



## **LJS Nursery School**

# **Staff Behaviour and Code of Conduct**

Approval Date	September 2024
Next Review	September 2025
Headteacher/Deputy	Caroline Villiers/Sam Griffiths
Chair of Nursery	Barbara Fidler
Version	1

## **Key contacts**

<b>Role</b>	<b>Name</b>	<b>Contact details</b>
Designated Safeguarding Lead (DSL) Nursery School	Caroline Villiers	0207 432 1286
Deputy Designated Safeguarding Lead (DDSL) Nursery School	Samantha Griffiths	0207 432 1287
Advisor/Chair of Nursery School Committee	Barbara Fidler	0207 432 1288
Executive Director for Building	Jonathan Bruck	0207 432 1288
Nominated trustee for synagogue SAFER RECRUITMENT	Karen Newman	0207 432 1288
Chair of Synagogue, trustee Designated Safeguarding Lead (DSL)	Benita Plax Sue Head	0207 286 5181
Local Authority Designated Officer (LADO)	Duty Child Protection Officer	0207 641 7668
Referrals into Early Help (MARF) and Social Care	Single Point of Advice	0207 641 4000 Westminster 0300 123 1231 Ofsted
	Emergency Duty Service – after hours, weekends and public	0207 641 6000 Westminster

Acknowledgments: Based on the Guidance for safer working practice for those working with children and young people in education settings by the Safer Recruitment Consortium.

## **Contents**

<b>Section</b>	<b>Page</b>
Introduction	4
Definitions	4
Overview and purpose of this policy	4
Underpinning principles	5
How to use the document	6

1. Introduction	7
2. Status of document	7
3. Responsibilities	7
4. Making professional judgements	8
5. Power and positions of trust and authority	8
6. Confidentiality	9
7. Standards of behaviour	9
8. Dress and appearance	10
9. Gifts, rewards, favouritism and exclusion	11
10. Infatuations and ‘crushes’	11
11. Social contact outside of the workplace	12
12. Communication with children (including the use of technology)	13
13. Physical contact	14
14. Other activities that require physical contact	15
15. Intimate / personal care	16
16. Behaviour management	17
17. The use of care & control / physical intervention	17
18. Sexual conduct	18
19. One to one situations	19
20. Home visits	20
21. Transporting children	20
22. Educational visits	21
23. First Aid	22
24. Medical Conditions	22
25. Photography, video and other images	23
26. Exposure to inappropriate images	24
27. Personal living accommodation including on site provision	25
28. Overnight Care Provided by early years providers and child minders	25
29. Overnight supervision and examinations `	26
30. Curriculum	26
31. Whistleblowing	27
32. Sharing concerns and recording incidents	27

## Introduction

The Head teacher, deputy, the Nursery chair and the trustees of the Liberal Jewish Synagogue are required to set out a Staff Behaviour Policy/Code of Conduct for all Nursery school employees. N.B. In the event any of the above senior managers are seen to pose a safeguarding risk, behaviour risk, conduct or health and safety risk the whistle blowing policy must be implemented and /or the Westminster LADO must be contacted without delay whichever or both are the most appropriate.

In addition to this policy, all staff are employed with an LJS contract which they sign to agree to the terms and conditions of their contract. Also under the Teachers' Terms and Conditions of Employment teachers may have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct. All teachers can consult these standards in terms of best teaching practice.

Employees should be aware that a failure to comply with the following Staff Behaviour Policy/Code of Conduct could result in disciplinary action including dismissal.

### 1. Definitions

For ease of reading, references will be made to 'school'.

References made to 'child' and 'children' refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all children including those over the age of 18 years. 'Child' should therefore be read to mean **any child** at the school, or for example, a student teacher or work experience student under the age of 18.

References made to adults and staff refer to all those who work with children in an educational establishment, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the school e.g. Local Authority staff, enrichment teachers and volunteers. We share this document with any volunteers in the school and ask them to sign to say they will abide by the same terms and conditions as employed staff.

The term 'allegation' means where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

References are made in this document to legislation and statutory guidance which differ dependent on the school and alter over time. However, the behavioural principles contained within the document remain consistent, hence, wherever possible, such references have been removed in order that the document does not appear to quickly become out of date or to apply only to certain staff or schools.

