



# SHAPWICK SCHOOL

*'The same road by different steps'*

## **SAFE WORKING (CARING)** **PRACTICE POLICY**

**For Review: 31 August 2020**

# SHAPWICK SCHOOL

## **SAFE WORKING (CARING) PRACTICE POLICY**

**Shapwick School is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our young people at all times.**

Acknowledgments: This policy was updated in line with The Safer Recruitment Consortium's guidance published in October 2015. (Guidance was adapted and updated by the Safer Recruitment Consortium from an original IRSC/ DfE document and with thanks to CAPE (Child Protection in Education))

### **Purpose and Scope**

All staff have a responsibility to be aware of systems within their school which support safeguarding and these will be explained to them as part of staff induction and in regular staff meetings. This includes the school's Safeguarding and Child Protection policy and this Code of Conduct policy.

It is recognised that 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 in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur.

It must be recognised that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. However, allegations may also be false or misplaced and may arise from differing perceptions of the same event. When they occur, they are inevitably distressing and difficult for all concerned. It is therefore essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely.

### **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 would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should 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 school's Safeguarding and Child Protection policy, arrangements for managing allegations against staff, Whistle blowing procedure and their Local Safeguarding Children Board LSCB procedures.

## **1. Introduction**

When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in that role.

### **This means that staff 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

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

- promote a culture of openness and support
- ensure that systems are in place for concerns to be raised
- ensure that staff are not placed in situations which render them particularly vulnerable
- ensure that all staff are aware of expectations, policies and procedures

### **This means that Managers / Directors should:**

- ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored

Staff should always consider whether their actions are warranted, proportionate, safe and applied equitably. This means that where no specific guidance exists staff should:

- discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the school's designated safeguarding lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with the Principal or designated safeguarding lead
- always record discussions and actions taken with their justifications
- record any areas of disagreement and, if necessary refer to another agency/the LA/Ofsted/NCTL

## 2. Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school are in a position of trust in relation to all pupils on the roll. The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

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

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

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident. Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

## 3. Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 2018. Staff may have access to confidential information about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a pupil or her/his family for their

own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil'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 pupil, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities. If a child – or their parent / carer – makes a disclosure regarding abuse or neglect, the member of staff should follow the school's procedures.

**Staff:**

- need to know the name of their Designated Safeguarding Lead and be familiar with LSCB child protection procedures and guidance
- are expected to treat information they receive about pupils and families in a discreet and confidential manner
- should seek advice from a senior member of staff (designated safeguarding lead) if they are in any doubt about sharing information they hold or which has been requested of them
- need to be clear about when information can/ must be shared and in what circumstances
- need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported
- need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure
- should not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively. 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 the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

**4. Standards of behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work. There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the school setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in – disciplinary

action, prohibition from teaching by the NCTL, a bar from engaging in regulated activity, or action by another relevant regulatory Board.

**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 to act as an appropriate role model
- make, or encourage others to make sexual remarks to, or about, a pupil
- use inappropriate language to or in the presence of pupils
- discuss their personal or sexual relationships with or in the presence of pupils
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

**This means that staff should:**

- be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children
- understand that a person who provides Early Years education or Childcare may be disqualified because of their "association" with a person living or employed in the same household who is disqualified.

## **5. Dress and appearance**

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

**This means that staff should wear clothing which:**

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory
- is compliant with professional standards

## **6. Gifts, rewards, favouritism and exclusion**

The school has policies in place regarding the giving of gifts or rewards to pupils and the receiving of gifts from them or their parents/carers and staff should be made aware of and understand what is expected of them. Staff need to take care that they 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 pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be in accordance with agreed practice, consistent with the school or setting's behaviour policy, recorded and not based on favouritism. Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity.

**This means that staff should:**

- be aware of and understand their organisation's relevant policies, e.g. rewarding positive behaviour
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded
- only give gifts to a pupil as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally
- ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

## **7. Infatuations and 'crushes'**

All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted. Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Head teacher or a senior manager. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned. The Principal (or senior manager) should give careful thought to those circumstances where the staff member, pupil and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan should involve all parties, be robust and regularly monitored and reviewed.

**This means that staff should:**

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff
- always maintain professional boundaries

**This means that senior managers should:**

- put action plans in place where concerns are brought to their attention

## **8. Social contact outside of the workplace**

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse. It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

**This means that staff should**

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme
- advise senior management of any regular social contact they have with a pupil which could give rise to concern
- refrain from sending personal communication to pupils or parents unless agreed with senior managers
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional

## **9. Communication with children (including the use of technology)**

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself. Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used. Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.) Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open.



**This means that staff should:**

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school or setting
- follow the school's Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute
- be transparent and avoid any communication which could be interpreted as 'grooming behaviour'.

Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the member of staff should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable. Staff should, in any communication with children, also follow the guidance in section 4. entitled 'Standards of Behaviour'. Staff should adhere to their establishment's policies, including those with regard to communication with parents and carers and the information they share when using the internet.

**10. Physical contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, 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 pupil. 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 child. Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development.

**This means that staff should:**

- be aware that even well intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described
- never touch a pupil in a way which may be considered indecent

- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- always allow/encourage pupils, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed pupil is age appropriate
- always tell a colleague when and how they offered comfort to a distressed pupil
- establish the preferences of pupils
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- always explain to the pupil the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender

Staff should therefore, use their professional judgement at all times. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the manager and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (the LADO).

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries. A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child.

