

EASTINGTON PRIMARY SCHOOL



SAFER WORKING PRACTICES AND STAFF BEHAVIOUR POLICY

Guidance for safer working practices for the protection of staff and volunteers whose work brings them into contact with children and young people.

(To be applied with related policies for Keeping Children Safe in Education Safeguarding Policy, Attendance, SEND, Disability Equality, Intimate Care, Safer Recruitment, e-Safety, Behaviour, Anti-Bullying, Confidentiality, Whistleblowing).

Updated: September 2019
Next review: September 2020

Statement of intent

‘At Eastington Primary School everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role.’

Context

‘All adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare’.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme, places a duty on organisations to safeguard 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’.

department for
children, schools and families

This document provides a guide for adults working in schools (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to protect both adults and young people. All adults working in school should know the name of the Designated Safeguard Leader in the school, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.

Designated Safeguard Lead (DSL)
Dept DSLs

Mrs C Parsons
Ms Zoe Avastu (Headteacher), Miss Sarah Pates

Nominated Governors to champion child protection
Safer recruitment trained

Mr Daniel Walton
Ms Zoe Avastu (Headteacher) Nov 2015

Underpinning principles

- The welfare of the child is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Adults who work with children 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.

- Adults should work and be seen to work, in an open and transparent way.
- Adults should discuss and/or take advice promptly from the Headteacher/senior member of staff about any incident which could give rise for concern to ensure that such situations can be handled promptly and sensitively.
- A record should be kept of any such incident and of decisions made/further actions agreed.
- Staff should apply the same professional standards regardless of gender, culture, disability or sexuality.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- The same professional standards should always be applied regardless of culture, disability etc

All staff, volunteers and visitors to Eastington must:

- Be familiar with and work in accordance with the protocols at Eastington including in particular :
 - Safeguarding Children
 - Behaviour
 - Physical Intervention
 - Confidentiality
 - Internet 'e'-Safety
 - Health and Safety
 - Use of Photography, mobile phones and Video recording
 - Whistleblowing
- Provide a good example and a positive role model to pupils.
- Behave in a mature, respectful, safe, fair and considered manner. For example :
 - Not making remarks to pupil/other adult of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
 - Not humiliating children
 - Treating all young people equally – never building 'special' relationships or conferring favour on particular individuals.
 - Not giving or receiving (other than token) gifts unless arranged through the school.
- Ensure that relationships with children remain on a professional footing. For example only touching children for professional reasons when this is necessary and appropriate for the child's wellbeing or safety. (Also refer to Intimate Care policy) If a younger pupil needs comforting to do this is full view of others.
- Not behaving in a way that could lead a reasonable observer to question conduct, intentions or suitability to care for other people's children.
- Not making arrangements to contact, communicate or meet with children outside work (this includes use of email, text, internet based social media and other messaging systems)

Guidance for safer working practice for all adults who work with children and young people

Duty of Care

All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

Whether working in a paid or voluntary capacity, adults have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect.

The duty of care is in part, exercised through the development of respectful and caring relationships between adults and children and young people. It is also exercised through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement.

Confidentiality

Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Designated Safeguard Lead (Mrs Catrin Parsons or Ms Zoe Avastu Headteacher or Deputy DSL Miss Sarah Pates).

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.

Making a Professional Judgement

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 the Headteacher. 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.

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. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

A relationship between an adult and a 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 to the Headteacher or DSL.

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. We undertake Declaration of Criminal Record ('Disqualification by Association') checks yearly to reduce potential risk to children and young people in our school.

Dress and Appearance

Adults should dress in ways which are appropriate to their role - this may need to be different to how they dress when not at work. Adults who work with children are powerful role models in all areas. At Eastington we expect all adults to dress smartly and ensure they are dressed appropriately for the work they undertake. Avoidance of low cut tops, very short skirts, jeans, impractical footwear, ties/scarves during practical science, tongue piercings and the wearing of appropriate clothing for sport activity is expected.

Gifts, Rewards and Favouritism

Our school gives rewards (table points, certificates, stickers) to children to support positive behaviour and recognise particular achievements. In some situations, the giving of a small gift (pencil, sweet treat) as a reward may be accepted practice for a group/class of children, whilst in other situations the giving of a small item to an individual child will be part of an agreed plan, recorded and discussed with the Headteacher, parent/ carer.

