board of Directors of Hatton Academies Trust.

**Safeguarding:** 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<sup>5</sup>.

**Duty of Care:** The duty which rests upon an individual or the academy 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.

### 2.5. How to Use the Document

Each section provides general guidance about a particular aspect of work undertaken with pupils and young people with specific guidance about which behaviours should be avoided and which are recommended. All staff will be made aware of this guidance. This guidance is intended to help the trust ensure a safer children's workforce and to enable managers/leaders to challenge staff behaviour if it goes against this guidance. This guidance makes clear the trust's expectations of staff and these expectations form part of the Trust's recruitment and induction procedures.

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.

## Section 3. Guidance for Safe Working Practice

### 1. 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.*

### 2. '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 in any capacity.

*This means that adults should:*

- *have a clear understanding about the nature and content of this document*
- *discuss any uncertainties or confusion with their line manager/SLT member/Principal/Designated Senior Lead (DSL) or CEO*
- *understand what behaviours may call into question their suitability to continue to work with children and young people*

### 3. Duty of Care

All adults who work with, and on behalf of children in the Trust, 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 working in a paid or voluntary capacity, have a responsibility to keep children and young people safe and to protect them from sexual, physical and emotional abuse, neglect and safeguarding concerns. Children and young people have a right to be safe and 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 professional misconduct/neglect<sup>6</sup>.

The duty of care is in part, exercised through the development of respectful and caring and professional relationships between staff pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

The public, local authorities, employers and Parents/carers 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 also have a duty of care towards their employees, both paid and unpaid, under the Health and Safety at Work Act 1974<sup>7</sup>. 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<sup>8</sup> 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.

The Board of Directors of Hatton Academies Trust controls the use of the Academy Trust premises both during and outside academy hours, except where a transfer of control agreement has been made.

Where the trust/academy provides service or activities directly under the supervision or management of trust staff the trust's safeguarding arrangements must be followed.

*This means that staff/volunteers 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*

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<sup>6</sup> WT 2006 page Chapter 1 page 38

<sup>7</sup> Health and Safety at Work Act 1974 Part I, Section. 2 (1) and (2)

<sup>8</sup> Health and Safety at Work Act 1974 Part I, Section.7



*This means that the academy trust 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 ( this will be kept by the Principal/CEO)*
- *ensure that staff are not placed in situations which render them particularly vulnerable*
- *ensure that all staff are aware of expectations, policies and procedures (through our recruitment procedures, induction, and safeguarding policies and procedures.*

*This means the Board of Directors should:*

- *ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented, and monitored by the academy.*
- *ensure that where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures.*

*Trust Policies: Child protection; Whistle-blowing; Female Genital Mutilation, Child Sexual Exploitation and Preventing Extremism & Radicalisation Policy*

#### **4. Confidentiality**

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. They should never use confidential or personal information about a pupil or his/her family for their own, or others' advantage (including that of partners, friends, relatives, or other schools/services). Information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

Confidential information about a pupil 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.

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 or the nominated child protection person (SDP). Any actions should be in line with locally agreed information sharing protocols. Any media or legal enquiries should be passed to the DSP or Principal/CEO.

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. This is detailed in the Trust's Information Sharing Policy.

Whilst adults need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this of a child young person under any circumstances.

*This means that staff/volunteers:*

- *need to know the name of their Designated Safeguarding Lead*
- *be clear about when information can be shared and in what circumstances it is appropriate to do so*
- *are expected to treat information they receive about children and young people in a discreet and confidential manner*
- *should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them*

*Policy: Information and Consultation with Employees Policy/Information Sharing, Copyright & Recording, Data Protection and Confidentiality Policy including Fair Processing Notice  
Confidentiality; Freedom of Information*

### **5. Making a Professional Judgement**

This guidance cannot provide a complete checklist of what is, or is not inappropriate 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 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.

*This means that where no specific guidance exists adults 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 SLT Link*
- *always discuss any misunderstanding, accidents or threats with a Curriculum leader/Director of Year/member of SLT*
- *always record discussions and reasons why actions were taken.*
- *record any areas of disagreement about course of action taken and if necessary referred to a higher authority.*

### **6. 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 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.<sup>9</sup>

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.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a specified position of trust<sup>10</sup> 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 adults 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 children or young people*
- *use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.*

## 7. Propriety and Behaviour

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

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.

