**NIGHTINGALE PRIMARY SCHOOL - Safeguarding Children is Everyone’s Responsibility**

**Named Personnel with Designated Responsibility for Safeguarding**

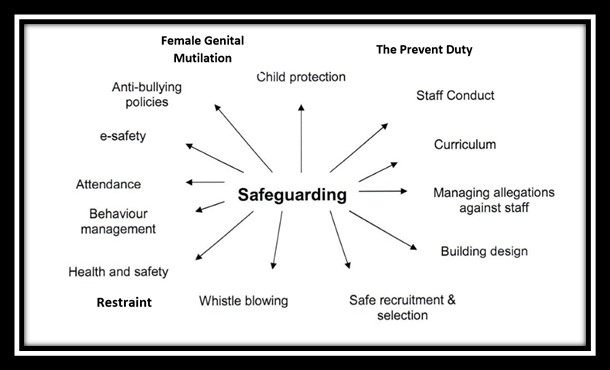
|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Year** | **Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** | **Nominated Safeguarding Governor** |
| **2016/17** | **Veronica Benjamin**  **Abigail Hopper** | **Adam Steele** | **Christine Evans** |

**Named Personnel with Designated Responsibility Regarding Allegations Against Staff**

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Year** | **Designated Senior Manager** | **Deputy Designated Senior Manager** | **Nominated Governor** |
| **2016/17** | **Abigail Hopper** | **Veronica Benjamin** | **Christine Evans** |

**Named Personnel with Designated Responsibility Regarding Extremism and Radicalisation**

|  |  |
| --- | --- |
| **Academic Year** | **Designated Person with Responsibility Regarding Extremism and Radicalisation. Known as the Single Point of Contact - SPOC** |
| **2016/17** | **Abigail Hopper** |





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**CHILD PROTECTION AND SAFEGUARDING POLICY – REVIEWED IN APRIL 2017**

**INDEX LIST**

1. **Named Personnel and Responsibilities**
2. **Purpose of the Child Protection Policy**
3. **Introduction**
4. **Aims of the Policy**
5. **Prevention**
6. **Infrastructure and Procedures**
7. **Safe Recruitment and Selection**
8. **Safe Practice**
9. **Teaching Children to be Safe**
10. **Partnership with parents**
11. **Bullying**
12. **E-Safety**
13. **Photography and Images**
14. **Safeguarding Pupils who are Vulnerable to Extremism**
15. **Risk Reduction**
16. **Response**
17. **Indicators of Radicalisation**
18. **Prevent Violent Extremism**
19. **Supporting Staff**
20. **Allegations Against Staff**
21. **Roles & Responsibilities**
22. **Code of Conduct**
23. **Whistle Blowing**

**Policy Amendments and Additions made on:**

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**The purpose of the Child Protection Policy**

We are committed to creating and maintaining a safe and secure environment for pupils, staff, volunteers and visitors and to promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well–being of others. Our policy draws on all relevant publications including:

* Keeping Children safe in Education (DfE July 2015)
* Working together to safeguard children ( March 2015)
* The Prevent Duty (DfE June 2015)
* The Procedures of City and Hackney Safeguarding Board
* The Children Act 1989
* The Children Act 2004
* The Education Act 2002 2175/s157
* What to do if you’re worried a child is being abused (DfE March 2015)
* London Child Protection Procedures
* Information Sharing (DfE March 2015)
* Hackney Learning Trust Safeguarding Statement

This policy should be read in conjunction with the following policies:

1. School Behaviour Policy
2. Sex Education Policy
3. Data Protection
4. Complaints Procedure
5. Staff Disciplinary Policy
6. Special Education Needs – SEN Code of Practice
7. Health and Safety Policy

**Introduction**

We believe that our school provides a safe, positive and caring environment in which children can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

The four main elements to this policy are:

* Prevention through the curriculum and pastoral support offered to pupils and their families
* School’s child protection infrastructure and procedures for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns
* Support for pupils who may have suffered significant harm, and their families
* Staff recruitment, management and support systems which protect children

Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact school governors or the named member of staff for child protection.

