
SAFE WORKING PRACTICE STAFF AND STUDENTS

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

This policy applies to all staff, volunteers and governors at Chiltern Hills Academy.

The following has been prepared following the Guidance for Safer Working Practice for Adults Who Work with Children and Young People document, published by GONW [January 2009].

The vast majority of adults who work with children in education settings act professionally. They seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for children and young people in their care. It is recognised that achieving these aims is not always straightforward. Much relies on student and staff interactions where tensions and misunderstandings can occur. It is here that staff behaviours can give rise to allegations being made against them. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

Staff working in education settings have expressed concern about their vulnerability and have requested clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. They have asked for practical guidance about which behaviours constitute safe practice and which behaviours should be avoided.

This document has been produced in response to these concerns. It seeks to ensure that the duty of care towards students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour. It is hoped that it will also assist staff to monitor their own standards and practice.

The guidance will also support employers in giving a clear message that unlawful or unsafe behaviour will not be tolerated and that where appropriate, legal or disciplinary action is likely to follow.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that any such guidance cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of the justification for any such action already taken or proposed.

Underpinning principles:

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- The welfare of the child is paramount (Children Act 1989).
- Staff should understand their responsibilities to safeguard and promote the welfare of children and young people.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their Line Manager or another senior member of staff about any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with the Academy's policy for keeping and maintaining records.
- Staff should apply the same professional standards regardless of race, gender or sexuality.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Staff should know the procedures for handling allegations against staff and to whom they should report concerns.

1. INTRODUCTION

Staff have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help staff establish the safest possible learning and working environments which safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

2. DUTY OF CARE

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from all risks including sexual, physical and emotional harm. Children have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of students. Failure to do so may be regarded as professional neglect. This means that these guidelines apply to all adults working in education settings whatever their position, roles, or responsibilities.

This means that staff should:

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

Employers have a duty of care towards their employees under the Health and Safety at Work Act 1974 which requires them to provide a safe working environment for staff and guidance about safe working practices. Thus, employers have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. Staff who are subject to an allegation should therefore be supported and the principles of natural justice applied.

3. EXERCISE OF PROFESSIONAL JUDGEMENT

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child

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or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists, staff should:

- Discuss the circumstances that informed their action, or their proposed action, with a senior colleague (e.g. Academic Year Leader, Subject Leader or SLT). This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
- Always discuss any misunderstanding, accidents or threats with a Senior Leader.
- Always record discussions and actions taken with their justifications.

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

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

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

4. CONFIDENTIALITY

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

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

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

This means that staff should not:

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

This means that staff:

- Are expected to treat information they receive about children and young people in a discreet and confidential manner.

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- Should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them.
- Need to be cautious when passing information to others about a child/young person.
- Need to know the procedures for handling allegations against staff and to whom any concerns or allegations should be reported.
- Need to know the name(s) of those with delegated child protection responsibilities in the Academy.

5. PROPRIETY AND BEHAVIOUR

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

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

This means that staff should not:

- Behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
- Make sexual remarks to or about a student.
- Discuss their own sexual relationships with or in the presence of students.
- Discuss a student's sexual relationships in inappropriate settings or contexts
- Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate or might be interpreted as such.

6. DRESS AND APPEARANCE

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

This means that staff should wear clothing which:

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

7. GIFTS, REWARDS AND SELECTION OF STUDENTS

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed as a bribe by others or lead the giver to expect preferential treatment.

There are occasions when children or parents 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.

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Similarly, it is inadvisable to give such personal gifts 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 young person should be agreed practice within the establishment, consistent with the behaviour policy, recorded and not based on favouritism.

Staff should exercise care when selecting students for Academy teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when students are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria.

This means that staff should:

- Ensure that gifts received or given in situations which may be misconstrued are declared.

8. INFATUATIONS

Staff need to be aware that it is not uncommon for students to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. A member of staff who becomes aware that a student may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken.

This means that staff should:

- Report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff.

9. SOCIAL CONTACT

It is not appropriate for teachers to write personal notes or letters or to send e-mail to individual students. If a teacher believes it to be necessary to write a personal note to a student, she/he should discuss the purpose and context with a senior colleague, who should refer to the Principal or designated Child Protection person if they require further advice.