*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.*

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<sup>9</sup> Caring for Young People and the Vulnerable. Guidance for Preventing Abuse of Trust Home Office

<sup>10</sup> Sexual Offences Act 2003. Sect 16-19 re-enacts and amends offence of abuse of position of trust

- *make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such*

*This means that adults should:*

- *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 their organisation*
- *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.*

### **8. Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

Adults who work with pupils should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

*This means that adults should wear clothing which:*

- *promotes a positive and professional image*
- *Follows the code of dress on their job description e.g. smart business dress for teaching staff*
- *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.*

**Job description stipulates smart business dress for staff**

**Staff code of conduct/Staff Handbook**

### **9. Personal Living Space**

No child or young person should be in or invited into, the home<sup>11</sup> of an adult who works with them, unless the reason for this has been firmly established and agreed with Parents/carers and the Principal/CEO.

It is not appropriate for any school/service to expect or request that private living space be used for work with pupils. Neither is it appropriate for the school authorities to expect or request that private living space be used to see pupils for example discussion of reports, academic reviews, tutorials, pastoral care or counselling. If these activities are required, staff should ensure that appropriate accommodation is found elsewhere in the academy.

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.

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<sup>11</sup> This includes any home or domestic settings used or frequented by the adult

*This means that adults 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.*

### **10. Gifts, Rewards and Favouritism**

All adults should be aware of their academy's guidance on rewards including arrangements for the declaration of gifts received and given.

The giving of gifts or rewards to pupils should be part of the academy's agreed policy for supporting positive behaviour or recognising particular achievements (see Rewards and Sanctions/Behaviour policies). 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.

It is acknowledged that there may be specific occasions when adults may consider it appropriate to give a child or young person a personal gift. 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 the Principal, SLT member and the parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom<sup>12</sup> a young person.

Adults should exercise care when selecting pupils for teams, trips or specific work tasks to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods and criteria for selection should always be transparent and subject to scrutiny.

Care should also be taken to ensure that adults 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 children, young people or Parents/carers 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 adults should:*

- *ensure that the giving and receiving of gifts cannot be misconstrued. If a member of staff receives a material gift from a parent or pupil this must be declared to your SLT link/line manager.*
- *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*

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<sup>12</sup> grooming' – the act of gaining the trust of a child so that sexual abuse can take place.

- *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.*

### **11. Infatuations**

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults 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.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with the Principal, a senior manager or parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that adults 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.*
- *Senior leaders should put action plans in place where concerns are brought to their attention.*

*Policy: Code of Conduct/Staff Handbook*

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

In order to make the 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 e-safety risks are posed more by behaviours and values than the technology itself. Adults working in this area must therefore ensure that they establish safe and responsible online behaviours. This means working to local and national guidelines on acceptable user policies. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse. Learning Platforms need clear agreement by all parties about acceptable and responsible use.

Communication between pupils 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 trust's E-safety and acceptable use policy.

*This means that the Trust:*

- *has in place an E-Safety & Acceptable Use Policy (AUP)*
- *continually self-reviews e-safety policies in the light of new and emerging technologies*
- *has a communication policy which specifies acceptable and permissible modes of communication*

*This means that adults should:*

- *not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work*
- *ensure that personal social networking sites are set at private and pupils are never listed as approved contacts*
- *never access social networking sites of pupils*
- *not give their personal contact details to pupils, including their mobile telephone number and details of any blogs or personal websites*
- *only use equipment e.g. mobile phones, provided by organisation to communicate with children, making sure that parents/carers have given permission for this form of communication to be used*
- *only make contact with children for professional reasons and in accordance with any trust or academy 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*
- *not use internet or web-based communication channels to send personal messages to a child/young person.*
- *Ensure that their use of technologies could not bring the Trust into disrepute.*

Staff are referred to the Becta website and the document "Cyberbullying- Supporting School Staff DCSF-002420-2009. Teaching unions are also a source of guidance.

*Policies: ICT Code of Conduct and cyber bullying; Information system- acceptable use; Mobile phone policy.*

### **13. Social Contact**

Adults 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 child 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 but should always discuss the situation with their manager or with the parent of the child or young person. There will be occasions when there are social contacts between pupils and staff, where for example the parent/carers 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 pupils that some social contacts, especially where these are not common knowledge can be misconstrued as part of a grooming process.