It is acknowledged that there are specific occasions when adults may wish to give a child a personal gift. This is only acceptable practice where the adult has first discussed the giving of the gift and the reason for it, with the Headteacher and/or 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 a young person.

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 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.

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Infatuations

Occasionally, a child may develop an infatuation with an adult who works with them. Adults deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. Adults remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and 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 Headteacher and parent/carer so appropriate action can be taken to avoid hurt, distress or embarrassment.

Communication with Children (*including the Use of Technology & mobile phones*)

Communication between children 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, social media websites and blogs. Adults should ensure that all communications are transparent and open to scrutiny.

The use of mobile phones in class is prohibited for pupils and staff and they should out of sight and stored securely at all times. The use of mobile phones by adults should only be outside of teaching hours. If a member of staff does need to use a mobile phone outside of teaching hours, the member of staff should enter the office area or class cupboard away from all pupils or go off site.

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. Adults should not share or request personal information from a child including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with the Headteacher and parents/carers.

E-mail or text communications between an adult and child is prohibited. Adult staff should not be 'friends' with present or past pupils on social media sites. Adults will refuse requests to be a 'friends' by pupils.

Social Contact

All adults who work with children and young people at Eastington Primary should not seek to have social contact with them or their families, unless the reason for this contact has been firmly established and agreed with the Headteacher. If a child or parent seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgement in making a response but should always discuss the situation with the Headteacher. Adults should be aware that social contact can be misconstrued as grooming.

No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and the Headteacher or the home has been designated by a regulatory body as a work place e.g. childminders, foster carers.

Children or young people should not 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.

Where social contact is an integral part of work duties, e.g. pastoral work with families, PA & teacher events, etc. care should be taken to maintain appropriate personal and professional boundaries. Confidentiality must always be maintained and parent led conversations around pupils must be postponed so they can be held within the school site during work hours. This also applies to social events around shared interests outside of work, through shared family links or other personal networks.

It is recognised that some adults who work in school may support a parent 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 the Headteacher (or in the case of the Headteacher – the Chair of Governors) and where necessary referrals made to the appropriate support agency.

Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them is illegal and will be regarded as a grave breach of trust- it will always be reported to the police and disciplinary action will be taken. (Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not.) Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Physical Contact

Some tasks within school may require physical contact with children as part of their learning or safety. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

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. Adults, nevertheless, 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.

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 within established parameters. Any such arrangements should be understood and agreed by all concerned (pupil – dependent on age/ability, parent, staff member, Headteacher), justified in terms of the child's needs, consistently applied and open to scrutiny.

Physical contact should never be secretive, 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/possibly abusive, the incident and circumstances should be reported to the Headteacher as outlined in the procedures for handling allegations (see also safeguarding policy and Whistleblowing policy), and an appropriate record made. Parents/carers will also be informed in such circumstances.

Where a child seeks or initiates inappropriate physical contact with an adult, the adult should inform the Designated Safeguard Lead/Headteacher at the soonest possible time and the incident recorded in writing. The incident should be handled sensitively. Careful consideration will be given to the needs of the child – sexual behavior in young children can (but not always) be a sign of abuse. Parents will be notified. Advice and support will be 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 the Headteacher and the parent/carer.

Other Activities that require Physical Contact: sport, drama, outdoor activities

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.

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 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 sports governing bodies and should be understood and applied consistently in PE lessons. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the DSL/Headteacher who will record the incident and share with parents/take further action if needed.

Behaviour Management *(please also reference the School's Behaviour and anti-bullying policy)*

All children and young people 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 towards children is not acceptable. Sanctions or rewards used should be in line with the school's Behaviour policy.

The use of corporal punishment is not acceptable in any circumstances.

Where children display difficult or challenging behaviour, adults must follow the agreed Behaviour policy and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed-see section below.

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 at Eastington will have regard to government guidance (Use of Reasonable Force in Schools) and legislation and the agreed policies and practice.

The use of physical intervention is, wherever possible, avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used.

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 all cases where physical intervention is employed the incident and subsequent actions will be documented and reported to the Headteacher/DSL. This should include written and signed accounts of all those involved, including the child if able. The parents/carers will be informed the same day.