This advice is not intended to curtail the use of email if the Academy has agreed the use of this medium for submission of work, advice over aspects of subjects being covered or other professional matters. All teachers and other adults using email in this context, however, need to be aware of the less formal style that can characterise this form of communication; and should ensure that responses do not convey an inappropriate tone. In particular, a friendly and chatty style committed to email can easily be misconstrued by the recipient as the 'conversation' being effectively private to just two individuals, with all that this implies.

Staff should keep passwords secure and ensure that no other person can gain access to their email account and maliciously send messages which appear to have been written by them. Ideally, both teachers and students should use an email address provided as part of an official school or LA internet service, even if they are sending messages while working at home. Since these services can be monitored, they provide a measure of protection for both parties.

The increased availability of internet 'chat rooms' and similar on-line forums also pose risks for children and staff. Whilst they are popular among young people and offer many positive experiences, there is

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widespread concern about their potential abuse by paedophiles attempting to groom new victims. The LA's advice is that teachers should not use unregulated chat rooms for children and should be aware that it is impossible to determine the age of any participant in these environments. Managed services are available in which on-line discussions for educational purposes can be organized in a secure environment for bona fide participants.

Staff should not exchange telephone numbers with students or contact students directly either by telephone or texting. If it is necessary to telephone a parent and a student answers, staff should ensure that the student is told clearly that the teacher wishes to speak to the parent. If the parent is not available, then end and log the call. If making telephone calls from home, use 141 first to conceal the telephone number. Telephone calls from home should only be used in exceptional circumstances.

Staff on trips sometimes do give out their mobile numbers e.g. Sixth Form trips. If this is the case, staff must make it clear to all students that they will destroy the number after the trip.

Staff should not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. If a student or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and inform a member of senior staff.

This also applies to social contacts made through outside interests or the staff member's own family. It is recognised that staff can support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the staff member for support outside their professional role. This situation should be discussed with senior management and, where necessary, referrals made to the appropriate support agency.

This means that staff should:

- Always approve any planned social contact with students or parents with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.
- If not planned they should advise senior management of any social contact they have with a student which may give cause for concern.
- Report and record any situation, which they feel, might compromise the Academy or their own professional standing.
- Refrain from sending personal communication to students, for example letters and cards unless agreed with senior managers.
- Only use equipment provided by the Academy to communicate with children.
- Only make contact with children for professional reasons and in accordance with any Academy policy.
- Recognise that text messaging students is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible.

10. PHYSICAL CONTACT

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.

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

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It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another or with a different child.

Physical contact should never be secretive or for the gratification of the adult or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the Academy's incident book (held in the medical room) and, if appropriate, a copy placed on the child's file.

Physical contact, which occurs regularly with an individual child or young person, 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 Academy policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

This means that staff should:

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

11. STUDENTS IN DISTRESS

There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance she/he should seek further advice from a senior manager.

This means that staff should:

- Consider the way in which they offer comfort to a distressed student.
- Always tell a colleague when and how they offered comfort to a distressed child.
- Record situations which may give rise to concern.

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12. PHYSICAL EDUCATION AND OTHER ACTIVITIES WHICH REQUIRE PHYSICAL CONTACT

Some staff, for example, those who teach PE and games or who offer music tuition will, on occasions, have to initiate physical contact with students in order to support a child 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 (see Section 20). Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

This means that staff should:

- Consider alternatives, where it is anticipated that a student might misinterpret any such contact, perhaps involving another member of staff or a less vulnerable student in the demonstration.
- Always explain to a student the reason why contact is necessary and what form that contact will take.

13. SHOWERS AND CHANGING

Young people 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 young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that staff should:

- Avoid any physical contact when children are in a state of undress.
- Avoid any visually intrusive behaviour.
- Where there are changing rooms, announce their intention of entering.
- Avoid remaining in the room unless student needs require it.
- Not change in the same place as children.
- Not shower with children.

14. BEHAVIOUR MANAGEMENT

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

This means that staff should:

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

15. CARE, CONTROL AND PHYSICAL INTERVENTION

The circumstances in which staff can intervene with a student are covered by the 1996 Education Act. 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.

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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. In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

This means that staff should:

- Adhere to the Academy's physical intervention policy (see Academy website).
- Always seek to defuse situations.
- Always use minimum force for the shortest period necessary.

16. SEXUAL CONTACT

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and 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 the child or young person consents or not. This includes the prohibition on adults in a position of trust.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. '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".