We recognise that:

* Some children may be especially vulnerable to abuse
* Children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging.
* Children can be victims and perpetrators of abuse
* Children who harm others may have been abused themselves
* Allegations can be made against staff, however careful and safe our recruitment practices

**Aims of the Policy**

* To support the development of the whole child as an individual by promoting security, confidence and independence
* To raise awareness of all staff to their responsibilities in identifying and reporting possible causes of abuse
* To ensure that staff concerned with particular children in need are aware of their role in safeguarding these pupils To use a clear system of monitoring children who are known to be or considered as likely to be at risk of harm
* To ensure that good communication between all members of staff is fostered

To develop and promote effective working relationships with other agencies, especially Social Services and the Safer School Partnership officers of the Metropolitan Police To ensure all adults working within the school with access to children have an up to date Criminal Records Bureau check which to establish their suitability for working with children

**Prevention**

We recognise that developing the necessary qualities within both the children themselves and the school as a whole can help prevention.

The school will therefore:

* establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
* ensure children know that there are adults in the school who they can approach if they are worried or in difficulty
* include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through PSHE and the SEAL programme
* include in the curriculum materials which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children

**Infrastructure and Procedures**

The procedures for safeguarding children will be in line with the Local Safeguarding Children’s Board and in Hackney this is City and Hackney Safeguarding Children’s Board.

As a whole school we will ensure that:

* We have two Designated Safeguarding Leads and a Deputy who will receive regular inter-agency training and refresher training every 2 years. In the unlikely event that all three members of staff are off site, the Office staff will always have their contact phone numbers.
* Every member of staff and every governor knows: the name of the designated and deputy designated teachers and their roles that they have an individual statutory responsibility for referring child protection concerns to the designated teacher as soon as can reasonably be considered possible
* All members of staff receive refresher training annually which covers: their personal responsibilities in relation to child protection school child protection procedures how to support a child who tells of abuse appropriate legislation related to child protection
* All matters relating to child protection are confidential. Information about a child will only be disclosed to members of staff on a need to know basis
* All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children
* All staff are aware that they should never promise a child that they can keep secrets for them
* All members of staff recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse; school staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse
* Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role they play in child protection and that good communication between parents/carers and the school is vital to this. Copies of this policy are available on request to parents/carers
* All new members of staff are given a copy of our Child Protection and Safeguarding policy during their induction to the school. The Child Protection Policy is reviewed and updated annually.
* Entry to school premises is through electronically controlled gates and authorised visitors to the school will be logged into and out of the premises and given details of safeguarding and child protection procedures.

**Safer Recruitment and Selection**

The school pays full regard to the statutory guidance for schools and colleges; Keeping Children Safe in Education (2015). We ensure that all appropriate measures are applied in relation to everyone who works in our schools and who is therefore likely to be perceived by the children as a safe ad trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring checks (DBS).

**See Appendix 1** – Flowchart of Disclosure and Barring Service criminal record checks and barred list check.

In line with statutory changes, underpinned by regulations, the following will apply:

* DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity.
* The school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff
* All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
* The school will ensure that supply staff have undergone the necessary checks and will be made aware of this policy.
* Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA).
* Staff responsible for recruiting and appointing must be suitable qualified and it is best practice to have successfully completed the on-line Safer Recruitment training or other appropriate Safe Recruitment training.

**Safe Practice**

The school will comply with the current Guidance for Safer Working Practice for Adults who work with Children and Young People and ensure that information in this guidance regarding conduct is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all 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
* Work in an open and transparent way
* Work with other colleagues where possible in situations that could be open to question
* Discuss and / or take advice from school management over any incident which may give rise for concern
* Record any incidents or decisions made
* Apply the same professional standards regardless of diversity issues
* Be aware of information sharing and confidentiality policies
* Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

All permanent staff must complete the school’s safeguarding training and sign a central register that they have read and understood the following documents:

* Part one of Keeping Children Safe in Education – 2016
* School’s Code of Conduct
* Child Protection and Safeguarding Policy.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are informed the school’s safeguarding arrangements through being a basic procedures guide attached to their visitor ID.