If a physical restraint was used with a child or a child has specific needs in respect of challenging behavior, a behaviour plan would be drawn up with the teaching team, child – dependent on age/ability, parent with a focus on de-escalation techniques to support the avoidance of restraint being used in the future. Only in these circumstances should an adult deviate from the behaviour policy.

The Headteacher and one teacher and TA have been trained in Team Teach techniques (as at October 2018).

Children in Distress

For all adults working with children there will 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. Being in an observed area, having another adult/child nearby, keeping doors open, informing another adult that you are supporting a child are all parts of safe practice.

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 the Headteacher and parents/carers.

Intimate Care *(please also reference the Intimate care policy)*

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, 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 the guidance below 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 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 school must be negotiated and recorded.

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.

Toileting accidents for very young children are not common but do happen. Children who have had a toilet accident should be reassured by the staff member. The staff member would inform another adult they were helping a child in advance of supporting the child get changed/clean. The staff member could help a child out of outer clothing if needed and offer replacement clothing from the store in the Reception class/child's PE kit. The child would be asked to clean themselves privately while the staff member waited nearby. If adult was needed in changing/cleaning, two adults would be present. The child's parent would be informed at the end of the session. The parent would be called if the child needed to be washed to be comfortable.

The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to the Headteacher and/or parents/carers.

First Aid and Administration of Medication

It is expected that adults working with children 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. We have three Pediatric First Aid trained staff members on site.

When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. The adult administering the first aid will record any head bumps/more severe injuries in the School Accident File (held in the Admin Office). Parents are always informed why and when first aid was administered through the medical slip being sent home. A parent will be informed by phone if a child has a serious injury.

In circumstances where children need medication regularly a health care plan will be established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate, be encouraged to self-administer medication or treatment including, for example any ointment, use of inhalers.

All medicines to be administered will be given to the Admin Officer by the parent with clear, written instructions of when/how much medication is needed. The admin officer locks all medication in a box to be kept in the staff room fridge so pupils cannot access it until the correct time. Medication will be taken by the child with the Admin Officer present. If the Admin Officer is not available, one of the pediatric First Aiders or Headteacher will undertake this role. A slip is given to parents each day to show that the medication has been administered.

One to One Situations

At Eastington we fully recognise the potential vulnerability of both the adult and child during one to one situations and these will be minimised. However, it is not realistic to state that one to one situations should never take place. When one to one situations are unavoidable, reasonable and sensible precautions are taken such as keeping door ajar, informing another staff member before the session etc.

Meetings with children 1:1 outside agreed working arrangements should not take place without the agreement of the Headteacher and parents/carers.

Home Visits

Under no circumstances should an adult visit a child in their home outside agreed work arrangements. If in an emergency, such a one-off arrangement is required, the adult must have a prior discussion with the headteacher and the parents/carers and a clear justification for such arrangement is agreed and recorded.

Transporting Children and Young People

There will be occasions when adults are asked to transport children as part of their duties. Adults, who use their own vehicles for transporting children should ensure that: the vehicle is roadworthy and carries a MOT certificate and that the maximum capacity for their vehicle is not exceeded. The school will check the vehicle for a live MOT certificate. The school has a travel insurance agreement for all staff and governors who may provide transportation for a child or young person. Children will be picked up and dropped off at school. Children should not be alone with an adult in a car unless in exceptional circumstances. If this is the case, the situation should be recorded and reported to the Headteacher.

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. Staff members should also be aware of current legislation and adhere to the use of car seats/booster seats for younger children.

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 Headteacher and has been agreed with the parents/carers beforehand.

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 the Headteacher and parents/carers.

Trips and Outings

Risk assessments will always be undertaken before an activity takes place to identify safe adult/ pupil ratios, potential risks and ways to reduce them.

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. Staff and volunteer 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.

This involves:

- Being a positive role model by behaving in a mature, respectful and fair manner:
 - Using words well (not swearing, making remarks to pupil/other adults of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.)
 - Treating children with respect (not using sarcasm/humiliating children)
 - Treating all children equally – never building ‘special’ relationships or conferring favour on particular individuals, including their own child if a parent helper.

