



Ken Stimpson Community School

Staff Code of Conduct

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Ken Stimpson Community School has a Code of Conduct for staff working with students which aims to help minimise the risk of vulnerability to false or malicious allegations or abuse towards student. This code operates alongside but does not take priority over the school's Child Protection procedures.

In general, all staff should take care that no aspect of their demeanour, language and attitude gives rise to misunderstandings.

1. Introduction

- 1.1 The Governing Body of Ken Stimpson Community School will foster a culture of the highest professional standards. This Safer Care Code of Conduct (the 'Conduct Code') sets out the professional standards expected and the duty upon staff, governors and volunteers to abide by it. All staff, governors and volunteers have a duty to keep students safe, promote their welfare and to protect them from sexual, physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and students and behaviour by adults that demonstrate integrity, maturity and good judgement. Following this Conduct Code will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to students.
- 1.2 Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. Adults have a duty to report any child protection or welfare concerns to the designated member of staff in school. A member of staff who in good faith 'whistleblows' or makes a public interest disclosure will have the protection of the relevant legislation.
- 1.3 This Conduct Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff, governors or volunteers. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to students. There will be occasions and circumstances in which staff, governors or volunteers have to make decisions or take action in the best interests of the student where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the students for whom that individual is responsible.
- 1.4 Any member of staff who is found to have committed a breach of this Conduct Code will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Governing Body will take a strict approach to serious breaches of this Conduct Code.
- 1.5 Where an allegation of abuse is made against a member of staff the Governing Body will take into account the guidance set out in the Safeguarding Children and Safer Recruitment in Education (published by the DCFS and in force from January 2007) and the statutory guidance within 'Dealing with Allegation of Abuse against Teachers and other Staff' (published by the Department for Education July 2011) where it is alleged that a member of staff, governor or volunteer 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.
- Behaviour towards a child or children in a way that indicates s / he is unsuitable to work with children.

2. Expected Professional Standards

- 2.1 Teachers are required to comply with the Teacher's Standards in particular Part 2 Personal and Professional Standards.
- 2.2 All staff, governors and volunteers must be familiar with and act in accordance with Part 1 of 'Keeping Children Safe in Education DfE April 2014'.

3. Confidentiality

- 3.1 As data controllers, all schools are subject to the Data Protection Act 1988. In addition, teachers owe a common law duty of care to safeguard the welfare of their students. This duty is acknowledged in the provisions governing disclosure of information about students.
- 3.2 Members of staff and governors may have access to confidential information about students in order to undertake their responsibilities. In some circumstances the information may be sensitive and / or confidential. Confidential or personal information about a student or her / his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the student.
- 3.3 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated student protection responsibility.
- 3.4 Confidential information about students must be held securely. **Confidential information about students must not be held off the school site other than on security protected school equipment.** Information must only be stored for the length of time necessary to discharge the task for which it is required. **Under no circumstances** should any data be removed from the school ICT systems onto personal computers or personal email/cloud/physical storage devices. In relation to digital recordings, there should be a clear, transparent rationale about what is being recorded to the person and the length of time it will be retained.
- 3.5 If a member of staff is in any doubt about the storage of sharing information s / he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed on to senior management.

4. Propriety, Behaviour, Reputation and Appearance

- 4.1 All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, students and the public in general. An individual's behaviour or actions, either in or out of the workplace, should not compromise her / his position within the work setting or bring the school into disrepute. The misuse of drugs, alcohol, acts of violence and Facebook pictures / social media comments would be examples of such behaviour.
- 4.2 A person's dress and appearance are matters of personal choice and self-expression. However, staff, governors and volunteers must ensure they are dressed in ways which are appropriate to and safe for their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. Those who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.
- 4.3 Personal property of a sexual explicit nature such as books, magazines, CDs, DVDs or such material on any electronic media must not be brought onto or stored on the school premises or on any school equipment.
- 4.4 Ken Stimpson Community School is a smoke free environment and staff are not permitted to smoke within the school perimeter. If staff are on school visits or trips they are not permitted to smoke in front of students. If staff visit other workplaces as a representative of the school they are not permitted to smoke within the workplace boundary.

5. Sexual Contact with Children and Young People and Abuse of Trust

- 5.1 Relationships between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.
- 5.2 Any sexual behaviour or activity, whether homosexual or heterosexual, by a member of staff, governor or volunteer with or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it an offence for that person to engage in sexual activity with or in the presence of the child or to cause or incite that child to engage in or watch sexual activity.