## **2. Overview and purpose of this policy**

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. It should assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them. It is also recognised that not all people who work with children work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children.

The policy will also support our employer the Liberal Jewish Synagogue, in giving a clear message that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow. The Head teacher of LJS Nursery and the Nursery chair may refer to this document in any disciplinary proceedings.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that: no policy 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 the 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.

All staff have a responsibility to be aware of systems within their school which support safeguarding and these are explained to them as part of staff induction and in regular staff training sessions. This includes the school's safeguarding and child protection policy and this policy. All staff are required to read and sign to say they have understood "Keeping Children Safe in Education 2022" and the school's safeguarding and child protection policy, with a strong awareness of how to report and escalate concerns. This happens on the first induction day. New starters are also required to complete an online Educare safeguarding course before commencing employment.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This policy aims to reduce the risk of these.

It must be recognised that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. However, allegations may also be false or misplaced and may arise from differing perceptions of the same event. When they occur, they are inevitably distressing and difficult for all concerned. It is therefore essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely. However, it is essential all allegations are reported, investigated and acted upon and not dismissed as being potentially false or misplaced.

## **3. Underpinning principles**

- The welfare of the child is paramount
- Staff must understand their responsibilities to safeguard and promote the welfare of children
- 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 intention

- Staff must work, and be seen to work, in an open and transparent way
- Staff must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff must adhere to the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Whilst on duty, staff must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff must be aware that breaches of the law and other professional guidelines could result in Disciplinary action being taken against them; criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- Staff and managers must continually monitor and review practice to ensure this policy is followed.
- Staff must be aware of and understand their school's safeguarding and child protection policy, arrangements for reporting concerns and escalating them if necessary, managing allegations against staff, whistle blowing procedure and the Westminster Local Safeguarding Children Board (LSCB) procedures.

#### **4. How to use this policy**

Each section provides general guidance about a particular aspect of work and specific guidance about which behaviours should be avoided and which are recommended.

##### **1. Introduction**

Adults have a crucial role to play in the lives of children. This policy has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being vulnerable to being accused of improper or unprofessional conduct.

*This means that these guidelines:*

- *apply to **all** adults working or volunteering in Education and Early Years settings whatever their position, role or responsibilities*

##### **2. Status of document**

This document is endorsed and recommended by the Safer Recruitment Consortium and the Local Safeguarding Children Board.

### **3. Responsibilities**

Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children.

All staff have a responsibility to keep children safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. 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 their safety and well-being. Failure to do so may be regarded as professional misconduct.

- Staff must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.

The safeguarding culture of a school is, in part, exercised through robust policies, trustee supervision, staff training, the development of respectful, caring and professional relationships between adults and children and behaviour by the adult that demonstrates integrity, maturity and good judgement.

*This means that employers must:*

- *promote a culture of openness and support*
- *ensure that systems are in place for concerns to be raised and if necessary escalated.*
- *ensure that adults are not placed in situations which render them particularly vulnerable*
- *ensure that all adults are aware of expectations, policies and procedures*

The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in a school they should understand and acknowledge the responsibilities and trust involved in that role.

Employers have duties towards their employees and others under Health and Safety legislation which requires them to take steps to provide a safe working environment for staff.

Legislation also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's Health and Safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of this policy.

*This means that Head teachers/Line managers/Trustees must:*

- *ensure that appropriate safer recruitment, safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored*

### **4. Making professional judgements**

This policy cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour which is illegal, inappropriate or inadvisable. There will be rare occasions and circumstances in which staff, have to make decisions or take action in the best interest of a child which could contravene this policy 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. These judgements must always be recorded and shared with the head teacher.

*This means that where no specific guidance exists staff must:*

- *Discuss the circumstances that informed their action, or their proposed action, with the Head teacher and or, where appropriate, the school's Designated Safeguarding Lead. 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 the Head teacher or Designated Safeguarding Lead*
- *always record discussions and actions taken with their justifications*  
*record any areas of disagreement and, if necessary refer to another agency/the LA/Ofsted/National College for*
- *Teaching and Learning/other Regulatory Body*

## **5. Power and positions of trust and authority**

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school are in a position of trust in relation to all children on the roll.