**Teaching Children to be safe**

Through personal, social, health and economic (PSHE) education lessons and other curriculum opportunities, pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about e-safety and bullying procedures and also taught how to conduct themselves and behave in a responsible manner.

All pupils know there is Designated Safeguarding Lead responsible for safeguarding and who this is; that they have a right to speak to this member of staff in confidence. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.

**Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school’s safeguarding policy is available on request.

**Bullying**

While bullying between children is not separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a disastrous effect on a child’s wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures which are outlined in our behaviour policy. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head teacher and the DSL will consider implementing safeguarding procedures.

**E-Safety**

The school recognises that its pupils will use mobiles phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other types of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly “chat” on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.

**Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

* Seek their consent for photographs to be taken or published (for e.g. on our websites or in newspapers or publications)
* Seek parental consent
* Use only the pupils first name with an image
* Ensure pupils are appropriately dressed
* Encourage pupils to tell us if they are worried about any photographs that are taken of them

**Safeguarding Pupils who are Vulnerable to Extremism**

Our school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against at the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the UK may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Our schools are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

**Risk Reduction**

The Designated Safeguarding Lead and the Deputy Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

**Response**

Our School, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/Designated Safeguarding Lead.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationships or drug/alcohol issues.

**Indicators of Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

“**Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”**

Extremism is defined by the Crown Prosecution Service as:

* The demonstration of unacceptable behaviour by using any means or medium to express views which:
* Encourage, justify and glorify terrorist violence in furtherance of particular beliefs;
* Seek to provoke others to terrorist acts;
* Encourage other serious criminal activity or seek to provoke others to serious criminal acts or
* Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as “typical extremist”. Those who become involved in extremist actions came from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of Vulnerability include:

* Identity Crisis –the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
* Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may searching for answers to questions about identity, faith and belonging;
* Personal Circumstances – migration local community tensions; and events affecting the student/ pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
* Unmet Aspiration – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
* Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
* Special Educational Need – students/pupil my experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk or radicalisation for the purposes of violent extremism.

More critical risk factors could include:

* Being in contact with extremist recruiters;
* Accessing violent extremist websites, especially those with a social networking element;
* Possessing or accessing violent extremism literature;
* Using extremist narratives and a global ideology to explain personal disadvantage;
* Justifying the use of violence to solve societal issues;
* Joining or seeking to join extremist organisations;
* Significant changes to appearances or behaviour
* Experiencing a high level of social isolation resulting in issues of identity crisis and personal crisis.

**Preventing Violent Extremism**

The SPOC is responsible for:

* Ensuring that staff of the school are aware that you the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
* Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
* Raising awareness about the role and responsibilities of the school’s in relation to protecting students/pupils from radicalisation and involvement in terrorism;
* Monitoring the effect in practice of the school’s RE curriculum and assembly policy to ensure that they used to promote community cohesion and tolerance of different faiths and beliefs;
* Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
* Acting as the first point of contact within the school for case discussions relating to students/ pupils who may be at risk or radicalisation or involved in terrorism.

**Supporting Staff**

We recognise that staff who have been involved with a child who has been abused, or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external as appropriate.

**Allegations Against Staff**

We recognise that children may make an allegation against a member of staff. In such a case the member of staff will be informed immediately by the Head teacher.

The Head will discuss the allegations with Principal Officer for Vulnerable Pupils, who is based at the Learning Trust. If the allegation made to a member of staff involves the Head teacher, the member of staff will immediately inform the Chair of Governors, who will consult the Principal Officer for Vulnerable Pupils. The school will follow Learning Trust’s guidelines for managing allegations against members of staff. A copy of these guidelines is available in school.

