

# Clipston Endowed VC Primary School and Great Creaton Primary School Safeguarding Policy

This policy has been produced in line with the NCC's Safeguarding Policy exemplar issued in October 2015 and updated following the most recent Designated Senior Lead training.



## Safeguarding Policy

To be presented to Governors: October 2017  
To be adopted by Governing Body: October 2017  
Proposed Review: Autumn 2018

Signed .....  
Mr Graham Leah, Chair of Governors

## **AIMS OF CLIPSTON ENDOWED VC PRIMARY SCHOOL**

Clipston Endowed Voluntary Controlled Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual development and the ability to grow and flourish as human beings.
- c) Support children in building relationships which reflect Christian values.
- d) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- e) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- f) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- g) Ensure equal opportunities for all.
- h) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- i) Develop a sense of pride in belonging to Clipston Endowed VC Primary School.

## **AIMS OF GREAT CREATON SCHOOL**

Great Creaton Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- c) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- d) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- e) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- f) Ensure equal opportunities for all.
- g) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- h) Develop a sense of pride in belonging to Great Creaton Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

## **Safeguarding is Everyone's Business.**

**Safeguarding is more than a policy. In our schools, safeguarding is woven into the "everyday" practice of what we do and what the children entrusted into our care experience.**

### **Names of Staff and Initial Contacts.**

Designated Safeguarding Lead: **Mrs Emma Mercer – Executive Head Teacher**

Deputy Designated Safeguarding Lead/s:

**Clipston – Miss Steph Glascodine - Teacher**

**Great Creaton – Mrs Cara Bolton – Assistant Head**

Nominated Safeguarding Governor: **Mrs Dewinder Birk**

### **Safeguarding, advice and training contacts:**

#### **Safeguarding Referrals must be made in one of the following ways:**

- By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000**;
- By e-mail to: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk);
- By using the online referral form found at <http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>
- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

### **Multi-Agency Safeguarding Hub (M.A.S.H)**

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

**For referrals regarding adults in education: Designated Officers (formerly LADO)  
01604 367677**

[LADOREferral@northamptonshire.gcsx.gov.uk](mailto:LADOREferral@northamptonshire.gcsx.gov.uk)

## 1. Introduction

1.1 Clipston Endowed VC Primary School and Great Creaton Primary School (Our Schools) fully recognise the contribution they can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

1.2 Our Schools are clear that safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or at risk of being harmed:

- the legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- the statutory guidance *"Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges"* –2016
- The government's *'Working Together 2015'* which sets out statutory guidance for agencies
- the Northamptonshire Safeguarding Children Board (NSCB) Procedures, which contain procedures and guidance for safeguarding children.

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of **all** staff. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it on our school websites, displaying appropriate information in our reception and by raising awareness at meetings with parents.

1.5 Extended School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

## **2 Safeguarding Commitment**

2.1 Our schools adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

2.3 Safeguarding in the Curriculum

The following areas are among those addressed in Personal Social Health Economic Education (PSHEE) and in the wider curriculum:

Bullying/Cyberbullying  
Relationships  
Drug, alcohol and substance abuse  
E Safety / Internet Safety  
Fire and Water Safety  
Protective Behaviours  
Road Safety  
Sexual Exploitation of Children (CSE) and Grooming  
Sexting  
Stranger Awareness

## **3 Roles and Responsibilities**

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

All adults must be aware that they can access the NSPCC Whistle Blowing number if they are concerned about how workplace child protection issues are being handled: 0800 028 0285

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

### 3.2 Governing Body

In accordance with the Statutory Guidance *“Keeping Children Safe in Education” – 2016*, the Governing Body will ensure that:

- The school has child protection procedures and a safeguarding policy. Procedures and training are in place which are effective and comply with the law at all times. The policy is made available publicly;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher and a nominated Governor involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and that there is cover for this role;
- The Designated Safeguarding Lead undertakes local training (in addition to basic child protection training) and this is refreshed every two years;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (in compliance with the NSCB Learning and Development Strategy) and that new staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities. The Local Authority pocket guide, “Making Children Safer”, the “Keeping Children Safe in Education - 2016 – Information for all School and College Staff” and the “Staff Code of Conduct” will be used as part of this induction;
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Designated Officer formerly (LADO);

- Effective policies and procedures are in place and updated annually including a “code of conduct” for staff and volunteers. Information is provided to the Local Authority (on behalf of the NSCB) through the Annual Section 11 Safeguarding Return; For schools this responsibility is covered in the Education Act 2002;
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance *“Working Together to Safeguard Children” 2015* and *Northamptonshire County Council’s “Thresholds and Pathways Document”* including providing a co-ordinated offer of early help for children who require this through the Early Help Assessment process. Safeguarding arrangements take into account the procedures and practice of the local authority and the Northamptonshire Safeguarding Children Board (NSCB).