The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship therefore cannot be one between equals, and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable children means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence <sup>1</sup> 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.

<sup>1</sup> Sexual Offences Act 2003

Staff must also be aware that it is a criminal offence for anyone aged 18 or over to intentionally communicate with a child under 16, where the person acts for a sexual purpose and the communication is sexual or intended to illicit a sexual response. The offence applies to online and offline communication, including social media, emails, texts, letters, etc. <sup>2</sup> It is therefore important staff consider how communications and behaviours which may not meet the criteria of a criminal offence, may raise concerns to a level where there is a consideration of position of trust and boundaries being breached which lead to internal investigation, disciplinary or dismissal processes.

*This means that staff must 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 children*
- *use their status and standing to form or promote relationships with children which are of a sexual nature, or which may become so*



## 6. Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 2018 which includes new GDPR legislation in force from the 25<sup>th</sup> May 2018. Employers should provide clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

Staff may have access to confidential information about children and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff should never use confidential or personal information about a child 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 child. Confidential information 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 responsibility to pass information on without delay, but only to the Designated Safeguarding Lead.

If a child – or their parent/carer – makes a disclosure regarding abuse or neglect, the member of staff should follow the school's procedures. The adult must not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she must seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

*This means that staff:*

- *need to know the name of their Designated Safeguarding Lead and be familiar with keeping children safe in Ed 2018 – <https://www.rbkc.gov.uk/lscb/about> us*
- *are expected to treat information they receive about children and families in a discreet and confidential manner*
- *must seek advice from a senior member of staff (Designated Safeguarding Lead) if they are in anydoubt about sharing information they hold or which has been requested of them*
- *need to be clear about when information can/must be shared and in what circumstances*
- *must know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported*
- *need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure*

## 7. Standards of behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work, which includes how they conduct themselves with other staff.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or

children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their professional position within the school in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the National College of Teaching and Learning, a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2009 set out grounds for disqualification under the Childcare Act 2006 where the person or a person living in the same household or employed in the same household meets certain criteria set out in the Regulations. Each term staff will fill in and sign a personal disclosure about their own current suitability to continue working with children and that of the people in their household. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years' childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years' childcare. **N.B. If at any point a member of staff knows they have become unsuitable to work with children for any reason e.g. a pending criminal action, it is their duty to report this to the DSL or DDSL immediately.**

*This means that staff must not:*

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model*
- *make, or encourage others to make sexual remarks to, or about, a child*
- *use inappropriate language to or in the presence of children*
- *discuss their personal or sexual relationships with or in the presence of children*
- *make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such*

*This means that staff must:*

- *be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children*
- *Understand that a person who provides Early Years education or Childcare may be disqualified because of their "association" with a person living or employed in the same household who is disqualified.*

## **8. Dress and appearance**

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily 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 viewed as offensive or 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, taking account smarter clothes are required for parents evenings and some meetings*
- *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 compliant with professional standards*
- *is safe for their work with children i.e. no flip flops or high heels*
- *is mindful that we are based in a religious building where some dress may offend*
- *no explicitly visual tattoos and piercings*

## **9. Gifts, rewards, favouritism and exclusion**

The school has policies in place regarding the giving of gifts or rewards to children and the receiving of gifts from them or their parents/carers and staff should be made aware of and understand what is expected of them.

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 at the end of the year or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis.

Similarly, it is inadvisable to give such personal gifts to children or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

Any reward given to a child should be in accordance with agreed practice, consistent with the school's behaviour policy, recorded and not based on favouritism.

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when children are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria.

*This means that staff should:*

- *be aware of and understand their organisation's relevant policies, e.g. rewarding positive behaviour*
- *ensure that gifts received or given in situations which may be misconstrued are declared*
- *only give gifts to a child as part of an agreed reward system*
- *where giving gifts other than as above, ensure that these are given to all children equally*
- *ensure that all selection processes of children are fair and these are undertaken and agreed by more than one member of staff*
- *ensure that they do not behave in a manner which is either favourable or unfavourable to individual children*

## **10. Infatuations and 'crushes'**

All staff needs to recognise that it is not uncommon for children to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person/child has become or may be

becoming infatuated with either themselves or a colleague, should immediately report this to the Head teacher (DSL) or DDSL<sup>3</sup>. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

The Head teacher and deputy should give careful thought to those circumstances where the staff member, child and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan should involve all parties, be robust and regularly monitored and reviewed.