**Roles and Responsibilities**

**The Designated Safeguarding Lead is responsible for:**

* ensuring that he/she works closely with the Deputy Designated Safeguarding Lead such that he/she can act effectively in their absence
* Adhering to the London Child Protection Procedures by referring children to Social Services in the child’s home borough if there are concerns about their safety or well being
* Ensuring that in the case of a referral to social services, the parents/carers are informed immediately, unless doing so would put the child concerned at risk of further harm
* Ensuring that written records are kept about any child about whom there are concerns of possible abuse or neglect Storing such records confidentially in a secure locked cabinet
* Checking the attendance of children on the Child Protection register and notifying the local social services team if: a pupil on the child protection register is excluded either for a fixed term or permanently there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
* Attendance at initial case conferences, core groups and child protection review conferences
* Submitting written reports to Social Services on request within the agreed time limits
* Liaising with other agencies to safeguard children
* Notifying parents/carers as soon as possible if pupils sustain an injury or are affected by an incident whilst they are the responsibility of the school
* Ensuring that a photocopy of all child protection records is forwarded, under confidential cover, to a child’s new school following a transfer
* Retain copies of all Child Protection files including those for children no longer on roll for a minimum of 5 years.

**Our Governing Body will ensure that:**

* the school has a Safeguarding Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
* the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
* the school follows the London Child Protection procedures for dealing with allegations of abuse against staff and volunteers
* a senior member of the school’s leadership team is designated to take lead responsibility for safeguarding (and deputy)
* they have a named governor lead for safeguarding
* staff undertake appropriate safeguarding/child protection training, at regular intervals
* they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements
* a governor is nominated to be responsible for liaising with the LA and / or partner agencies in the event of allegations of abuse being made against the Head teacher
* they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

**Referrals:**

* Refer cases of suspected abuse or allegations to children’s social care and maintain a record of all referrals
* Act as a source of support, advice and expertise within the educational establishment and have access to the online London Child Protection Procedures;
* Liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role

**The Head teacher will ensure that:**

* The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
* Sufficient resources and time are allocated to enable the designated person and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. child protection conferences and core group meetings;
* All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner according to the procedures set out in this policy.
* All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves online;
* They have completed the online safer recruitment training (best practice)
* The procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer - LADO
* Than anyone who has harmed or may pose a risk to a child is referred to the DBS
* A Deputy Safeguarding Lead is appointed to deal with allegations against staff in the absence of the Designated Safeguarding Lead.

**Training**

* Recognise how to identify signs of abuse and know when it is appropriate to make a referral
* Have knowledge of the escalation policy, the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
* Ensure that all staff have access to and understand the school’s safeguarding policy;
* Ensure that all staff have induction training
* Keep detailed, accurate and secure written records
* Obtain access to resources and attend any relevant or refresher training courses every two years

**Raising Awareness**

* Ensure the safeguarding policy is updated and reviewed annually and work with the Governing Body regarding this;
* Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
* Where a child leaves the establishment, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main pupil file, as well as ensure the pupil’s social worker is informed.

**All Staff and Volunteers will:**

Fully comply with the school’s policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns.

**Identifying children who may be at risk of significant harm**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

* **Harm –** means ill-treatment and impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **ill treatment** includes sexual abuse and other forms of ill treatment which are not physical
* **Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those know to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people. **There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.**
* **Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.
* **Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
* **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual inline images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
* **Neglect** is the persistent failure to meet a child’s basic physical and / or a psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
* Provide adequate food and clothing, shelter (including exclusion from home or abandonment)
* Protect a child from physical and emotional harm or danger
* Ensure adequate supervision (including the use of inadequate caretakers)
* Ensure access to appropriate medical care or treatment
* It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

**Taking action to ensure that children are safe at school and home**

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff; however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with responsibility for safeguarding (or the Deputy Designated Safeguarding Lead) in the absence of the Designated Safeguarding Lead person prior to any discussion with parents.

**Staff must immediately report:**

* Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
* Any explanation given which appears inconsistent or suspicious
* Any behaviours which give rise to suspicions that a child may have suffered harm
* Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
* Any concerns that a child is presenting signs or symptoms of abuse or neglect
* Any significant changes in a child’s presentation, including non-attendance
* Any hint or disclosure of abuse about or by a child/ young person
* Any concerns regarding person (s) who may pose a risk to children (e.g. living in a household with children present)
* Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering)

**Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and will complete and submit a Cause For Concern – **Appendix 2.**

Staff will not investigate but will, whatever possible, listen, record and pass on information to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