There are occasions when adults embark on a course of behaviour known as 'grooming', where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

This means that staff should:

- Not pursue sexual relationships with children and young people either in or out of school.
- Avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.

17. ONE-TO-ONE SITUATIONS

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and 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. In addition, each assessment should take into account the individual needs of each student. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with students away from the Academy premises should not be permitted unless approval is obtained from their parent and the Principal or other senior colleague with delegated authority.

This means that staff should:

- Avoid meetings with students in remote, secluded areas of the Academy.

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

18. HOME VISITS

All work with students and parents should, wherever possible, be undertaken in the Academy or other recognised workplace. There are, however, occasions in response to an urgent or specific situation where it is necessary to make one-off or regular home visits.

It is essential that a risk assessment is undertaken before a home visit is undertaken. A risk assessment should include an evaluation of any known factors regarding the student, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make staff more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be in place before the visit is undertaken. Where little or no information is available, visits should not be made alone.

These means that staff should:

- Agree the purpose for any home visit with senior management.
- Adhere to agreed risk management strategies.
- Avoid unannounced visits wherever possible.
- Ensure there is visual access and/or an open door in one-to-one situations.
- Always make detailed records including times of arrival and departure and work undertaken.
- Ensure any behaviour or situation which gives rise to concern is discussed with your manager and where appropriate referred to other agencies.
- Be aware of home visit and lone-working policies.
- Ensure that all visits are justified and recorded.
- Ensure that staff are not exposed to unacceptable risk.
- Ensure that staff have access to a mobile telephone and an emergency contact person.

19. OVERNIGHT SUPERVISION AND EXAMINATIONS

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, staff may be asked to volunteer to supervise students perhaps in their own homes.

This means that:

- A full health and safety risk assessment should have been undertaken.
- All members of the household should have the appropriate checks made.
- All arrangements should be made in partnership and agreement with the student and parents/guardians.
- Arrangements involving one-to-one supervision should be avoided wherever possible.
- Staff should have regard to any guidance that exists.
- As much choice, flexibility and contact with 'the outside world', should be incorporated into any arrangement so far as is consistent with appropriate supervision.
- Whenever possible, independent overseeing of arrangements should be made.

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- Any situation which gives rise to complaint, disagreement or misunderstanding should be reported.

20. TRANSPORTING CHILDREN AND YOUNG PEOPLE

In certain situations, for example out of school activities, staff or volunteers may agree to transport children. A senior member of staff will advise on such transport arrangements and their advice should be sort prior to transporting students in private vehicles. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

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

This means that staff should:

- Plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements.
- Ensure that they are alone with a child for the minimum time possible.
- Be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer.
- Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures.
- Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety.
- Take into account any specific needs that the child may have.

21. EDUCATIONAL VISITS AND AFTER SCHOOL CLUBS ETC.

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or after-school activity. During school activities that take place off the Academy site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship. Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these prior to the start of the trip.

This means that staff should:

- Always have another adult present in out of school activities, unless otherwise agreed with senior staff in the Academy.
- Undertake a risk assessment.
- Have parental consent to the activity.
- Ensure that their behaviour remains professional at all times.

22. FIRST AID AND ADMINISTRATION OF MEDICATION

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

Students may need medication during college hours. In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of students and staff. With the permission of parents, children should be encouraged to self-administer medication or treatment including, for example, any ointment, sun cream or use of inhalers. If a member of staff is

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concerned or uncertain about the amount or type of medication being given to a student, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another adult is present, or be aware of the action being taken. Parents should always be informed when first aid has been administered.

23. INTIMATE CARE

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

24. CURRICULUM

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

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 may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum)

The use of books, videos and films of an explicit or sensitive nature, particularly in relation to language or sexual behaviour must be given careful prior consideration ensuring that their selection is not subsequently misinterpreted. There should always, therefore, be a clear link with the targets of the teacher's programme. All books, videos and films must be of an appropriate age group for the students being taught.

This means that staff should:

- Have clear written lesson plans.

This means that staff should not:

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

25. PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS

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

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Children who have been previously abused in this way may feel threatened by the use of photography, filming etc in the teaching environment. Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of children for publicity purposes will require the appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the college have access.

It is recommended that when using a photograph for publicity the following guidance should be followed:

- If the photograph is used, avoid naming the student.
- If the student is named, avoid using their photograph.
- Images should be securely stored and used only by those authorised to do so.

