

# New City Primary School

## Safeguarding Procedures

March 2017

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### **Underpinning Principles**

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

All members of staff are responsible for their own actions and behaviour and should avoid any conduct, which would lead any reasonable person to question their motivation and intentions. All work should be carried out in an open and transparent way. Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern. Records will be kept of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.

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

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

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

### **Duty of Care**

Teachers and other education staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between

staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

This means that adults should:

- Understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- Always act, and be seen to act, in the child's best interests
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Take responsibility for their own actions and behaviour

### **Exercise of Professional Judgement**

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists staff should:

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

### **Power and Positions of Trust**

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

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

This means that adults should not:-

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

### **Confidentiality**

Members of staff may have access to confidential information about pupils in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the pupil.

Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

This means that staff:-

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

## **Propriety and Behaviour**

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

This means that adults should not:-

- Behave in a manner, which would lead any reasonable person to question their suitability
- To work with children or act as a role model
- Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such. make sexual remarks to a pupil (including email, text messages, social networking sites, phone or letter)
- Discuss their own sexual relationships with, or in the presence of, pupils

## **Dress and Appearance**

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

This means that adults should wear clothing which:-

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

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

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

This means that adults should:-

- Be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- Never touch a child in a way which may be considered indecent
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny
- Never indulge in horseplay, tickling or fun fights

This means that schools should:-

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

### **Behaviour Management**

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

This means that adults should:-

- Not use force as a form of punishment
- Try to defuse situations before they escalate
- Keep parents informed of any sanctions
- Adhere to the school's behaviour management policy

### **One to One Situations**

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

This means that adults should:-

- Avoid meetings with pupils in remote, secluded areas of school
- Ensure there is visual access and/or an open door in one to one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- Always report any situation where a child becomes distressed or angry to a senior colleague
- Consider the needs and circumstances of the child/children involved

### **Lone Working**

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

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

- a) Conducting meetings in the community
- b) Visiting families in their own homes
- c) Travelling in unfamiliar areas
- d) Serving notices and letters by hand
- e) Working alone with machinery, electricity, gas, etc
- f) Locking/unlocking of premises, call-outs to intruder etc. alarms

- g) Slips, trips and falls
- h) Working at height
- i) Working in otherwise unoccupied premises or away from the work places

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

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

### **Educational Visits and After School Clubs**

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

This means that adults should:-

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

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

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

This means that adults should:-

- Adhere to the school's safety policy
- Adhere to the school's first aid policy noticing the intimate care section



- Make other staff aware of the task being undertaken
- Explain to the child what is happening
- Explain to the parent/carer what has happened
- Record the incident and actions on the appropriate forms

### **Accidents and Abuse**

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

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

### **Curriculum/School Activities**

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

Curriculum/school activities can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity, and where required a risk assessment completed.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the

biological aspects of human growth and reproduction necessary under the science curriculum). Care should also be taken in the access to the internet. Children are protected by the blocking system to undesirable materials, but this is not failsafe. Children should therefore not be left unsupervised when using the computer. Additionally children will be taught about e-safety and what to do in terms of reporting to an adult what they have seen. (See Acceptable use of the internet policy and curriculum overview/scheme of work).

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

This means that adults should:-

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

This means that adults should not:-

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

### **Photography, Videos and other Creative Arts**

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, to celebrate achievement or for publicity, such as the local newspaper, website, and promotional literature. Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

This means that adults should:-

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

- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify images of children in their possession
- Avoid making images in one to one situations

This means that adults should not:-

- Take, display or distribute images of children unless they have consent to do so
- Store images of children on personal cameras or mobile phones

# NEW CITY SAFEGUARDING PROCEDURES

## Responsibility

Overall responsibility lies with the governors and Head Teacher at all times

Main areas of evidence - apart from protecting children from deliberate and premeditated harm	Responsibility	Evidence
Area Issues specific to local conditions, e.g. knife crime, gang activity, etc	Community Cohesion team in conjunction with Head and deputy head	Policy Liaison with outside agencies Learning mentor SLT
Health and Safety Educational visits Bullying	Jim McLucas Alastair Anderson Laura Long	Health and Safety Policy Co-ordinator PSHCE policy and curriculum framework DHT records DHT records Named team teach teachers
Racist abuse Harassment and discrimination Use of physical intervention	Laura Long Laura Long Inclusion Team- Laura Long Alison Dolan Pat Oberstellar	DHT records DHT records Named team teach teachers
Meeting the needs of pupils with medical conditions providing first aid intimate care	Inclusion team Jim McLucas First Aid Team	Vulnerable children's document Care Plans
Drug and substance abuse	Learning Mentor- Pat Oberstellar	PSHCE policy
Internet safety	ICT co-ordinator - Rosemary Hayes	Policy
Classroom behaviour School security	All classroom staff Caroline Stone site supervisor - John Kirby	Behaviour policy Health and Safety Policy
Child Protection	Caroline Stone Jim McLucas Alastair Anderson Laura Long	CP policy