**Staff will:**

* Listen to and take seriously any disclosure or information that a child may be at risk of harm
* Clarify the information
* Make a written record of what the child has said using the Cause for Concern form.
* Try to keep questions to a minimum and of an open nature e.g. Can you tell me what happened? Rather than Did X hit you?
* Try not to show signs of shock, horror or surprise
* Not express feelings or judgements regarding any person alleged to have harmed the child
* Explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead
* Reassure and support the person as far as possible
* Explain that only those who need to know will be told
* Explain what will happen next and that the person will be involved as appropriate

**Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)**

Following any information raising concern, the Designated Safeguarding Lead will:

* Consider the child’s wishes and feelings, but not promise confidentiality
* Consider any urgent medical needs of the child
* Make an immediate referral to Hackney Social Services Children’s Referral and Advice Team if there has been a disclosure and /or allegation of abuse or there are clear grounds for concerns about the child’s safety and well-being.
* Consult with a member of Hackney Social Services Children’s Referral and Advice Team if they are uncertain whether or not a referral is required

In consultation with Hackney Social Services Children’s Referral and Advice Team decide:

* Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
* Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
* Contact the designated officer for safeguarding in another agency if that agency is working with the family.

**OR**

* Not to make a referral at this stage, but retain the information in written notes on the child’s school file
* If further monitoring is necessary and agree who and how this will be undertaken
* If it would be appropriate to undertake an assessment e.g. CAF and /or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care for children living in Hackney needs to be completed using the Multi-agency Referral of a child in need form.

**Action Following a Child Protection Referral**

The Designated Safeguarding Lead or other appropriate member of staff will:

* Maintain contact with the allocated social worker
* Contribute to the strategy discussion and strategy meeting
* Provide a report for, attend and contribute to any Initial and Review Child Protection Conference
* Share the content of this report with the parent, prior to the meeting
* Attend core group meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan
* Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in social care.

**Dealing with Disagreement and Escalation of concerns**

The Designated Safeguarding Lead or other appropriate member of staff will:

* Contact the line manager in the children’s social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing
* Contact the line manager in the children’s social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing

**Supporting the Child and Working in Partnership with Parents**

* We will provide a secure, caring, supportive and protective relationship for the child
* Our school’s recognises that the child’s welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents
* Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
* Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
* We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff need to know personal information and what they need to know for the purpose of supporting and protecting the child.

**Allegations regarding person (s) working in or on behalf of the school (including volunteers)**

Where an allegation is made against any person working in or on behalf of the school that he or she has:

1. Behaved in a way that has harmed a child or may have harmed a child
2. Possibly committed a criminal offence against or related to a child or
3. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (Refer to Statutory guidance for schools and colleges; Keeping Children Safe in Education (February 2016), Part Four – Allegation of abuse made against teachers and other staff)

We will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in the above mentioned document. This includes allegations against staff in their personal lives.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

**Initial Action by Person receiving or identifying an allegation or concern**

* Treat the matter seriously and keep an open mind
* Make a written record of the information, including the time, date and place of the incident (s), persons present and what was said and sign and date this
* Immediately report the matter to the DSL or Deputy in their absence or where the DSL is the subject of the allegation

**Code of Conduct**

All staff are provided with a Code of Conduct which outlines the school’s expectations for their conduct around children and the conduct they should expect from colleagues. Any breach of this code of conduct should be seen as concerning and all staff have a duty to report this. **Appendix 3**

**Whistle Blowing**

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

**Don’t think what if I am wrong – think what if I am right.**

**Reasons for Whistle Blowing**

* Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
* To prevent the problem worsening or widening
* To protect or reduce risks to others
* To prevent becoming implicated yourself

**What stops people from whistle blowing**

* Fear of starting a chain of events which spirals out of control
* Disrupting the work or project
* Fear of getting it wrong
* Fear of repercussions or damaging careers
* Fear of not being believed

**How to raise a concern**

* You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
* Try to pinpoint exactly what practice is concerning you and why
* Approach your immediate manager, Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
* If your concern is about your Head teacher, speak to the Chair of Governors or if you feel you need to take it to someone outside the school, contact Hackney’s Local Authority Designated Officer.
* Make sure you get a satisfactory response – don’t let matters rest
* Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can.