26. E-SAFETY

Governors, visitors and staff:

- Understand that e-safety is everyone's responsibility and is viewed as an integral part of our whole Academy safeguarding and child protection procedures.
- As it is a constantly developing field, we are committed to providing a comprehensive programme of advice, support, teaching and training to parents/carers/guardians, children and staff.

We ensure that we:

- Teach children about safeguarding
- Safeguard children from potentially harmful and inappropriate online material.
- Ensure that appropriate filters and appropriate monitoring systems are in place; so that children are not able to access harmful or inappropriate material via the school's IT system.
- Ensure that systems are in place that will identify children accessing, or trying to access harmful and inappropriate content online.
- Are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

Under no circumstances should any adult use Academy equipment to access such material, including adult pornography. Personal equipment containing these images, or links to them should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children and young people.

Accessing indecent images of children on the internet, whether using Academy or personal equipment on or off Academy premises and making, storing or disseminating such material is illegal. If proven this will lead to criminal proceedings and the individual being barred from work with children and young people.

Staff should keep their passwords confidential and not allow unauthorised access to school equipment. In the event of any indecent images of children or unsuitable material being discovered on an Academy computer, the equipment should not be tampered with in any way, it should be secured and isolated from the network, and a senior member of staff contacted without delay. Staff should not attempt to

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investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility they will be at risk of prosecution themselves.

This means that staff should:

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded.
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify images of children in their possession.
- Avoid making images in one-to-one situations.
- Follow the Academy policy on the use of IT equipment.
- Ensure that students are not, through the use of any medium, exposed to indecent or inappropriate images.
- Be familiar with the Academy's E-Safety policy.

This means that staff should not:

- Take, display or distribute images of children unless they have consent to do so.
- Take images of children using personal mobile telephones.

27. WHISTLEBLOWING

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998 (see Academy website).

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

This means that staff should:

- Report any behaviour by colleagues that raises concern.

28. SHARING CONCERNS AND RECORDING INCIDENTS

All staff should be aware of the Academy's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their line-manager any difficulties or problems that may affect their relationship with students so that appropriate support can be provided or action can be taken.

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of children and young people.

This means that adults:

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- Should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the Academy or workplace.
- Should know the name of the school's designated teacher for child protection, or the equivalent individual and know and follow relevant child protection policy and procedures

Prevent Duty Statement

At Chiltern Hills Academy we are fully aware and committed to the on-going protection and safety of our students, staff and wider community in accordance with DfE guidance '*Working Together to Safeguard Children*' (2019) and '*Keeping Children Safe in Education*' (September 2020). An integral part of that work relates to the Government's Prevent strategy and the duties it places on academic institutions. This statement outlines the principles and values underpinning preventing and responding to extremism at Chiltern Hills Academy.

In line with guidance from the Department for Education (DfE), at Chiltern Hills Academy we aim to safeguard all from the threat of extremism. We ensure that our care, guidance and curriculum empower students to reject violent or extremism behaviour and to be safeguarded through education.

All adults at the Academy recognise that safeguarding is everyone's responsibility irrespective of the role. Staff will be alert to issues including:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parents and staff reports of changes in behaviour, friendship or actions and requests for assistance
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

Preventing radicalisation

Building resilience in our young people and the promotion of our Chiltern Hills values is at the heart of preventing radicalisation. We do this by providing a safe place in which students can discuss controversial issues and, where appropriate, we will invite in external agencies to support staff and students to help fulfil our safeguarding responsibilities.

We provide a range of opportunities for our students that contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity through our RS curriculum;
- Challenging prejudice and racist comments through our behaviour policy;
- Developing thinking skills and a strong, positive self-identity through our weekly Thought for CHA (TFCHA) and bi-weekly Life Skills programme;
- Protecting students from the risk of radicalisation through the use of internet filters, E-Safety opportunities and CPD;
- Promoting the Chiltern Hills Seven, our Christian values, that echo the fundamental British values.

Staff training

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All staff are trained following the Workshop to Raise Awareness of Prevent (WRAP) training. There are two, trained facilitators that can fulfill the Prevent duty staff training. All new members of staff are trained in line with the DfE guidelines and the relevant forms are completed and sent off to the Home Office in accordance with expectations.