- Behaving in a safe manner:
 - Only touching children for professional reasons when necessary and appropriate for the child’s wellbeing or safety.
 - If a younger pupil needs comforting to do this is full view of others.
 - Supervising pupils calmly to ensure their safety
 - Ensuring they are not alone with a child in a toilet area (ensure another adult/pupil/s are with you.)

Where activities include overnight stays such as PGL, careful consideration is given to sleeping arrangements. Children, adults and parents are informed of these prior to the start of the trip. Typically the girls and boys are in separate dorms with adult staff in separate shared rooms. Health and Safety arrangements require members of staff to keep the Headteacher aware of their whereabouts, especially when involved in activities outside the usual workplace.

Photography and Videos

Working with children may involve the taking or recording of images during work time for learning purposes or to record an event. (Mobile phones will not be used for this purpose.) Any such photography/recording takes place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of children.

Written consent from parents/ carers is sought on the use of images (in school, website, publicity etc) when they start school (including pupils who start after Reception) and every effort is made to respect parental wishes.

The school recognises the desire of some parents to record their child at special occasions and school events. However we request parents do not record/take photographs at Christmas plays to respect the wishes of parents and to ensure all children are safe. In this event, the Headteacher could ask a member of staff to take still shots during a rehearsal/performance, without the pupils who do not have photo permission, and share these with parents. The school will intervene if the taking of photographs/or video may inadvertently distress another child or places a child at risk (e.g. disclosure of whereabouts etc.) or goes against parent consent.

Images/recordings will be stored on the school server/class computer/cloud storage. They may be temporarily stored on memory pens, camera chips until down loaded/uploaded/used for their intended purpose.

Controlling adults/children outside of our school taking images in public events such as district sports, shared trips or parents/pupils taking photos in informal events such as May Queen/Duck race is more difficult as the school cannot guarantee a child will not be recorded/photographed in these situations). This list is maintained by the admin officer and shared with staff.

The school recognises the difficulties of preventing parents taking photographs of their children in less formal situation/public spaces (sports events etc.). Whilst understanding the recording of an event as a celebration of achievement,

It is not appropriate for any adult to take photographs of children for their personal use.

Access to Inappropriate Images and Internet Usage *(please also reference Acceptable Policy and 'e'-Safety policy)*

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 ensure that children and young people are not exposed to any inappropriate images or web links. Eastington Primary has very clear guidance as to the use of the internet within school and follow Glos. guidance.

Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Eastington Primary has an agreed 'Whistle Blowing policy' which is readily accessible to all staff and meets the terms of the Public Interest Disclosure Act 1998.

Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of the Headteacher and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

Allegations Management *(please also reference the school's Safeguarding Policy and Whistle blowing policy)*

All staff should be aware of the school's policy and procedures for Safeguarding and child protection procedures including procedures for dealing with allegations against adults. All allegations are 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.

If the complaint has been made against a member of staff or volunteer including supply or agency workers, contractors or governors, the Government's Allegations Management Procedures are implemented.

If staff are concerned an adult within the school has harmed or may have harmed a child, possibly committed a criminal offence against or related to a child or behaved towards a child in a way that indicated they **may** pose a risk of harm to children, they must immediately contact the Head Teacher, who in turn contacts the Local Authority Designated Officer for Allegations (LADO) Nigel Hatton on 01452 426994 for an Initial Discussion and reported to OFSTED as appropriate.

We ensure the child is safe.

In the case of the Head Teacher being accused, the Chair of Governors, Mrs Katy Smith and/or the Child Protection Governor should be informed and the compliance policy should be followed including reporting to OFSTED.

Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. Physical contact is a particular issue where thought is required. With younger children touching is inevitable and provides reassurance. With older children, perfectly innocent actions can be misconstrued. In emergencies, physical restraint to prevent harm to the pupil or to others can be required.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Any member of staff using the Code of Conduct & confidential reporting procedure (Whistleblowing) will receive full support.

Adults should always feel able to discuss with the Headteacher any difficulties or problems that may affect their relationship with children so that appropriate support can be provided or action can be taken.

This policy is created with reference to:

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings

'Keeping Children Safe in Education' DFE September 2019

'Working Together to Safeguard Children' DFE July 2018

Code of Conduct for Safe Practice

GSCB Handbook live (Glos. Safeguarding Children Board)



At Eastington we work together for everyone's safety.