**A member of staff is not expected to prove the truth of an allegation, but will need to demonstrate sufficient grounds for the concern.**

\*Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the Local Authority.

**What happens next?**

* You should be given information on the nature and progress of any enquiries
* Your employer has a responsibility to protect you from harassment or victimisation
* No action will be taken against you if the concern proves to be unfounded and was raised in good faith
* Malicious allegations may be considered as a disciplinary offence.

**Self-Reporting**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

**Further Advice and Support**

It is recognisable that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and /or your professional or trade union.

“Absolutely without fail – challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong” (reproduced with acknowledgement to “Sounding the Alarm” – Barnardos).

**APPENDIX 1**

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**APPENDIX 2- DISCLOSURE FORM**

Name of Child ………………………………………………………………………..

Year Group ……………………………………. Date ……………………………………………

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| **What was observed / what did the child say** *(use the child’s own words, do not paraphrase)***:** |
| **Where and when did the disclosure take place:** |

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| **Reported by:**  Name ……………………………………………………………………….  Signed ………………………………………………………………………  **Reported to:**  Name ……………………………………………………………………….  Signed …………………………………………………………………….. |

**APPENDIX 3 – CODE OF CONDUCT**

Section 1 – Keeping Children Safe

Context

Whistleblowing

Sharing Concerns

Section 2 – Personal Conduct When Working With Children

Context

Positions of Trust

Personal Conduct

Dress and Appearance

Communication with Children and Young People

Communication with Parents

Physical Contact

Other Activities Requiring Physical Contact

Social Contact

Sexual Contact

One to One Situations

Behaviour Management

Use of Control and Physical Intervention

Educational Visits and After School Activities

Transporting Pupils

Home Visits

The Use of Personal Living Space

Gifts, Rewards and Favouritism

Access to Inappropriate Images and Internet Usage

Photography and Videos

Personal ICT Equipment Brought onto the School Premises

Confidentiality

Introduction

All adults working at Nightingale have a duty of care to ensure the safety and wellbeing of all children at our school. This responsibility is shared between us all and must guide the decisions we make every day as well as our diligence in ensuring that safeguarding policies and procedures are followed in all aspects of our work.

This Code of Conduct is based on the following principals:

* 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 at our school.
* Adults who work at Nightingale are responsible for their own actions and behaviour and should at all times follow the advice given in this Code of Conduct.
* Adults at Nightingale should work and be seen to work, in an open and transparent way.
* The same professional standards will always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
* Adults at Nightingale should continually monitor and review their practice and the practice of other adults in the school and ensure they follow the guidance contained in this document.

Why do we need a code of conduct?

We recognise that the vast majority of adults who work with children in any educational setting act professionally and aim to provide a safe and supportive environment that secures the well-being and very best outcomes for children and young people in their care. Nowhere should this be more true than at Nightingale where our staff consistently embody the school’s vision of ‘Building a Better World Together’.

However, it is known that in our area of work tensions and misunderstandings can occur and on occasions staff can be subject to allegations that may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

This document seeks to provide a framework both for staff to understand their roles, responsibilities and conduct around children but also to allow staff to identify when the behaviour of another adult in the school may be considered concerning so that it may be reported swiftly to the Headteacher or the Designated Safeguarding Lead.

Much of the advice contained in this document is taken directly from the document *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings* published in 2009 by the Department for Children, Schools and Families and we recommend that staff familiarise themselves with this document as the guidance contained within it is very helpful. Staff should also familiarise themselves with Nightingale’s Safeguarding and Child Protection Policy.

Section 1 – Keeping Children Safe

Whether working in a paid or voluntary capacity, adults at Nightingale have a duty to keep children safe and to protect them from physical, emotional or sexual 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 as failure to do so may be regarded in law as neglect.