What we do if there is a concern

If there is a particular concern about a particular student, we follow the normal safeguarding procedure and report it using the CPOMS system. Where deemed necessary, a referral is made to children's social care. We may also contact the local police or dial 101 to discuss the matter further to access specific support and advice. In some circumstances we may contact the DfE's dedicated telephone helpline 0207 340 7264 or email counter.extremism@education.gsi.gov.uk

The DfE helpline will only be used to seek further advice and not in the case of an emergency situation.

Chiltern Hills Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

29. SOCIAL MEDIA

Guidance for Staff objectives

Social media is a broad term that covers many different tools and sites that people use to communicate and build communities online. Two of the most common are Facebook and Twitter. As the use of social media increases, the lines between personal and professional use of social media can be blurred. We have created these guidelines to provide support for staff and governors when participating in social media activities. If you have any questions, please contact the Principal.

Strategies

If you see a story, photo, Facebook comment or a Twitter post that you feel deserves an official response from the Academy, especially if it is something negative, please do **not** reply to it. Instead, flag it up to the Principal or a member of the Senior Leadership Team as a matter of urgency.

Adults

- Identify yourself i.e. name and, when relevant, your role at the Academy when you discuss the Academy or Academy-related matters. Write in the first person. Use your own voice; bring your own personality to the forefront.
- Some individuals work anonymously, using pseudonyms or false screen names online. We discourage that in blogs, wikis or other forms of online participation that relate to the Academy or your professional role. We believe in transparency, honesty and trust. If you are commenting online about your work for the Academy, we encourage you to use your real name, be clear who you are, and identify that you work here.
- Be thoughtful about how you present yourself in online social networks. The lines between public and private, personal and professional can be blurred. By virtue of identifying yourself as an employee of the Academy within a social network, you are now connected to your colleagues, managers, students and beyond. You should ensure that content associated with you is consistent with your role. If you have joined the Academy recently, be sure to update your social profiles to reflect our guidelines.
- It is good practice on sites such as Facebook to ensure your security settings mean that only your friends can see your activity – and you should only accept a friend request from someone you personally know.

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- Be clear that you are speaking for yourself and not as an official spokesperson for the Academy and that your views do not necessarily reflect those of the school.
- Only those officially designated by the Academy have the authorisation to speak on our behalf. (The official Facebook page, website and twitter feed provide this opportunity and staff should be encouraged to contribute material to these pages.) However, we believe in dialogue among ourselves and with our students and the wider community, so you can get involved in conversations if you so desire, provided you protect yourself by adhering to our social media guidelines.
- Even if you don't identify yourself on social media as working for the Academy, it is still possible for others to find out. Avoid getting into situations online which may cause problems by association.

Your Responsibilities

Remember your responsibilities. Never disclose any confidential information online. If in doubt, don't say it.

Follow common-sense security advice:

- Protect your login details and change passwords for social media sites regularly.
- Don't reuse passwords.
- Don't click on links if you don't know where they go.
- If something sounds too good to be true, it probably is.
- Individual users are personally responsible for the content they publish on any form of online or social media. Be mindful that what you publish will be public for a long time. Remember that just because you "can" say something doesn't mean that you should. Written words are more difficult to interpret than verbal interaction. Be careful. Be smart.
- Always double check the spelling of what you have written before you publish it. Poor spelling will reflect negatively on the Academy.
- The Academy trusts and expects our staff to exercise personal responsibility whenever they participate in social media. This includes not violating the trust of those with whom they are engaging, and not crossing over any boundaries online which conflict with your professional role.
- For your online activities, you may find it appropriate to use disclaimers such as "The postings on this site are my own and don't necessarily represent my employer's position, strategy or opinions."
- Be authentic and use full disclosure.
- As a guideline, do not say anything online anything that you would not say in person to your own parent, child or boss.
- Your contributions can show up anywhere. Postings are viewed by more people than you might think. Many read posts but don't post comments; content can be delivered via RSS (Real Simple Syndication) to other sites; other people may clip postings to place on their own blogs; and postings may show up in search engines indexes postings. This is especially important in forum sites where conversations with others can become quite political and opinionated. It is important to remember that these are not private sites and that anything you write is in the public domain.