### 3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer (formerly LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care Services or the Police.

### 3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in *“Keeping Children Safe in Education” 2016* and include:

- Provision of information to the NCSB/Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education" - 2016 – Information for all School and College Staff" and the "Staff Code of Conduct";
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff and attend refresher training courses every two years;
- Where children leave the school, ensuring that their child protection file is handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. A receipt should be obtained;
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.

#### **4 Records, Monitoring and Transfer**

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post with a receipt request. This is in line with Keeping Children Safe in Education 2016.

## **5 Support for Pupils and School staff**

### **5.1 Support for pupils**

Our schools recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

- 5.2 Our schools recognise that children sometimes display abusive behaviour and that such incidents may need to be referred on for appropriate support and intervention.

- 5.3 Concerns raised by pupils will be taken seriously;

### **5.4 Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

## **6 Working with Parents/Carers**

Our schools will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website;
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children’s Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

## **7 Other Relevant Policies**

7.1 The Governing Body’s statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore compliments and supports a range of other policies and documents, for instance:

- Behaviour and Discipline
- Attendance and Punctuality
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint
- Inclusion & SEN Report
- Trips and Visits
- First Aid, Administration of Medicines, Intimate Care
- Health and Safety
- Sex and Relationships Education
- Equality Duty Statement
- Online safety - see Appendix 4
- Adult Code of Conduct – see Appendix 5

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

## **8 Recruitment and Selection of Staff**

8.1 The school’s safer recruitment processes are based on the Statutory Guidance: *“Keeping Children Safe in Education”* - 2016.

8.2 Our schools have an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children this will include staff relationships with pupils and abuse of trust. The Northamptonshire County Council Local Authority pocket guide, *“Making Children Safer”*, the *“Keeping Children Safe in Education 2016-*

Information for all school and college staff” and the “Adult Code of Conduct” are given to all staff and are the basis for the safeguarding induction.

- 8.3 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course.

## **9 Information Sharing**

- 9.1 Our school recognises the importance of Information sharing and follows statutory guidance on ‘Information Sharing’.

## **10 Staff Relationships with Pupils**

As already described all staff will be made aware of their position of trust.

## **11 Communications on Social Media**

We will consult guidance on use of social media and online activity by extremists to radicalise and recruit young people. We will take advice and use existing NCSB safeguarding and child protection procedures to refer if we have a concern.

## **12 Children Missing from Education**

- 12.1 Our schools recognise the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- 12.2 Our schools recognise a child missing from education is a potential indicator of abuse or neglect.
- 12.3 Our schools will follow the details set out in the NSCB procedure ‘Children Missing in Education’ to report and respond to incidences of children missing from school .We will also comply with the guidance in keeping Children Safe in Education 2016
- 12.4 We also ensure that additional risks are considered to those missing from education including those who may be potential victims of sexual exploitation, FGM, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

## **13 Child Sexual Exploitation and Grooming**

- 13.1 The school is committed to ensuring that all incidences of potential child sexual exploitation and grooming are reported and acted upon. If necessary, the school follows the guidance and procedure set out in the NSCB CSE Toolkit:

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

## **14 Female Genital Mutilation and Honour Based Violence**

- 14.1 If staff have concerns they activate NSCB local procedures on responding and reporting FGM or HBV as found in the NSCB procedures manual.
- 14.2 Should a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. This failing to report such cases will face disciplinary sanctions. Further information can be found in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

## **15 Preventing Radicalisation**

- 15.1 Preventing Radicalisation is seen as part of the schools' wider safeguarding duties. The school supports the notion that it is possible to intervene and prevent vulnerable people becoming radicalised.
- 15.2 Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.
- 15.3 The school acknowledges its role under the *Prevent* Duty Guidance for England and Wales which states that "schools" must have due regard to the need to prevent people from being drawn into terrorism.