- 5.3 Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to safeguard Children' defines sexual abuse 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.
- 5.4 Staff, governors and volunteers must not have sexual relationships with students, have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative e.g. verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or young person or discuss their own sexual relationships with or in the presence of students. Staff, governors and volunteers should take care that their language or conduct does not give rise to comment or speculations. Attitudes, demeanour and language all require care and thought.
- 5.5 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 or young person, and manipulate that relationship so that sexual abuse can take place. Staff, governors and volunteers should be aware that conferring special attention without good reason or favouring a student has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

6. Infatuations and Crushes

- 6.1 A child or young person may develop an infatuation with an adult who works with them. A member of staff, governor or volunteer, who becomes aware that a student may be infatuated with him / herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken to avoid any hurt, distress or embarrassment. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the student. This should also be recognised that careless and insensitive reaction may provoke false accusation.
- 6.2 Examples of situations which must be reported are given below:
- Where a member of staff, governor or volunteer is concerned that he or she might be developing a relationship with a student which could have the potential to represent an abuse of trust.
 - Where a member of staff, governor or volunteer is concerned that a student is becoming attracted to him or her or that there is a developing attachment or dependency.
 - Where a member of staff, governor or volunteer is concerned that actions or words have been misunderstood or misconstrued by a student such that an abuse of trust might be wrongly suspected by others.
 - Where a member of staff, governor or volunteer is concerned about the apparent development of a relationship by another member of staff, governor or volunteer, or received information about such a relationship.

7. Gifts

- 7.1 It is against the law for public servants to take bribes. Staff, governors, and volunteers need to take care that they do not accept any gift that might be construed by others as a bribe, or lead

the giver to expect preferential treatment. There are occasions when students or parents / carers wish to pass small tokens of appreciation to staff e.g. at Christmas 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.

7.2 Personal gifts must not be given to students. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a student should be considered with the school's Behaviour for Learning policy, recorded, and not based on favouritism.

8. Social Contact, Social Networking and the use of ICT:

8.1 Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. ICT systems must be used in a responsible way, to ensure that there is no risk to the safety of any individual or to the safety and security of the ICT infrastructure.

8.2 For professional and personal safety:

- The school will monitor use of the ICT systems, email and other digital communications.
- The rules set out in this agreement also apply to use of school ICT systems (e.g. laptops, tablets, email, VLE etc.) out of school, and to the transfer of personal data (digital or paper based) out of school.
- The school ICT systems are primarily intended for educational use and should only be used for personal or recreational use within the policies and rules set down by the school.
- Staff must not disclose usernames or passwords to anyone else, nor try to use any other person's username and password. Staff should not write down or store a password where it is possible that someone may steal it.
- Staff must immediately report any illegal, inappropriate or harmful material or incident to the appropriate person.

8.3 Communications and actions when using school ICT systems:

- Staff, governors and volunteers must not access, copy, remove or otherwise alter any other user's files, without their express permission.
- Staff, governors and volunteers must communicate with others in a professional manner, not use aggressive or inappropriate language and appreciate that others may have different opinions.
- Staff must seek permission and act in accordance with the school's policy on the use of digital / video images. Staff must not use personal equipment to record these images, unless they have permission to do so. Where these images are published it will not be possible to identify by name, or other personal information, those who are featured unless it is deemed appropriate by all parties, governors and volunteers must ensure that when taking and / or publishing images of involved.
- Staff, governors and volunteers will only use chat and social networking sites in school if deemed appropriate by their Line Manager.

- Staff, governors and volunteers will only communicate with students and parents / carers using official school systems. Any such communication will be professional in tone and manner.
- Staff, governors and volunteers must not give their personal contact details such as home/mobile phone number; home or personal email address or social networking details to students unless the need to do so is agreed in writing with senior management. Staff are personally responsible for what they communicate in social media and must bear in mind that what is published may be read by staff, students, parents / carers or the general public. Staff must ensure that online privacy settings are employed appropriately and that public content reflects the image of a professional at all times.
- Staff must not have any students or ex-students under the age of 18 as friends on their social networking sites. Staff are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Staff are advised not to have online friendships with parents / carers of students, or members of the Governing Body. Where such friendships exist, staff must ensure that appropriate professional boundaries are maintained.