*This means that staff must:*

- *report any indications (verbal, written or physical) that suggest a child may be infatuated with a member of staff*
- *always maintain professional boundaries*
- *This means that the Head teacher, deputy and nursery chair should:*
- *put action plans in place where concerns are brought to their attention*

## **11. Social contact outside of the workplace**

It is acknowledged that staff may have genuine pre-existing friendships and social contact with parents of children or in the community, independent of the professional relationship.

Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and

their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Staff should recognise that some types of social contact with children or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the school into disrepute (e.g. attending a political protest, circulating propaganda).

If a child or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should consult with their line manager at the first opportunity. This also applies to social contacts made through outside interests or the staff member's own family.

Some staff may, as part of their professional role, be required to support a parent/carer. Should the parent/carer seek to extend this support outside of the previously agreed professional role, this should be immediately discussed with senior management and where necessary referrals made to the appropriate support agency. Staff should be working as part of an agreed plan and not in isolation.

*This means that staff should:*

- *always approve any planned social contact with children or parents with senior colleagues, for example when it is part of a reward scheme*
- *advise senior management of any regular social contact they have with a child which could give rise to concern including new social contacts*
- *staff only communicate with children or parents via school based media*
- *inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship*
- *Ensure that they have discussed the boundaries of any pre-existing friendships and social contacts with parents with the head teacher.*
- *inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring*
- *direct any concerns raised directly to them about another member of staff through the appropriate channels*

## **12. Communication with children/parents/carers (including the use of technology)**

In order to make best use of the many educational and social benefits of new and emerging technologies, children need opportunities to use and explore the digital world. Online risks are posed more by human behaviours and values than the technology itself.

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used. (See school online policy or speak to Sam Griffiths who manages this policy)

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Staff should not request or respond to any personal information from children/parents/carers, other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'

Staff should not give their personal contact details to children or parents/carers for example, e-mail address, home or mobile telephone numbers, and details of web based identities. If children or parents/carers locate these by any other means and attempt to contact or correspond with the staff member, the adult/staff member should not respond and must report the matter to their manager. The child/ parent/carer should be firmly and politely informed that this is not acceptable.

Staff should, in any communication with children, also follow the guidance in section 7 'Standards of Behaviour'.

Staff should adhere to other school policies, including those with regard to communication with parents and carers and the information they share when using the internet.

*This means that adults/ staff team must:*

- *not seek to communicate/make contact or respond to contact with children/ parents/carers outside of the purposes of their work*
- *not give out their personal details*
- *use only equipment and Internet services provided by the school*
- *follow the school's Acceptable Use policy*
- *ensure that their use of technologies could not bring their employer into disrepute*
- *ensure their privacy settings on social media are high*
- *refrain from expressing personal opinions about the school where they work and/or events that may have occurred there on social media sites*
- *refrain from posting on social media any form of inappropriate content for example photographs and/or information that could cause offence or bring their profession into disrepute*

### **13. Physical contact**

The experience of physical contact is a subjective issue and will be experienced by each child differently according to their experiences. This is an area that can lead to misinterpretation and allegations of inappropriate behaviour. It is therefore essential that staff consider why they need to touch the child and whether it is really necessary.

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the child's individual needs, age, stage of development and any agreed care plan.

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.

Any physical contact should be appropriate to the circumstances at the time, of limited duration and appropriate to the child's age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all times. 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.

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 by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to the Head Teacher DSL/DDSL or nursery chair and recorded.

Where appropriate, the Head teacher DSL and deputy DDSL should consult with the Local Authority Designated Officer.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these children may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Children with identified additional and/or disabilities who require

more physical contact to assist their everyday learning should have a clear and agreed plan that is shared with the parents and where appropriate the child. 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 must:*

- *be aware that even well -intentioned physical contact may be misconstrued by the child, or an observer*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to explain actions and accept that all physical contact can be open to scrutiny*
- *never indulge in horseplay or fun fights*
- *always allow/encourage children, where able, to undertake self-care tasks independently*
- *ensure the way they offer comfort to a distressed child is age appropriate and is acceptable to the child*
- *always tell their line manager when and how they offered comfort to a distressed child*
- *report and record situations which may give rise to concern*
- *be aware of cultural or religious views about touching and be sensitive to issues of gender*
- *be aware of children who have a plan relating to their physical contact needs*
- *ensure there is a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management*
- *provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care*