### **Useful Links**

#### **Local**

**Northamptonshire Safeguarding Children Board (NSCB):**

<http://www.northamptonshirescb.org.uk/worried-about-a-child/>

**"Making Children Safer" – A Pocket Guide download at:**

<http://www.northamptonshire.gov.uk/mcs>

**Early Help – Request for Services**

Early Help Co-ordinator [www.northamptonshire.gov.uk/earlyhelp](http://www.northamptonshire.gov.uk/earlyhelp)

**Multi-agency referral form** download at:

[http://northamptonshirescb.proceduresonline.com/client\\_supplied/LSCBNForm\\_May2014\\_2003version.doc](http://northamptonshirescb.proceduresonline.com/client_supplied/LSCBNForm_May2014_2003version.doc)

e-mail multi-agency form to: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)

**Online Referral Form:**

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

**Directory of services for Early Help**

<http://families.northamptonshire.gov.uk/directory-search>

**Education Inclusion Partnership –see the NCC website for up to date information.**

**Safeguarding Adults access advice:** Safeguarding Adults Team Northamptonshire County Council

[adultssafeguardingadmin@northamptonshire.gcsx.gov.uk](mailto:adultssafeguardingadmin@northamptonshire.gcsx.gov.uk)

**Complex Case Meetings and Locality Forums operate across Northamptonshire:**

### **Complex Case Meetings**

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, an Early Help Co Ordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

### **Locality Forums**

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

**National**

**National Society for Prevention of Cruelty to Children**

**(NSPCC):**<http://www.nspcc.org.uk/>

**0808 800 5000**

**Childline:**

<http://www.childline.org.uk/Pages/Home.aspx>

**0800 1111**

**Child Exploitation and Online Protection**

**(CEOP):**<http://ceop.police.uk/>

**0870 000 3344**

## APPENDIX 1

### **DEFINITIONS OF ABUSE**

*(from 'Keeping Children Safe in Education' 2016)*

#### **What is Child Abuse?**

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.”

Abuse takes many forms: Physical, Sexual, Neglect and Emotional and includes Peer-on-Peer abuse, Child Sexual Exploitation & Grooming, Female Genital Mutilation, Honour Based Violence and Forced Marriage.

#### **Physical Abuse**

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.

#### **Sexual Abuse**

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

#### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or 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 care takers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

## **Emotional Abuse**

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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

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 (including cyber-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.

## APPENDIX 2

### PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

#### **Contents**

<b>A</b>	<b>General</b>	
<b>B</b>	<b>Individual Staff/Volunteers/Other Adults - main procedural steps</b>	
<b>C</b>	<b>Designated Safeguarding Lead – main procedural steps</b>	

#### **A. General**

1) The Local Safeguarding Children Board for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCB website [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.

2) It is important that all parties act swiftly and avoid delays.

3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

#### **B. Individual Staff/Volunteers/Other Adults – main procedural steps**

- 1) When a child makes a disclosure, or when concerns are received from other sources, **do not** investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer, formerly LADO, to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer (formerly LADO). See contacts section of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

### **C. Designated Safeguarding Lead – Main Procedural Steps**

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NSCB Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details page of this document.
- 5) If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

## **APPENDIX 3**

**PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS** (References to staff in this process include staff in schools, central References to staff includes staff in schools central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- 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.

Relevant Documents:

- DfE *“Keeping Children Safe in Education: Statutory guidance for schools and colleges”* - 2016
- NSCB Procedures manual Section 5
  - ~5.1, Selection and Supervision of Staff
  - ~5.2 Managing Allegations Against Adults who work with Children

### **A. Individual Staff/Volunteers/Other Adults who receive the allegation:**

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher - Keeping Children Safe in Education 2015
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer, formerly LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day.)

### **B. Headteacher**

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the Designated Officer, formerly LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer, formerly LADO, so advises or if circumstances require a referral.

5) Ongoing involvement in cases:

- Liaison with the Designated Officer, formerly LADO
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

2) Notify the Designated Officer formerly LADO, or if unavailable, the Multi-Agency Safeguarding Hub on the same day.

3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer, formerly LADO so advises or if circumstances require a referral.