8.4 Safe and secure access to technologies:

- If staff use personal mobile devices in school, they must follow the rules set out in this document, in the same way as when using school equipment. Staff must ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- Staff must not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted.
- Staff must not install or attempt to install software of any type on a machine/computer, nor try to alter computer settings, unless it is a direct requirement within their job description.
- Staff must keep any staff or student data to which they have access securely in accordance with the Data Protection Act. Staff should lock their computers if they are leaving them unattended, to prevent unauthorised access.
- The content of this document applies not only to the use of school ICT equipment in school, but also applies to the use of ICT systems and equipment off the premises, including Remote Access, and use of personal equipment on the premises or in situations relating to employment by the school.
- Failure to comply with this document could result in disciplinary action. This could include, but is not limited to, a warning, a suspension, referral to Governors and / or the Local Authority and in the event of illegal activities the involvement of the police.

9. Physical Contact and Personal Privacy

- 9.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. It is not possible to be specific about the appropriateness of

each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.

- 9.2 Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff, governor or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible in the school's incident book, and, if appropriate, a copy placed on the student's file.
- 9.3 Physical contact, which occurs regularly with a student or students, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the student's permission before initiating contact. Staff should listen, observe and take note of the student's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the student for the minimum time necessary.
- 9.4 There may be occasions when a distressed student needs comfort and reassurance. This may include inappropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- 9.5 Where a member of staff has a particular concern about the need to provide this type of care and reassurance s / he should seek further advice from a senior manager.
- 9.6 Some staff, for example, those who teach PE and games, or who provide music tuition, will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment / instrument or assist them with an exercise. This should be done with the student's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the students.
- 9.7 Students are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs an age of the students concerned and sensitive to the potential for embarrassment.
- 9.8 Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff, governor or volunteer should be involved in intimate care duties except in an emergency.
- 9.9 Students with special needs – if students require assistance with toileting or assistance with changing e.g. swimming, staff should consider whether it would be possible to arrange for the presence of another adult in the vicinity. For students who are hearing impaired, touching is often an important means of communication. Those staff working closely with these students should ensure that where this happens it is not carried out in a manner which could be misconstrued. Further guidance for staff is available from the SENCO.

10. Behaviour Management and Physical Intervention

10.1 All students have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff, governors and volunteers must not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Deliberately intimidating students by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of the Behaviour for Learning policy.

10.2 Physical intervention can only be justified as the very last resort in exceptional circumstances. Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. We at Ken Stimpson Community School will do everything to avoid the use of any physical intervention or reasonable force and will use all other behaviour management techniques to diffuse a situation. Staff should read the Behaviour for Learning policy.

11. One to One Situations and Meetings with Students

11.1 One to one situations have the potential to make students more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with students may also be more vulnerable to unjust or unfounded allegations being made against them. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and students are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and student. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and / or visual / auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

11.2 Pre-arranged meetings with students away from the school premises or on the school site when the school is not in session are not permitted unless written approval is obtained from their parent / carer and the Principal or other senior colleague with delegated authority.

11.3 No student should be in or invited into, the home of an adult who works with them, unless the reason for this has been established and agreed with parents / carers and a senior manager / Principal.

12. Transporting Students

12.1 In certain situations e.g. out of school activities, staff, governors or volunteers may agree to transport students. Transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

12.2 It is inappropriate for staff to offer lifts to a student outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with parents / carers.

12.3 There may be occasions where the student 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.

13. Educational Visits and School Clubs

13.1 Staff, governors and volunteers should take particular care when supervising students in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff, governors and volunteers remain in a position of trust and the same standards of conduct apply. Please refer to the Educational Visits policy.

14. Curriculum

14.2 Many areas of the curriculum can include or raise subject matter which has sexually explicit, or content of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

14.3 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff. Staff, governors and volunteers must not enter into or encourage inappropriate discussion about sexual activity or behaviour.

14.4 Please refer to the Sex and Relationships Education policy.

15. Photography, Videos and other Creative Arts, Media

15.1 Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 effects the use of photography. An image of a student is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent / carer of a student before any images are made, such as those used for school web sites, notice boards, productions or other purposes.

15.2 Staff need to be aware of the potential for such images to be misused to create indecent images of students and / or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. There should be an agreement as to whether the

images will be destroyed or retained for further use, where these will be stored and who will have access to them.