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- Respect everyone and everything. Write in a polite manner so as to avoid giving offense. Avoid slurs, insults and obscenities, or engaging in any conduct that would not be acceptable in the Academy. Always take care to protect others' personal privacy and steer clear of potentially objectionable or inflammatory topics such as politics, religion or sex.
- When online, respect other members of those communities. Demonstrate your respect and boost your credibility by correcting any inaccurate or misleading postings in a timely manner. At the same time, remember that changes to previously posted material should be made sparingly. Be sure to call your readers' attention to them clearly and immediately.
- Don't forget your day job. You should make sure that your online activities do not interfere with your job or commitments to the Academy.
- A simple rule of thumb is to never put anything on social media that you would not be comfortable saying in public, face to face.

Copyright

- Do not post text, images or video that were created by someone else without proper attribution. If you are unsure, don't hit 'publish' until you have found out where you stand.
- If you have any confusion or are unsure about whether you ought to publish something online, consult with your manager before you post. The prudent course here is simple: **If you're in doubt, leave it out.** And always check over your post one last time before you hit the SEND button. Be sure you've said exactly what you want to say, exactly how you want to say it.

LinkedIn

If you use LinkedIn, please refer to LinkedIn's own guidelines:
http://help.linkedin.com/app/answers/detail/a_id/34593

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or annually to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy.

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APPENDIX I

Home Visits Checklist

This should be completed prior to the visit and in consultation with the safe working practice staff and students policy section 18.

All home visits conducted by staff MUST be agreed with a member of the Senior Leadership Team.

Wherever possible parents/carers should be informed of the home visit prior to arrival. The risk assessment should be completed prior to the visit and two members of staff should attend the home visit.

The aim of a home visit is to establish a working partnership between the parent, student and the Academy where it has not been possible to do this within the Academy and to develop and strengthen the relationship for the best interests of the student.

Prior to the visit:

Be familiar with the School Safe Working Practice for Staff and Students policy

Complete the risk assessment for the home visit

Discuss the visit with a member of the SLT / line manager

Arrange for another member of staff to accompany you on the visit and complete the risk assessment together.

Contact the parents and inform them of your intention to make a home visit and your reasons why and make a suitable time to visit

Ensure a member of SLT knows what time you are leaving and when you expect to return

Ensure that you sign out at reception before leaving inform the receptionist what time you intend to return by.

Have a mobile phone with you.

During the visit:

Park in a well-lit area and in a position where you do not have to reverse on leaving

Introduce yourself and have appropriate identification if necessary.

Do not enter the premises unless there is a suitable adult present and you are invited to.

Remind parents, if necessary that you must report any concerns to the designated lead for safeguarding or deputy.

If you intend to bring the student into school confirm with parents that they are happy for you to do so.

Student should sit in the back of the car and ensure the child has the safety belt on properly. You should have confirmed you have the appropriate car insurance with the finance office.

After the visit:

Sign in at reception (if you are not returning directly you should call the school to let them know the home visit is completed).

Complete the reverse side of the home visits risk assessment

Any child protection concerns should be discussed with the designated lead or deputy for safeguarding

Report any concerns or difficulties to The Principal on your return to school immediately.

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This checklist is designed to assist you in making a risk assessment where you need to undertake a home visit.

It is a guide and not an exhaustive or definitive list. It should be completed and left at reception on leaving school for visit and collected and completed on return.

Home visit to be conducted by:	Date and Time of Visit:	
1st Member of staff	2nd Member of staff	
Mobile Number:	Mobile Number:	
Name of Student:	Year and ATG:	Parent Name:
Address to be visited:	Aim / Reason / Purpose of Visit:	
Car Registration:	Car documents have been checked by HR? Y / N	

	Yes	No	Don't Know
Are you aware of any risks identified by other agencies or staff?			
Is there any history of threatening or intimidating behaviour from anyone living in the house?			
Is anyone in the house known to misuse drug or alcohol?			
Are there any pets in the house that cause you any concern?			
Is the property easily accessible?			
Are there any dangers associated with the property?			
Are you concerned about parking difficulties in the area of the property?			

Note any concerns / risks (if you have answered yes to anything) here:

Action(s) to eliminate or reduce risk and by whom:

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Date:	SLT:	Staff 1	Staff 2
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Following the visit write a short summary of the conversation between yourself and the parents:

Further Actions:

Intended Outcome	Action	By Whom

Any concerns relating to the visit should be noted here (unless confidential) and passed on to designated lead for safeguarding, SLT line manager / Principal:

This form should be scanned and attached to the student record on SIMS and put in the paper file.