5) Ongoing involvement in cases:

- Liaison with the Designated Officer, formerly LADO
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**Appendix 4 – Online Safety Policy**

**Clipston Primary School  
and  
Great Creaton Primary School**

**Online - Safety Policy**

Appendix 4 to the Safeguarding Policy



## **Online - Safety Policy**

Presented and adopted by Governors: October 2017

Proposed Review: Autumn 2018

Signed .....  
Mr Graham Leah - Chair of Governors

## **AIMS OF CLIPSTON SCHOOL**

Clipston Endowed VC Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage. To achieve this, we aim to:

- j) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- k) Promote spiritual development and the ability to grow and flourish as human beings.
- l) Support children in building relationships which reflect Christian values.
- m) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- n) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- o) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- p) Ensure equal opportunities for all.
- q) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- r) Develop a sense of pride in belonging to Clipston Endowed VC Primary School.

## **AIMS OF GREAT CREATON SCHOOL**

Great Creaton Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- i) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- j) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- k) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- l) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- m) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- n) Ensure equal opportunities for all.
- o) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- p) Develop a sense of pride in belonging to Great Creaton Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

## **BENEFITS AND RISKS**

Computing covers a wide range of activities, including access to information, electronic communications and social networking. As use of technology is now universal, it is imperative that children learn computing skills in order to prepare themselves for the working environment and that the inherent risks are not used to reduce the use of technology by pupils. Further, the educational advantages of computing need to be harnessed to enhance children's learning. This document provides guidance on developing an effective e- safety strategy to ensure that staff recognise the risks and take action to help children use the internet safely and responsibly.

## **COMPUTING IN OUR SCHOOLS.**

Computing is now a key part of the school curriculum and one of the key aims of computing is to ensure that pupils are aware of online safety messages and guidelines that we continue to teach and instill in our pupils. This is part of our school's responsibility to safeguard and promote the welfare of our pupils, as well as the duty of care to children and their parents to provide a safe learning environment.

Clipston Primary School and Great Creaton Primary School have an online safety strategy in place based on a framework of policy, practice, education and technological support that ensures a safe online- learning environment that maximises the educational benefits of ICT whilst minimising the three main areas of -

### **Associated Risks:**

Content: being exposed to illegal, inappropriate or harmful material;

Contact: being subjected to harmful online interaction with other users; and

Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Our purpose is to:

- a) promote the use of technology within the curriculum;
- b) protect children from harm;
- c) safeguard staff in their contact with pupils and their own use of the internet;
- d) ensure the school fulfils its duty of care to pupils;
- e) provide clear expectations for staff and pupils on acceptable use of the internet.

In particular, both schools ensure the following:

- A **safe internet procedure** that provides filtering software to block access to unsuitable sites, anti-virus software and monitoring systems (for example Surfprotect).
- A culture of **safe practice** underpinned by a strong framework of online safety policy that ensures everyone is aware of expected standards of on-line behaviour.
- Children are **taught to keep themselves and others safe** on-line and use technology responsibly; this should be achieved by working in partnership with parents and carers and raising awareness of the potential risks of internet use.

## **ROLES AND RESPONSIBILITIES**

A successful online safety strategy needs to be inclusive of the whole school community, including teaching assistants, governors and others, and forge links with parents and carers. The strategy must have the backing of school governors, should be overseen by the head teacher and be fully implemented by all staff.

**Mrs Mercer has ultimate responsibility for all online safety issues within the school including:**

- the overall development and implementation of the school's online safety policy;
- ensuring that online safety issues are given a high profile within the school community;
- linking with the board of governors and with parents and carers to promote online safety;
- ensuring online safety is embedded in the curriculum;

### **Governors' role**

Governing bodies have a statutory responsibility for pupil safety and should therefore be aware of online safety issues, providing support to the head teacher in the development of the school's online safety policy.

### **Online safety/Computing Coordinator's role**

All schools should have a designated online safety coordinator who is responsible for co-ordinating online safety procedures on behalf of the schools.

**Clipston: Miss Steph Glascodine**

**Great Creaton: Mrs Emma Mercer**

### **Role of school staff**

All school staff have a dual role concerning their own internet use and providing guidance, support and supervision for pupils. Their role is:

- adhering to the school's online safety policy and procedures;
- communicating the school's online safety policy to pupils;

- keeping pupils safe and ensuring they receive appropriate supervision and support whilst using the internet;
- reporting breaches of internet use to the online safety coordinator / Headteacher;
- teaching the online safety and digital literacy elements of the new curriculum.

## **WORKING WITH PARENTS AND CARERS**

Most children will have internet access at home or own mobile devices and might not be as closely supervised in their use as they would be at school. Therefore, parents and carers need to know about the risks so that they are able to promote online safety education at home and regulate and supervise children's use as appropriate to their age and understanding.