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 staff 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.

*This means that adults should:*

- *have no secret social contact with pupils or their Parents/carers*
- *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/carers with senior colleagues,*
- *advise senior management of any social contact they have with a child or a parent with 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.*

### **14. Sexual Contact**

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children/young people and the adults 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 an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action.

All Children and young people are protected by specific legal provisions regardless of whether the child or 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 children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children'<sup>13</sup> defines sexual 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".

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<sup>13</sup> Working Together to Safeguard Children .A guide to interagency working to safeguard and promote the welfare of children HM Government 2006



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. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

*This means that adults **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 child/young person*
- *discuss their own sexual relationships with or in the presence of pupils.*

*This means that adults **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.*

*Policy: Allegations of Abuse Against Staff, Child Protection.*

### **15. Physical Contact**

There are also occasions when it is entirely appropriate for staff to have some 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 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. Appropriately physical contact in the academy will occur most often with younger pupils.

Staff 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.

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.

When physical contact is made with a child 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 child in one set of circumstances may be inappropriate in another, or with a different child.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless there is explicit agreement on the need for, and nature of, that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If an adult believes that their action could be misinterpreted, or if an action is observed by another as being inappropriate or possibly abusive, the incident and circumstances should be reported to the senior manager outlined in the procedures for handling allegations and an appropriate record made. Parents/carers should also be informed in such circumstances.

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.

*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 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 organisations 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*
- *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*
- *be explicit about what physical contact is appropriate for adults working in their setting.*

*Policies: Allegations of abuse against staff; Searching pupils and confiscating pupil's property policy; Physical Restraint Policy*

### **16. Other Activities that require Physical Contact**

Some adults who work in certain settings, for example sports drama or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child 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 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, pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct of abuse arising.

*This means that adults 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/carers 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 trust 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. (See the trust's "Intimate care and close personal contact" policy).*
- *ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.*

*Policy: Intimate care*

### 17. Behaviour Management

All pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults 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 the behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and is unlawful in the academy. Whilst there may be a legal defence for Parents/carers who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of pupils.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by the academy, 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. This should be led by a senior member of staff, SENCO, Director of Year. Only in these circumstances should an adult deviate from the behaviour management policy of the academy.

*This means that adults should:*

- *not use force as a form of punishment*
- *try to defuse situations before they escalate e.g. by distraction*
- *inform Parents/carers of any behaviour management techniques used*
- *adhere to the academy's behaviour management policy*
- *be mindful of factors which may impact upon a pupil's e.g. bullying, abuse and where necessary take appropriate action*
- *follow the academy behaviour policy*
- *behave as a role model.*

*This means that the academy/trust should:*

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

*Policies: Behaviour for learning; Aggressive and violent behaviour*

### 18. Use of Control and Physical Intervention

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and organisations must have regard to government guidance and legislation and the policies and practice of the academy.

The law and guidance for schools states that adults may reasonably intervene to prevent a child 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.

When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned and follows the academy's restraint/physical intervention policy.

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 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 constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults 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.

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 child or young person. The Parents/carers should be informed the same day.

*This means that adults should:*

- *adhere to the trust's physical restraint/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 the trust should:*

- *have 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*
- *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.*

*Policies: Aggressive and Violent behaviour; Searching pupils and confiscating pupil's property policy, Physical Restraint Policy and proforma.*

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

There may 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.

*This means the adult 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 give rise to concern from either party*
- *not assume that all children seek physical comfort if they are distressed.*

### **20. Intimate Care**

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example, providing intimate care for children with disabilities or in the provision of medical care. 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 the Principal or senior managers and Parents/carers.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

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.

*This means that adults should:*

- *adhere to the trust's intimate care policy*
- *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/carers*
- *ensure that any changes to the agreed care plan are discussed, agreed and recorded.*

### *Policy: Intimate care*

## **21. 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.*

## **22. First Aid and Administration of Medication**

Health and safety legislation places duties on all employers to ensure appropriate health and safety policies and equipment are in place and an appropriate person is appointed to take charge of first aid arrangements.

Some pupils may need medication during academy hours. In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of Parents/carers, children should be encouraged to self-administer medication or treatment including, for example, any ointment, sun cream or use of inhaler.