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APPENDIX II e-Safety

Introduction

E-Safety encompasses not only Internet technologies but also electronic communications such as mobile phones and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology. It provides safeguards and raises awareness to enable users to control their online experiences. The Internet is an unmanaged, open communications channel.

The World Wide Web, e-mail, blogs and social networking all transmit information using the Internet's communication infrastructure internationally at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day. However, much of the material on the Internet is published for an adult audience and some is unsuitable for pupils. In addition, there is information on weapons, crime and racism access to which access would be more restricted elsewhere. Students must also learn that publishing personal information could compromise their security and that of others.

E-Safety co-ordination at Chiltern Hills Academy is handled jointly by the Safeguarding leader and the IT Manager, under the guidance of the Principal.

Enhancing Learning

The Academy internet connection is designed expressly for student use and includes age-appropriate filtering. Internet access will be planned to extend and enrich learning, and students will be given clear objectives when using the Internet. Furthermore, they will be taught when such access is appropriate and how to conduct effective research.

Evaluating content

Students will be taught to be critically aware of the materials they read and shown how to validate information before assuming its accuracy. Students will be taught to acknowledge their sources and to respect intellectual property rights – the Academy will ensure that the copying and use of Internet derived materials is acknowledged by all Internet users.

Managing email

Students may only make use of approved email accounts given to them by the network manager. Students will be taught not to reveal personal information about themselves on the Internet, and never to arrange to meet anyone without specific permission. Email accounts are the property of the Academy and must not be used for setting up personal accounts on sites such as Ebay, online shopping sites, or any other similar sites. If students receive email that concerns them, they should bring it to the attention of their teacher, who must record the incident with the IT Support Department.

Emails that are not from a trusted location, or that seems suspicious, should not be opened, and any attachments should not be downloaded and opened, as they may contain viruses. If you are uncertain, contact the IT Support Department to assist.

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Publication consent

Still and moving images add liveliness and interest to publications; however care must be taken over how students are portrayed. The use of informal group shots that convey the educational activity should be used in preference to passport style photographs. Students must be appropriately clothed, and must never be named. Publication consent will be sought from parents at the time the student joins the school - images of students must not be used where consent has not been provided.

Social networking

The Academy blocks access to social networking sites but acknowledges that students will make use of them at home. The Academy does not advocate the use of such sites until students are of an appropriate age (14+). Students will be taught the potential repercussions of what they post, and in particular:

- Students will be advised never to give out personal details of any kind which may identify them and / or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and e-mail addresses, full names of friends, specific interests and clubs etc.
- Students will be advised not to place personal photos on any social network space. Advice should be given regarding the background details in a photograph which could identify the student or his/her location e.g. house number or street name.
- Students will be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Students should be encouraged to invite known friends only and deny access to others.

Managing filtering

The Academy makes use of Internet filtering which allows access to pre-defined categorised lists of sites. If network users have concerns about the suitability of a particular site, this should be reported to the IT Support Department.

Emerging Technologies

Given the speed at which technology progresses, this policy cannot possibly cover all aspects of eSafety and remain current. Where emergent technologies are presented to the Academy, they will be examined for educational benefit and a risk assessment carried out.

Authorising access

All users of the IT network must read and sign the Acceptable Use Policy before access will be granted (see appendix 1). This includes Internet access and publication consent, and for students, requires a parent's counter signature.

Incidents

Minor transgressions may be dealt with routinely by the class teacher; however more serious incidents should be dealt with in conjunction with the disciplinary policy and the complaints procedure. Potential child protection issues should be referred immediately to the Safeguarding Leader

Raising Awareness

Awareness of eSafety will be raised through Life Skills lessons, workshops, events, assemblies and the taught curriculum.

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APPENDIX III Lone Working

Ideally, staff should not work alone at school as there are risks involved, such as assault, accident or sudden illness. Indeed, you should carefully consider if you really need to be on site at all outside of reasonable hours as it is important to preserve a 'work/life balance'.

Any teacher or teaching assistant wishing to work outside of normal school hours should try to ensure that at least one other colleague is also on site — ideally within 'hailing distance', or with both parties having mobile phones programmed with each other's numbers. If you arrive at school outside of normal school hours and find another colleague is already in the building, let them know you are on site. If you are about to leave the building, and just one or two other colleagues are remaining on site, let them know you are going.