A ‘Duty of Care’ is defined as follows; *The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care.*

**If you are at all concerned about the welfare of a child at Nightingale, whether this concern is based on what is happening at school or in the home, you must report this immediately and directly to one of the school’s designated safeguarding leads in person. These are:**

Designated Safeguarding Leads:

Abigail Hopper

(Insert Photo)

Veronica Benjamin

(Insert Photo)

Deputy Designated Safeguarding Lead:

(Adam Steele)

Whistleblowing

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| If you have a concern about the conduct of any other member of staff please raise this immediately with a member of the Senior Leadership Team. You do not have to have ‘evidence’ in order to raise a concern, as there may be factors of which you are unaware. In matters of child protection instead of thinking ‘what if I am wrong?’ it is better to think ‘ what if I am right?’  Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Further details may be gained in person from the Designated Safeguarding Lead or by reading the school’s Safeguarding and Child Protection Policy. Adults who use the whistleblowing procedure can be assured that their employment rights are protected. |
| Sharing Concerns |
| By reading the guidance contained within this document all staff should have a clear idea of the behaviours which the school may consider concerning. All allegations will be taken seriously and properly investigated in accordance with local procedures and statutory guidance.  In the event of any allegation being made to someone other than a manager, information should be clearly and promptly recorded and reported to a member of the Senior Leadership Team without delay.  Adults should always feel able to discuss with a member of the Senior Leadership Team any difficulties or problems that may affect their relationship with children and young people so that appropriate support can be provided or action can be taken. |

Section 2 – Personal Conduct when working with children

Context:

Staff or volunteers can use the guidance contained in this section if they are unsure whether they should have concerns about the behaviour of any other adult in our school.

This guidance cannot provide a complete checklist of what is, or is not, inappropriate behaviour for adults in all circumstances. We recognise that there may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a member of the Senior Leadership Team.

Adults should always consider whether their actions are warranted, proportionate and safe and applied equitably.

Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

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 that might be misinterpreted by others. They should record any incident with this potential and report it to a member of the Senior Leadership Team.

Personal Conduct

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 may also occur through the use of social media. 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, including their profiles on social media sites and the Internet.

Dress and Appearance

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

Adults who work with children and young people should ensure that they are dressed appropriately, professionally and safely for the tasks and the work they undertake.

Those who dress in a manner that could reasonably be considered as inappropriate could render themselves vulnerable to criticism and should expect that a member of the Senior Leadership Team will talk with them about their choices.

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

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 and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives.They should notgive their personal contact details to children and young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child or young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through web sites.

Communication with Parents

At Nightingale we promote regular and open communication between teachers and the families of the children they teach. We encourage all teachers to spend time on the playground at the beginning and end of the day to build up a relationship of trust with parents and carers.

E-mail and telephone contact are also encouraged but these should be either through the use of staff e-mail addresses or via telephone on the school’s main number. Staff should never give their personal contact details to any parent.

In circumstances where staff have an existing friendship with a parent of a child at the school this relationship should be open and transparent. If in doubt it is best to make your line manager aware that you know a family in a social capacity.

Physical Contact

Many jobs within Nightingale require physical contact with children as part of the role. 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.

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 or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

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

Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration must be given to the needs of the child and advice and support given to the adult concerned.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.

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| Other Activities Requiring Physical Contact  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 made clear to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.  Guidance and protocols around safe and appropriate physical contact are provided by national organisations, for example sports governing bodies or major arts organisations, or guidance may be sought from any member of the Senior Leadership Team. This should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to a 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, children and young people informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising. |
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Social Contact

Adults who work with children and young people should not seek to have social contact them or their families, unless the reason for this contact has been firmly established and agreed with a member of the Senior Leadership Team. 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 their line manager or with the parent of the child or young person. Adults should be aware that social contact in certain situations can be misconstrued as grooming.

Where social contact is an integral part of work duties, e.g. pastoral work in the community, care should be taken to maintain appropriate personal and professional boundaries. This also applies to social contacts made through interests outside of work or through the adult’s own family or personal networks.

It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.