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/carers 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.

*This means that the academy/trust 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 adults should:*

- *adhere to the trust'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.*

*Policies: First Aid; Administration of medicines.*

### **23. One to One Situations**

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.

Adults 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.

Pre-arranged meetings pupils outside agreed working arrangements are not permitted and should not take place without the agreement of the Principal or senior managers with delegated authority.

*This means that adults 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.*

### **24. 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/carers 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/carers or carers and a clear justification for such arrangement is agreed and recorded.

*These means that adults 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 the trust 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.*

**Policy: Lone Working Policy (includes home visits and the guidance document)**

### **25. Transporting Children and Young People**

In certain situations, e.g. 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. This is the Director of Operations & Finance based at Sir Christopher Hatton Academy.

There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

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<sup>14</sup>- 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.

*This means that the academy:*

- *should have appropriate policies for transporting pupils.*

*This means that adults 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 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*

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<sup>14</sup> For further information see [www.dvla.gov.uk](http://www.dvla.gov.uk)

- *ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.*

*Policy: Transport Policy*

### **26. Educational Visits and After-School Activities**

Staff responsible for organising educational visits should be familiar with the trust's policy and note the Department for Education's advice on Health and safety available at <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

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/carers 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 adults 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/carers and children and young people.*

*Policy: Trips and visits*

### **27. Photography and Videos and other images**

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 wellbeing of children and young people. Informed written consent from Parents/carers or carers and agreement, where possible, from the child or 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 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.

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
- Academy's should establish whether the image will be retained for further use
- Images should be securely stored and used only by those authorised to do so.

*This means that adults should:*

- *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 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 academy*
- *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 adults should not:*

- *display or distribute images of children unless they have consent to do so from Parents/carers*
- *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.*

*Policy: Images of Children*

### **28. Access to Inappropriate Images and Internet Usage**

**Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.**

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 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 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 Local Authority Designated Officer (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.

*This means that the academy 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 adults should:*

- *follow their organisation's guidance on the acceptable use and e-safety policies*
- *ensure that children are not exposed to indecent or inappropriate images*
- *ensure that any films or material shown to children and young people are age appropriate.*

*Policy: Internet/ICT use*

### **29. Overnight Supervision and Examinations**

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, staff may be asked to volunteer to supervise pupils perhaps in their own homes.

Most Local Authorities, professional bodies and teaching unions do not endorse this practice. Where there are no staff volunteers, the examination awarding bodies allow for alternative supervisory arrangements to be made.

*This means that:*

- *A full health and safety risk assessment should have been undertaken*
- *All members of the household should have the appropriate checks made*
- *All arrangements should be made in partnership and agreement with the pupil and Parents/carers.*
- *Arrangements involving one- to one supervision should be avoided wherever possible*
- *Staff should have regard to any guidance that exists*
- *As much choice, flexibility and contact with the 'outside world' should be incorporated into any arrangements so far as is consistent with appropriate supervision*
- *Whenever possible, independent oversight of arrangement should be made*
- *Any situation which gives rise to complaint, disagreement or misunderstanding should be reported*
- *LAs and academy's should ensure that all arrangements reflect the duty of care towards pupils and staff.*

### **30. 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 or scheme of work. This plan/scheme should highlight particular areas of risk and sensitivity and care should be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, i.e. 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 be taken to abide by the governing body's required policy on sex and relationships education and the wishes of Parents/carers. Parents/carers 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 in the science curriculum).

*This means that adults should:*

- *Have clear written lesson plans*
- *Take care when encouraging pupils to sue self-expression, not to overstep personal and professional boundaries*
- *Be able to justify all curriculum materials and relate these plans to clearly identifiable lesson plans.*

*This means adults should not:*

- *Enter into or encourage inappropriate discussions about sexual activity or any behaviour which may offend or harm others.*

*Policies: Sex education*

### **31. 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 schools 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 adults should:*

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

*Policy: Whistle-blowing*

### 32. Sharing Concerns and Recording Incidents

Individuals should be aware of the trust'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 adults:*

- *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 workplace*

*This means that the trust/academy:*

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

**Policies: Recruitment and Selection of Staff incorporating references for staff; DBS checks; Whistle-blowing; Child Protection; Allegations of abuse against staff.**

Revised by Mrs Victoria Bishop

CEO

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