From time to time, parents are made aware of e- safety issues and are offered support in reinforcing online safety messages at home.

## **TEACHING ONLINE-SAFETY**

One of the key features of our school's online safety strategy is teaching pupils to protect themselves and behave responsibly while on-line.

- Overall responsibility for the design and co-ordination of online safety education lies with the head teacher and the online safety coordinator but all staff should play a role in delivering online safety messages.
- Teachers are primarily responsible for delivering an ongoing online safety education in the classroom as part of the curriculum.
- The start of every lesson where computers are being used should be an opportunity to remind pupils of expectations on internet use and the need to follow basic principles in order to keep safe.
- Teachers should be aware of those children who may be more vulnerable to risk from internet use, generally those children with a high level of experience and good computer skills but coupled with poor social skills.

## **Content**

Pupils should be taught all elements of online safety included in the computing curriculum so that they can use technology safely and respectfully, keeping personal information private and identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Ultimately we aspire to our pupils being responsible, competent, confident and creative users of information and communication technology.

## **IT and safe practice**

School staff need to be aware of the importance of maintaining professional standards of behaviour with regards to their own internet use, particularly in relation to their communications with pupils.

The following points are followed by staff to ensure that their behaviour is not open to misinterpretation and to safeguard them from misplaced or malicious allegations.

- Photographic and video images of pupils should only be taken by staff in connection with educational purposes, for example school trips, classroom practice.
- Staff should use school equipment and only store images on the school computer system.
- Staff should take care regarding the content of and access to their own social networking sites.
- Staff should ensure that any materials published on their own social networking sites are neither inappropriate nor illegal.
- Staff should be particularly careful regarding any comments to do with the school or specific pupils that are communicated over the internet; remarks that are private may go to a wider audience and raise questions regarding confidentiality.
- When making contact with parents by email, staff should always use their school email address or via the office/bursar account. Personal email addresses and accounts should never be used.

## **SAFE USE OF TECHNOLOGY**

### **Internet search engines**

- When using the internet, children should receive the appropriate level of supervision for their age and understanding. Teachers should be aware that often, the most computer-literate children are the ones who are most at risk.
- Pupils should not be allowed to aimlessly “surf” the internet and all use should have a clearly defined educational purpose.
- Despite filtering systems, it is still possible for pupils to inadvertently access unsuitable websites. Systems are in place to report, log and act upon these incidents.

### **Safe use of applications**

- Our schools have identified a clear educational use for certain social networking sites (e.g. Twitter and Facebook) and other forum for on-line publishing (e.g. Primary Blogger) These approved sites are used to inform parents and careers of news and events.
- Pupils are taught to be wary of opening attachments to emails where they are unsure of the content or have no knowledge of the sender.
- Pupils are taught not to disclose personal contact details for themselves or others such as addresses or telephone numbers via email correspondence or on social networking sites.
- Pupils should be warned that any bullying or harassment via email, chat rooms or social networking sites will not be tolerated and will be dealt with in accordance

with the school's anti-bullying policy. This should include any correspondence or contact taking place outside the school and/or using non-school systems or equipment.

- In order to teach pupils to stay safe online inside and outside of school, they are taught to follow our schools online safety guidelines:
  - a) not to give out personal details to anyone on-line that may help to identify or locate them or anyone else, for example home address, name of school or clubs attended;
  - b) to think carefully before uploading personal photos of themselves or others onto sites and to take care regarding what information is posted as the images may be used by the site as they see fit and therefore there is no control where images may end up or who can see them;
  - c) to behave responsibly whilst on-line and keep communications polite;
  - d) not to respond to any hurtful or distressing messages but to let their teachers, parents or carers know so that appropriate action can be taken;
  - e) not to arrange to meet anyone whom they have only met on-line.

## **SCHOOL WEBSITE**

Mrs J Heaney is our school's designated person responsible for uploading materials onto the school websites as requested by school staff.

- We ensure the privacy and security of staff and pupils, the contact details on the website should be the school address, email and telephone number. No contact details for staff or pupils should be contained on the website.
- Children's full names should not be published on the website.
- Links to any external websites are regularly reviewed to ensure that their content is appropriate for the school and the intended audience.