#### **14. Other activities that require physical contact**

In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the child. Contact should be relevant to their age/ understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the Head teacher and parent/carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and children informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

*This means that staff must:*

- *treat children with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a child the reason why contact is necessary and what form that contact will take*
- *seek consent of parents where a child is unable to give this e.g. because of a disability*
- *consider alternatives, where it is anticipated that a child might misinterpret any such contact*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact*

- *Has in place up to date guidance and protocols on appropriate physical contact that promote safe practice and include clear expectations of behaviour and conduct.*
- *ensures that staff are made aware of this policy and that it is continually promoted*

## **15. Intimate/personal care**

There is a clear nappy changing and intimate/personal care policy in place, to ensure that the health, safety, independence and welfare of children is promoted and their dignity and privacy are respected. Arrangements and areas for intimate and personal care are open and transparent and accompanied by recording systems.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care that is developmentally appropriate and practicable. When assistance is required, this should normally be undertaken by one member of staff usually the key person, however, they always ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the child's individual healthcare plan specifies the reason for this.

A signed record is kept of all intimate and personal care tasks undertaken in the classroom.

Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the child's individual healthcare plan. The views of parents, carers and the child, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

Children are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering.

However, there needs to be an appropriate level of supervision in order to safeguard children, 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 children concerned and sensitive to the potential for embarrassment.

- *ensure that there are written individual healthcare plans in place for any child who could be expected to require intimate care*
- *ensure that children are actively consulted about their own healthcare plan*

*This means that staff must:*

- *adhere to their organisation's intimate and personal care and nappy changing policies*
- *make other staff aware of the task being undertaken*
- *always explain to the child what is happening before a care procedure begins*
- *consult with colleagues where any variation from agreed procedure/individual healthcare plan is necessary*
- *record the justification for any variations to the agreed procedure/individual healthcare plan and share this information with the child and their parents/carers*
- *always consider the supervision needs of the children and only remain in the room where their needs require this*

*This means that adults must not:*

- *change, wash their body or toilet in the presence or sight of children*
- *assist with intimate or personal care tasks which the child is able to undertake independently*



## 16. Home visits

All work with children and parents should usually be undertaken in the school or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits.

It is essential that appropriate policies and related risk assessments are in place to safeguard both staff and children, who can be more vulnerable in these situations.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the child, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk control measures should be in place before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

*This means that staff must:*

- *never take a child to their own home*
- *agree the purpose for any home visit with their manager*
- *adhere to agreed risk control 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*
- *ensure any behaviour or situation which gives rise to concern is discussed with their manager*
- *Ensure that there are home visit and lone-working policies which all adults are made aware of. These should include arrangements for risk assessment.*
- *ensure that all visits are justified and recorded*
- *ensure that staff are not exposed to unacceptable risk*
- *make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent*
- *ensure that staff have access to a mobile telephone and an emergency contact*

## 17. Behaviour management

Corporal punishment and smacking is unlawful in all schools.

Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where children display difficult or challenging behaviour, adults should follow the positive behaviour policy using strategies appropriate to the circumstance and situation.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate. Staff involved with positive handling should be appropriately trained in the methods of intervention and de-escalation should always be used in the first instance.

Senior managers have ensured our behaviour policy includes clear guidance about not using isolation and seclusion. The legislation on these strategies is complex and staff should take

extreme care to avoid any practice that could be viewed as unlawful, a breach of the child's human rights and/or false imprisonment.

*This means that staff must:*

- *not use force as a form of punishment*
- *try to defuse situations before they escalate e.g. by distraction*
- *keep parents informed of any sanctions or behaviour management techniques used*
- *be mindful of and sensitive to factors both inside and outside of the school which may impact on a child's behaviour*
- *follow the positive behaviour management policy*
- *behave as a role model*
- *avoid shouting at children other than as a warning in an emergency/safety situation*
- *refer to national and local policy and guidance regarding positive handling*
- *be aware of the legislation and potential risks associated with the use of isolation and seclusion*
- *comply with legislation and guidance in relation to human rights and restriction of liberty*
- *work with our in-house behavioural therapist for support/advice and to construct a plan which is agreed with parents.*

## **18. The use of control and physical intervention**

Early years providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. A person will not be taken to have used physical intervention if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child<sup>4</sup>.