However, if you choose to work alone on site you should take these precautions:

- Do not work at heights on a ladder or steps
- Do not go into lofts or any other space in which you might become trapped.
- Do not do any tasks involving hazardous tools or materials
- Avoid working outside of the main building
- Lock the doors and close the windows to prevent intruders
- Know the location of your nearest fire exit and how to open it in an emergency.
- Know the location of the nearest first aid kit
- Carry a mobile phone with you
- If working after dark, carry a torch
- Park your car close to an exit where there is an external light. Move it there whilst there are still others on site if you are planning to work late
- When leaving, limit the amount you are carrying to have one hand free
- Ensure someone knows where you are and your estimated time of arrival home
- If you arrive at school and find any sign of intruders, do not enter the building - instead, call the police
- If you become aware of intruders or vandals, do not challenge them - call the police
- Do not work alone if you know you have a medical condition that might cause you to become incapacitated or unconscious
- When working alone, do not attempt any tasks which have been identified as medium or high risk, or which common sense tells you are potentially hazardous given your own level of expertise and the nature of the task.

WORKING DURING HOLIDAYS

If you come into the Academy during school holidays you must sign in and out on the whiteboard in the entrance foyer.

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APPENDIX IV

Social Media Source Documents

Amateur Swimming Association (ASA) (2000) Code of Ethics
Australian Psychological Society Ltd Code of Ethics www.aps.psychsociety.com.au
Booth L (2000)
Cambridgeshire County Council Code of Conduct
Canadian Child Care Federation Code of Ethics Canadian Child Care Federation
Catholic Education Office (2004) Child Protection Kit Catholic Education System, Paramatta, Australia
Chailey Heritage Child Protection Working Group (1996) Charter of Children's Rights
Chartered Institute of Personnel and Development 'Code of Professional Conduct and Disciplinary Procedures' (2002) <http://www.cipd.co.uk/>
Cheshire County Council (1995) Code of Conduct for Teachers, Contextual Statement and Procedures for Dealing with Allegations of Abuse against Teachers
Child Wise Choose with Care pack (Chapter 5) Child Wise, Australia
http://www.ecpat.org/projects/choose_with_care.html
Devon County Council (2002) Model Policy for Schools on Physical Contact between Staff and Students
Farquhar S (2003) How to Protect your Child in The Press Newspaper, Christchurch, New Zealand
<http://www.childforum.com/articles.asp>
General Social Care Council (2002) Draft Codes of Conduct and Practice for Social Care Workers and Employers of Social Care Workers
http://www.gsc.org.uk/pdf/Codes_of_Practice.doc
General Teaching Council for England Code of Professional Values and Practice for Teachers
www.gtce.org.uk/gtcinfo/code.asp
Home Office (1999) Caring for young people and the vulnerable? Guidance for preventing abuse of trust Home Office. Home Office <http://www.homeoffice.gov.uk/docs/young.html>
Home Office (1999) Good Practice Guide, Appendix D in Police Integrity: securing and maintaining public confidence <http://www.homeoffice.gov.uk/docs/integapd.pdf>
Lancashire County Council (1996) Code of Conduct for Employees of LCC
Lancashire County Council (1998) Code of Professional Conduct for Employees in the Youth and Community Service
Lancashire County Council (LCC) (2001) Handling Allegations Against Staff - Underpinning Principles LCC
New Beginnings: A practical guide to setting up a Community Parenting Scheme. Crime Concern
National Coaching Foundation (2004) Code of Ethics and Conduct for Sports Coaches
National Employers Organisation for School Teachers/ Teacher Unions (2002) Education Staff and Child Protection:
Staff Facing an allegation of Abuse: Guidelines on Practice and Procedure Education Employers
National Employers Organisation for School Teachers/ Teacher Unions (2002) Guidance about Conduct for Staff, Volunteers, Governors, etc, whose work brings them into contact with Young People Education Employers Bulletin 467 National Employers' Organisation for School Teachers (NEOST) <http://www.lg>
National Union of Teachers (NUT) Code of Ethics and Code of Professional Conduct for NUT Members
<http://www.suffolknut.org.uk/conduct.htm>
NCH Action for Children Code of Conduct and Practice Guidelines addressing acceptable boundaries and
OFSTED (2000) Code of Conduct for Inspectors
Sage G (1997) Code of Conduct for Teachers: Contact with Students Association of Teachers and Lecturers (ATL)
Sage G (1999) Child Abuse and the Children Act: Association of Teachers and Lecturers (ATL).