## **PHOTOGRAPHS AND VIDEO IMAGES**

- Children's names are not published where their photograph can be linked directly to their name, except on the Tapestry secure site, which is personal to each child and only accessed by the parent (and shared by others only approved by them).
- Staff should ensure that children and staff are suitably dressed to reduce the risk of inappropriate use of images.
- Staff should not use personal devices to take photographs of pupils unless this has been approved by the online safety lead (for example when the number of groups on school trips means that there are insufficient camera devices. In such circumstances the images are uploaded onto the school system and deleted from the personal device).

## **RESPONDING TO INCIDENTS**

- All incidents and complaints relating to online safety and unacceptable internet use will be reported to Mrs Mercer.
- Incidents involving the head teacher should be reported to the chair of the board of governors.
- The school's online safety coordinator will keep a log of all online safety incidents and complaints and regularly review the information for evidence of emerging patterns of individual behaviour or weaknesses in the school's online safety system, and use these to update the online safety policy.

## **CYBERBULLYING**

### **Definition and description**

Cyberbullying is defined as the use of technology such as email and social networking sites to deliberately hurt or upset someone or harass or threaten. Unlike physical forms of bullying, the internet more easily enables bullying to continue past school hours and invades the victim's home life and personal space. It also allows distribution of hurtful comments and material to a wide audience.

Cyber bullying is extremely prevalent as people who would not consider bullying in the physical sense may find it easier to bully through the internet, especially if it is thought the bullying may remain anonymous.

Bullying may take the form of:

- rude, abusive or threatening messages via email or text;
- posting insulting, derogatory or defamatory statements on blogs or social networking sites;
- setting up websites that specifically target the victim;
- making or sharing derogatory or embarrassing images or videos of someone via mobile phone or email (for example, sexting/"happy slapping").

Cyber bullying can affect pupils, parents and staff members. Often, the internet medium used to perpetrate the bullying allows the bully to remain anonymous. In extreme cases, cyber bullying could be a criminal offence under the Harassment Act 1997 or the Telecommunications Act 1984.

### **Dealing with incidents**

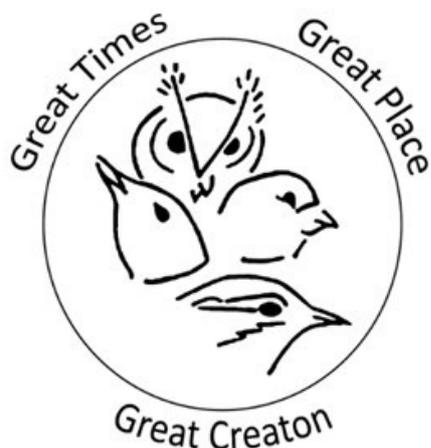
The following covers all incidents of bullying that involve pupils and staff at school, whether or not they take place on school premises or outside school.

- School anti-bullying and behaviour policies should cover the issue of cyber bullying and set out clear expectations of behaviour and sanctions for any breach.
- Any incidents of cyber bullying should be reported to Mrs Mercer who will notify record the incident on the incident report form and ensure that the incident is dealt with in line with the school's anti-bullying policy. Incidents should be monitored and the information used to inform the development of anti-bullying policies.

- Where incidents are extreme, for example threats against someone's life, or continue over a period of time, consideration should be given to reporting the matter to the police as in these cases, the bullying may be a criminal offence.
- As part of online safety awareness and education, pupils should be told of the "no tolerance" policy for cyber bullying and encouraged to report any incidents to their teacher.
- The designated child protection teacher or the online safety coordinator should notify the pupil's parents of any concerns or incidents and where appropriate, arrange to meet with them discuss what action they can take to ensure their child's safety.

### **Appendix 5 - Adult Code of Conduct**

# Clipston Endowed VC Primary School and Great Creaton Primary School Adult Code of Conduct



## **Adult Code of Conduct**

To be presented to Governors: October 2017

To be adopted by Governing Body: October 2017

Proposed Review: Autumn 2018

Signed .....  
Mr Graham Leah: Chair of Governors

## **AIMS OF CLIPSTON SCHOOL**

Clipston Endowed Voluntary Controlled Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage. To achieve this, we aim to:

- s) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- t) Promote spiritual development and the ability to grow and flourish as human beings.
- u) Support children in building relationships which reflect Christian values.
- v) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- w) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- x) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- y) Ensure equal opportunities for all.
- z) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- aa) Develop a sense of pride in belonging to Clipston Endowed VC Primary School.