Sexual Contact

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| 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 will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.  Any sexual activity between an adult and the child or young person with whom they work will be regarded as a criminal offence and will always be a matter for disciplinary action.  Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. *S*exual abuse can be defined as “forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening”.  There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour. |
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One to One Situations

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| One to one situations have the potential to make a child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are required either in school or during home visits reasonable and sensible precautions are taken. All one to one working arrangements must be transparent and visible, for example through ensuring that doors are left open where possible, or having a glass panel in the door. It should be expected that Senior Managers will regularly check on long term one to one work and will be a visible presence around the school at all times.  There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work, for example where a pupil is known to have particular vulnerabilities due to their behaviour or conduct. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis. Where this is the case you will be made aware by a member of the Senior Leadership Team.  Meetings with children and young people outside agreed working arrangements should not take place without the agreement of the Senior Leadership Team and parents or carers. This includes any private coaching, tutoring or childcare with any child from our school. |
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Behaviour Management

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, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of Nightingale’s Behaviour Management Policy.

The use of physical punishment is not acceptable and whilst there may a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by Nightingale, and use strategies appropriate to the circumstance and situation. The use of physical intervention or restraint can only be justified in exceptional circumstances and in line with the school’s Use of Reasonable Force Policy.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

Use of Control and Physical Intervention

More detailed information about the use of control and physical intervention can be found in Nightingale’s Use of Reasonable Force Policy and all staff should ensure that they have a sound knowledge of that document.

However, the use of physical intervention should, wherever possible, be avoided. The Education and Inspection Act 2006 cites the use of reasonable force in the circumstances to prevent a pupil doing or continuing to do any of the following:-

* Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
* Causing personal injury to any person (including the pupil themselves).
* Causing damage to the property of any person (including the pupil themselves) or school property.
* Prejudicing the maintenance of good order and discipline at the school and among any pupils receiving education at the school, whether during a teaching session or otherwise.

### When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice. Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the school has a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and, where appropriate, the child, will set out the strategies and techniques to be used and those which should be avoided. Risk assessments will be carried out where it is foreseeable that restrictive physical intervention may be required.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

Educational Visits and After School Activities

Adults should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. .

Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

Transporting Pupils

There may be a few occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded. The child should never be alone in the vehicle with a single adult and wherever possible parental consent must be sought.

In any vehicle it is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV[[1]](#footnote-1)- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

Home Visits

There are members of staff for whom home visits are an integral part of their work. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard children and young people and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of ‘office hours’ or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone. There will be occasions where risk assessments are not possible or not available, e.g. when emergency services are used. In these circumstances, a record must always be made of the circumstances and outcome of the home visit. Such records must always be available for scrutiny.

Under no circumstances should an adult visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend. If in an emergency, such a one -off arrangement is required, the adult must have a prior discussion with a senior manager and the parents or carers and a clear justification for such arrangement is agreed and recorded.

The Use of Personal Living Space

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 a member of the Senior Leadership Team.

Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

Gifts, Rewards and Favouritism

The giving of gifts or rewards to children should be part of an agreed classroom or school routine for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child will be part of an agreed plan, recorded and discussed with the member of the Senior Leadership Team responsible for the year group and the parent or carer.

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

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 open to scrutiny.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when children, young people or parents 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. If in doubt please discuss gifts that you have received with a member of the Senior Leadership Team.

Access to Inappropriate Images and Internet Usage

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| There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.  Adults should not use equipment belonging to the school to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children. Adults should ensure that children and young people are not exposed to any inappropriate images or web links.  Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) will be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution. Any such incident should be reported to the Headteacher immediately. |

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| Photography and Videos  Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents or carers will have been sought when the child joined Nightingale and records of this should be held by the teacher and consulted before any images are shared beyond the school community, for example on the school website. Agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.  Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. Any images taken should either be deleted after their use or stored on the Nightingale server in an open-access folder.  Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.  It is not appropriate for adults to take photographs of children for their personal use.  Personal ICT equipment (including phones) brought onto the School Premises  Personal ICT equipment brought in to school may only be used in classrooms with the specific agreement of the Headteacher and in most cases equivalent school equipment will be offered as an alternative. The use of personal equipment to take photographs of pupils (including cameras) is strictly prohibited.  Mobile phones should only be used during break and lunchtimes for personal communication. An exception to this is the phone carried by members of the Senior Leadership Team so that they may be contacted at any time. |

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 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 a senior member of staff or Desginated Child Protection lead.

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

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.

1. For further information see [www.dvla.gov.uk](http://www.dvla.gov.uk) [↑](#footnote-ref-1)