15.3 Staff should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some students do not wish to have their photograph taken.

15.4 Adults should only use equipment provided or authorised by the school to make / take images and should not use mobile telephones or any other similar devices to make / take images.

15.5 When using a photograph the following guidance must be followed:

- If the photograph is used, avoid naming the students.
- If the students are named, avoid using the photograph.
- Images must be securely stored and used only by those authorised to do so.
- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson / activity is concluded.
- Ensure that a senior member of staff is aware that the photography / image equipment is being used and for what purpose.
- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify the images made.
- Do not make images in one to one situations.
- Do not take, display or distribute images of students unless there is consent to do so.

16. Whistleblowing and Cyber-Bullying

16.1 Staff who have concerns about any alleged abuse or inappropriate use of ICT resources, virtual learning environments, camera / recording equipment, telephony, social networking sites, email or internet facilities or inappropriate communications, whether by students, parent / carers of staff, or others should alert the Principal. If a matter concerns child protection it should also be reported to the Designated Child Protection Officer.

16.2 Cyber-bullying can be experienced by staff as well as students. Staff should notify their line manager if they are subject to cyber-bullying. The school will endeavour to protect staff and stop any inappropriate conduct.

17. Unacceptable Use of ICT Facilities and Monitoring

17.1 Posting, creating, accessing, transmitting, downloading, uploading or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result in summary dismissal (this list is not exhaustive):

- Pornographic or sexually suggestive material or images of students, young people or adults which may be construed as such in the circumstances (that is, writing, texting, pictures, films and video clips of a sexually explicit or arousing nature).
- Any other type of offensive, obscene or discriminatory material or criminal material or material which is liable to cause distress or embarrassment to the school or others.

17.2 The contents of the school ICT resources and communications systems are school property. Therefore, staff should have no expectation of privacy in any message, files, data, document,

facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on the school electronic information and communications systems.

17.3 The school reserves the right to monitor, intercept and review, without further notice, staff usage of the school ICT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and activities, to ensure that our rules are being complied with and for the following purposes:

- To monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Conduct Code.
- To assist in the investigation of alleged wrongful acts.
- To comply with any legal obligation.

17.4 Staff consent to monitoring by acknowledgement of this Conduct Code and the use of the school's resources and systems. The school may store copies of data or communications for a period of time after they are created, and may delete such copies from time to time without notice. If necessary, information may be handed to the police in connection with a criminal investigation.

17.5 A CCTV system monitors the school 24 hours a day. This data is recorded and may be used as evidence of any alleged wrong doing.

18. Sharing Concerns and Recording Incidents

18.2 All staff, governors and volunteers must share any concerns and report incidents. The following is a nonexhaustive list of behaviours which must be shared with a senior member of staff. An adult who:

- Allows a student to be treated badly, pretends not to know it is happening.
- Gossips / shares information inappropriately.
- Demonstrates inappropriate discriminatory behaviour and / or uses inappropriate language.
- Dresses in a way which is inappropriate for the job role.
- Does not treat students fairly – demonstrates favouritism.
- Demonstrates a lack of understanding about personal and professional boundaries.
- Uses his / her position of trust to intimidate, threaten, coerce or undermine.
- Appears to have an inappropriate social relationship with a student or students.
- Appears to have special or different relationships with a student or students.
- Seems to seek out unnecessary opportunities to be alone with a student.

19. Child Safeguarding Competences for staff, governors and volunteers who work with Children and Young People

19.1 The following competences are necessary:

19.2 Emotional Awareness

- Aware of the range of emotions in self and others.
- Demonstrates empathy for the concerns of others.
- Listens to and understands directly and indirectly expressed feelings.
- Encourages others to express themselves openly.
- Manages strong emotions and responds constructively to the source of problems.
- Listens to personal comments without becoming defensive.
- In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down.
- Has a range of mechanisms for dealing with stress, can recognise when to use them and does so.
- Shows respect for others' feelings, views and circumstances.

19.3 Working within Professional Boundaries □ Demonstrates professional curiosity.

- Accepts responsibility and accountability for own work and can define the responsibilities of others.
- Recognises the limits of own authority within the role.
- Sees and uses professional support appropriately.
- Understands the principle of confidentiality.

19.4 Self-awareness

- Has a balanced understanding of self and others.
- Has a realistic knowledge of personal strengths and weaknesses.
- Can demonstrate flexibility of approach.
- Shows a realistic appreciation of the challenges of working with this client group.