## **AIMS OF GREAT CREATON SCHOOL**

Great Creaton Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- q) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- r) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- s) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- t) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- u) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- v) Ensure equal opportunities for all.
- w) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- x) Develop a sense of pride in belonging to Great Creaton Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

## **Adult Code of Conduct**

In our capacity as School Staff and Governors, we have a duty to behave in a way that reflects well on the school, working at all times within the law and according to our School and LA policies and procedures. At no time should public confidence in the school be put at risk by the actions or words of a member of school staff or governing body. Volunteers are asked to make a similar commitment.

It is important that adults read, understand and sign the school's Code of Conduct.

If the behaviour of a member of staff falls below the standards in this code, the Head Teacher/Chair of Governors may take formal action against you, including dismissal. This Code of Conduct cannot cover every eventuality. Its purpose is to alert you to some areas of common agreement. It does not replace the general requirements of the law, common sense and good conduct. If any points are unclear or you are not sure of the appropriate action to take in a situation, whether or not it is covered in this code, please consult the Head Teacher.

1. **We are committed to safeguarding and promoting the welfare of all children.**
2. **We always act in the child's best interests.**
3. We know and follow the **school aims** at all times.
4. We will **follow school policy** at all times.
5. We will respect **confidentiality**
6. We will treat others **equally** well, avoiding all forms of discrimination.
7. We will be **good role models for children.**
8. We will be **punctual** and **fully prepared** for our work.
9. We will respect and safeguard the **school's property** and **resources.**
10. **We will listen** to what children and adults have to say and value their opinions.
11. We will engage in a **professional** dialogue when our ideas and opinions differ.
12. **We will speak** with care to children and adults.
13. We will **dress** modestly and appropriately for working with children.
14. We will follow **Health and Safety guidelines.**
15. When dealing with behaviour we will follow the school's **Behaviour Policy.**
16. We are aware that **our behaviour** and that of those with whom we share a household may impact on our ability to work with children.
17. We are aware of the **Whistle Blowing Policy.**
18. We understand that it is our duty to report any **concerns about the safety** of children or the conduct of adults to the **Designated Safeguarding Person.**

### **Confidentiality and Information Disclosure**

- We will not pass on to anyone information about any child or adult unless there is a need for them to have this information in the course of their work.
- We will conform to the requirements of the Data Protection Act and will take all reasonable steps to ensure that the loss, destruction, inaccuracy or disclosure of information does not occur as a result of our actions. This includes information relating to school business and pupil data.
- We will not disclose personal or financial information about any other member of staff or other adult involved with the school to any unauthorised person, external organisation or agency without the express consent of the individual concerned or that of the Head Teacher.
- We will not use information obtained in the course of our duties to the detriment of the School or for personal gain or benefit; nor will we impart this information to others who might use it in such a way.

- Confidential information belonging to the School will not be disclosed to any person not authorised to receive it.
- We will know the name of the Designated Safeguarding Lead and be familiar with the established Child Protection procedures.

### **Privacy when speaking to or working with children**

- As a general rule, adults should not speak to, or work with, a child alone in a room with the door closed. If an adult needs to speak to, or work with, a child out of the earshot or sight of other children, they should ask another adult, who is subject to the school's expectations regarding confidentiality, or who is related to the child, to be present. In circumstances where quiet or confidentiality is essential, the work or conversation should take place in a room with a window in the door or wall allowing others to see into the room.
- The above rules apply to the administration of first aid and in all other circumstances except in situations which the adult believes may be life-threatening.
- Adults should knock and shout a warning into pupil toilet areas before entering and should allow children time to cover up or to leave before they enter the area.
- Alternatively a child may be sent into the toilets to check that they are empty before the adult enters. This applies especially in boys' toilets where boys may be at the urinal. Toilet areas can be subject to unacceptable behaviour and adults may legitimately enter them in these or other work-related circumstances.