Other activities that require physical contact In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury. 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 and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

**This means that staff should:**

- treat pupils with dignity and respect and avoid contact with intimate parts of the Board
- always explain to a pupil the reason why contact is necessary and what form that contact will take
- seek consent of parents where a pupil is unable to give this e.g. 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 and religious issues that may need to be considered prior to initiating physical contact

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 and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising

## 11. Sexual conduct

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable.

**Note:** Sexual Offences Act 2003: Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust. Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material. There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a senior manager any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed.

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

- not have any form of sexual contact with a pupil from the school
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact

- not make sexual remarks to or about a pupil
- not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role

## **12. One to one situations**

Staff working in one to one situations with pupils at the school, including visiting staff from external organisations can be more vulnerable to allegations or complaints. To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of the one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly. Arranging to meet with pupils from the school away from the school premises is not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

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

- ensure that wherever possible there is visual access and/or an open door in one to one situations
- 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 pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved

## **13. Home visits**

All work with pupils and parents should usually be undertaken in the school or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation that a home visit needs to be undertaken.

Staff should:

- agree the purpose for any home visit with their manager
- adhere to agreed risk assessment

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

## **14. Transporting pupils**

In certain situations staff may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, the school has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks. Staff should not offer lifts to pupils unless the need for this has been agreed by a manager. A designated member of staff should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.

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

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- take into account any specific or additional needs of the pupil
- have an appropriate licence for the vehicle
- 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
- ensure that if they need to be alone with a pupil this is for the minimum time
- be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer
- fill out a TREVOR form stating the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified
- ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded

Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the child's parent(s).

## **15. Educational visits**

Staff responsible for organising educational visits should be familiar with

- the Department for Education's advice on Health and Safety available at <https://www.gov.uk/government/publications/healthand-safety-advice-for-schools>

- The duties in the Health and Safety at Work Act 1974 and the supporting regulations
- The Off-site Visits Policy
- The Health and Safety Policy

**This means that staff should:**

- always have another adult present on visits, unless otherwise agreed with senior staff
- provide a relevant risk assessments
- have parental consent to the activity
- ensure that their behaviour remains professional at all times
- on residential trips, never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Head teacher, parents and pupils

Guidance is also available from the Outdoor Education Advisers' Panel  
<http://oeapng.info/>

Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship. Where out of school or setting activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe staff/child ratio and suitable gender mix of staff.

**16. First Aid and medication**

Shapwick School has a number of qualified first-aiders. Parents should be informed when first aid has been administered. Any member of school staff may be asked to become a qualified first-aider or to provide support to pupils with medical conditions, including the administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment. Staff receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions. This will include those students with a chronic condition. Chronic Illness includes students with allergic reactions, anaphylaxis, asthma, diabetes, HIV, epilepsy, hepatitis....

<http://www.anaphylaxisireland.ie/downloads/ManagingChronicHealthConditonsatSchool.pdf>

[http://www.nat.org.uk/sites/default/files/teachers-resources/HIV\\_in\\_Schools.pdf](http://www.nat.org.uk/sites/default/files/teachers-resources/HIV_in_Schools.pdf)

In circumstances where a pupil needs medication regularly, this will be recorded in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and includes information about the medicine to be administered, the correct dosage and any storage requirements. After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures.

**This means that the school will:**

- ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant
- ensure training is regularly monitored and updated
- refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions

Staff taking medication which may affect their ability to care for children, should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children.

### **17. Photography, videos and other images**

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff use their personal equipment to take images of pupils at or on behalf of the school. Whilst images are regularly used for very positive purposes staff need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography, filming etc.

**This means that staff should:**

- adhere to the school's policies
- only publish images of pupils where they and their parent/carer have given explicit written consent to do so
- only take images where the pupil is happy for them to do so
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school or setting
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- be able to justify images of pupils in their possession
- avoid making images in one to one situations

**This means that staff should not:**

- take images of pupils for their personal use
- display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- take images of children using personal equipment
- take images of children in a state of undress or semi-undress
- take images of children which could be considered as indecent or sexual

Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. Making and using images of pupils will require the age appropriate consent of the individual concerned and their parents/carers. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the setting have access.

For the protection of children, it is recommended that when using images for publicity purposes that the following guidance should be followed:

- if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames)
- if the child is named, avoid using their image
- the school should establish whether the image will be retained for further use, where and for how long
- images should be securely stored and used only by those authorised to do so.

**18. Exposure to inappropriate images**

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: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the school's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal. If indecent images of children are discovered at the school or on the school's equipment an immediate referral should be made to the Designated Safeguarding Lead, (DSL) and the police contacted if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also be made to children's social care in line with local arrangements. Under no circumstances should any adult use school equipment to access pornography.

**This means that staff should:**

- abide by the establishment's acceptable use and e-safety policies



- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate

Staff should keep their passwords confidential and not allow unauthorised access to equipment

## **19. Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or 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 can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. 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 e.g. drama.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead. Care should be taken to comply with the setting's policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied.

It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science.

## **20. Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The school has a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistle blowing procedures have their employment rights protected. Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk. Members of staff should discuss with their line manager any difficulties or problems that may affect their relationship with or behaviour towards pupils, so that appropriate support can be provided and/or action can be taken. In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Principal or senior manager in line with the setting's procedures.

## **21. Implementation, monitoring, evaluation and review**

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Safe Caring Practice Policy' is the Principal.

The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above; and an electronic copy is posted on our website [www.shapwickschool.com](http://www.shapwickschool.com).

This policy document will be reviewed at least annually and, if necessary, more frequently in response to any significant new developments in national, local and organisational policy, guidance and practice.