19.5 Ability to Safeguard and promote the welfare of children and young people

- Appreciates the significance of safeguarding and interprets this accurately for all individual students whatever their life circumstances.
- Has a good understanding of the safeguarding agenda.
- Can demonstrate how s / he has promoted 'best practice'.
- Shows a personal commitment to safeguard children.

20. Child Protection Whistle Blowing Policy: Guidance for Employees

This guidance is written for staff working with children and young people working in education settings and should be read in conjunction with Peterborough City Council Whistle Blowing policy, PSCB Managing Allegations or Serious Concerns in Respect of any Adult who Works or Volunteers with Children (<http://www.peterboroughscb.org.uk/>) and *Keeping Children Safe in Education* Part 4.

Staff must acknowledge their individual responsibilities 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.

The policy applies to all employees and those contractors working for the School on School premises, for example, agency staff, builders, and drivers. It also covers suppliers and those providing services under a contract with the School.

"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"

With acknowledgement to Sounding the Alarm - Barnardos

Don't think what if I'm wrong - think what if I'm 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

- Starting a chain of events which spirals.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

Raising a concern

The PSCB has specific guidance on their website relating to management of allegations against an adult working with children or young people. In Peterborough, allegations against a member of staff or a volunteer organisation working with children and young people must be referred to the **Local Authority Designated Officer (LADO)**.

The LADO must be told, within one working day, of all allegations that come to the employer's attention and appear to meet the criteria so that s/he can consult or refer to the Police Designated Unit Manager and the relevant Children's Services Team Manager as appropriate in accordance with the PSCB policy on managing allegations against staff, carers and volunteers. The procedures apply to situations when:

- There are suspicions or allegations of abuse by a person who works with children in either a paid or unpaid capacity - as a permanent, temporary or agency staff member, contract worker, consultant, volunteer, approved foster carer, child minder or approved adopter.

- If it is discovered that an individual known to have been involved previously in child abuse, is or has been working with children.

What you should do

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 it is possible for action to be taken.

- Try to pinpoint what practice is concerning you and why.
- Approach someone you trust and who you will believe will respond.
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally you should put your concerns in writing.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

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 victimization.**
- No action will be taken against you if the concern was raised in good faith but proves to be false or unsubstantiated.
- Malicious allegations may be considered as a disciplinary offence.

Self-reporting

- There may be occasions where a member of staff has a personal difficulty, maybe 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.

(Confidentiality cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.)

Data Protection

In line with data protection requirements, information about a child or an allegation against a member of staff or volunteer must be restricted to those who have a need to know in order to:

- Protect children.
- Safeguard the rights of the person about whom the allegation has been made and others who might be affected.
- Facilitate enquiries.
- Avoid victimization.
- Manage disciplinary / complaints aspects.

The Safeguarding Champion may ask you for further information in order to make any referrals. You should not discuss or share this information with anyone else within the organisation. Any paperwork you have generated should be stored securely.

Drugs and Alcohol Guidelines

We require all employees to come to work free from the effects of alcohol and drugs.

Working under the influence of alcohol or drugs, or consuming alcohol or drugs during hours of work, including paid and unpaid breaks, is unacceptable behaviour.

Misuse of Drugs Act 1971 - makes it an offence for someone to knowingly permit the production, supply or use of controlled drugs on their premises except in specified circumstances (for example drugs prescribed by a doctor).

The School Business Manager or Principal should be informed if medicines/drugs prescribed by a doctor could have a negative impact on your ability to carry out your normal day to day duties.

If there are grounds to suspect a member of staff is suffering from the effects of alcohol or drugs whilst at work we reserve the right to conduct a search of personal belongings

Employees found in possession of illegal drugs or using illegal drugs while at work will normally be reported to the police.

Colleagues may be the first to notice when an employee is misusing substances. If a member of staff suspects an alcohol or drug problem in a colleague they should either:

- Report the matter to the School Business Manager or Principal
- Advise colleague to seek help – www.drugscope.org.uk/www.alcoholconcern.org.uk

Please sign and return the section below to Pauline Greenwood.

I have read and understood the:

- 1. Staff Code of Conduct
- 2. Keeping Children Safe In Education and
- 3. Data Protection Policy

I agree to abide by it at all times.

Full Name:	
Post:	
Signature:	
Date:	/ /201_