### **Physical Contact between adults and children**

- In order to maintain an appropriate professional relationship, physical contact between adults and pupils should be kept to a minimum. Young children may be comforted when distressed and may initiate physical contact in other circumstances, but adults should always be aware that innocent physical contact may be misinterpreted by observers or by the recipient. Adults should avoid putting themselves in potentially compromising situations by observing the following rules:
- Physical control or restraint must only take place as described in the school's Physical Restraint Policy.
- Intimate touches, including kisses, should never be given by adults to pupils. Children who give them to adults must be kindly, but firmly, told that it is inappropriate. Some children, children with special needs related to social interaction for example, may persist with this behaviour throughout primary school. In such circumstances staff should ensure that other adults are aware, continue to firmly discourage the behaviour, and involve the parents in working towards more appropriate social behaviour.
- Where a child is distressed or hurt they may seek some sort of physical comfort.
- Adults should confine this to the minimum required to comfort the child. Younger children may actively seek a hug or to sit on the adult's knee. The aim of the adult must always be to minimise such contact and it should never take place privately.
- Physical contact may be necessary as part of instruction, for example in PE. Whenever practicable demonstration or instruction without physical contact should be used. In other situations make it clear to the children present what contact will be used and why.
- When assisting children with toileting issues, staff must follow the procedures outlined in the First Aid and Intimate Care Policy.

### **Use of Cameras and Mobile Phones**

- To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones, lap tops and cameras in the school.
- All staff must ensure that their mobile phones, personal cameras and recording devices are not accessible and able to be used by children on school premises or when on outings. (This applies to visitors, volunteers and students).
- Mobile phones must not be used within toilet or changing areas.
- The use of mobile phones for personal use in front of children is to be avoided. We recognise that mobile phones may, on very rare occasions, need to be used by staff in unavoidable

situations. However as a general rule no mobile phones should be used by adults for personal use unless they are on their break.

- Only school equipment should be used to record classroom activities. On the occasions where this is not efficient, images should be put on the school system as soon as possible.
- Adults must be able to justify images of pupils in their possession.
- Staff must not take images of pupils for their personal use.
- During school outings nominated staff will have access to mobile phones which can be used for emergency or contact purposes.
- All telephone contact with parents or carers should be made on the school phone. The use of personal mobile phones should be avoided.
- Parents or carers are permitted to take photographs during a school production or event only if all parents have signed the consent form which is distributed on admission to the school.
- Staff and parents are advised against the misuse of social network sites such as Facebook and Twitter to share confidential or potentially negative or abusive comments or information regarding the school, a member of staff, parent or child.

### **Exposure to Inappropriate Images**

- Staff must abide by the school's E-safety policy.
- Staff must ensure that children are not exposed to inappropriate images.
- Staff must ensure that any films or material shown to children are age appropriate.

### **Social Networking, Social Contact & Contact Outside the Workplace**

- All staff will follow the E-Safety Policy accepted by the Governing Body. They will also not seek to make contact with children under 18 years of age (past and present) on any Social Networking Sites.
- Staff will not disclose any personal information or information or vocabulary that could bring the school into disrepute on a Social Networking Site.
- Staff must ensure that their use of technologies could not bring their employer into disrepute.
- Staff must inform the Head Teacher where parents wish to use their services outside of the workplace e.g. babysitting, tutoring.
- Home Visits should be agreed with the Head Teacher, Senior Teacher / Assistant Head.

### **The use of private cars for work related duties**

- Adults will only transport pupils, in relation to school activities, in their private car with the knowledge and consent of the Head Teacher and the agreement of the child's parent.
- No adult will, as part of their school duties, transport a child in their car without another responsible adult (e.g. parent, member of staff).
- The normal rules of the road apply, for example, all children being transported should be wearing a seat belt and using a child seat as appropriate.
- Staff will ensure that they are fit to drive and free from any drugs, alcohol or medicine which may impair their ability to drive.

### **Appropriate language**

- Adults will model best use of language.
- Adults will not use inappropriate language in the presence of pupils.
- Adults will not discuss their sexual relationships with or in the presence of pupils.
- Adults will uphold fundamental British Values and not use language which may be considered prejudicial.

### **Dress Code**

- Adults will dress modestly and appropriately for working with children.
- Clothes should be tidy and not display logos which may cause offence because of their slogans or illustrations.
- Ripped jeans are not appropriate.

- Staff are not required to wear ties or suits.
- Facial piercings should be studs only – no bars or rings.
- Staff should be mindful that ear-rings may pose a risk to their health and safety.

# **Adult Code of Conduct Clipston and Great Creaton Primary Schools**

**1.**

**2. Disciplinary Action**

Any breach of this Code of Conduct may result in disciplinary action which could result in dismissal. See NCC Disciplinary Policy.

**I confirm that I have read and understood the:**

**Adult Code of Conduct**

**for**

**Clipston and Great Creaton Schools**

**and I agree to abide by its contents.**

• **Signed**.....

• **Print Name**.....

• **Date**.....

• Please return this page to the Head Teacher