The law and guidance for schools states that adults may reasonably intervene to prevent a child 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.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where our school judges that a child's behaviour presents a serious risk to themselves or others, we must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, the incident will be recorded and any subsequent actions, and reported to a senior manager and the child's parents.

Similarly, where it can be anticipated that physical intervention is likely to be required, a plan will be put in place which the child and parents/carers are aware of and have agreed to. Parental consent does not permit schools to use unlawful physical intervention or deprive a child of their liberty. Staff involved with positive handling should be appropriately trained in the methods of intervention and de-escalation should always be used in the first instance.

- ensure that there is a lawful physical intervention policy consistent with local and national guidance
- regularly acquaint staff with policy and guidance
- ensure that staff are provided with appropriate training and support, have an agreed policy for when and how physical interventions should be recorded and reported

*This means that staff should:*

- adhere to the school's physical intervention policy
- always seek to defuse situations and avoid the use of physical intervention wherever possible
- where physical intervention is necessary, only use minimum force and for the shortest time needed

*This means that staff should not*

- use physical intervention as a form of punishment

## **19. Sexual conduct**

Any sexual behaviour by a member of staff with or towards a child is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a child under 18 years of age<sup>5</sup> and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Children are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.

Sexual activity involves physical contact including penetrative and non-penetrative acts; however it also includes non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to the Head teacher/senior manager any concerns about the behaviour of a colleague which could indicate that a child is being groomed.

*This means that staff must:*

- not have any form of sexual contact with a child from the school
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a child which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a child
- not discuss sexual matters with or in the presence of children other than within agreed curriculum content or as part of their recognised job role

## **20. One to one situations**

Staff working in one to one situations with children at the school, including visiting staff from external organisations, can be more vulnerable to allegations or complaints.

To safeguard both children and adults, a risk assessment in relation to the specific nature and

implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each child and should be reviewed regularly.

Arranging to meet with children from the school away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from the Head teacher/senior member of staff, the child and their parents/carers.

*This means that staff must:*

- *ensure that wherever possible there is visual access and/or an open door in one to one situations*
- *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*
- *consider the needs and circumstances of the child involved*

## **21. Transporting children**

Staff never offer lifts to children

Staff never offer to transport children outside of their normal working duties.

## **22. Educational visits**

The duties in the Health and Safety at Work etc. Act 1974 and the supporting regulations apply to activities taking place on or off the school premises (including school visits) in Great Britain. The school has a Health and Safety policy, which includes policy and procedures for off-site visits and any school-led adventure activities.

The Management of Health and Safety at Work Regulations (1999) impose a duty on employers to produce suitable and sufficient risk assessments. This would include assessment of any risks to employees, children or others during an educational visit, and the measures that should be taken to minimise these risks.

Staff should take particular care when supervising children in the less formal atmosphere of an educational visit where 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.

Guidance is also available from the Outdoor Education Advisers' Panel <http://oeapng.info/>

*This means that staff should:*

- *adhere to the school's educational visits guidance*
- *always have another adult present on visits*
- *undertake risk assessments*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times*
- *refer to local and national guidance for Educational visits, including exchange visits (both to the UK and abroad) available on Exeant - <https://eastsussex.exeant.co.uk/>*

## 23. First Aid

All schools must have an adequate number of qualified first-aiders. The school reports all accidents and any serious or significant incidents to the parents e.g. by sending a letter home with the child or telephoning the parents. All entries into the accident book are signed by the staff member who witnesses the accident and writes the report, counter signed by the head teacher and finally the parent.

All members of school staff need to become qualified first-aiders and have new training every three years with updates every year.

All Early Years providers including child minders must follow the EYFS guidance on displaying (making available to parents) staff paediatric first aid certificates and Ofsted guidance for the notification and recording of accidents. The school:

- *ensures there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant*
- *ensures training is regularly monitored and updated*
- *refers to local and national First Aid guidance*
- *adheres to the school's health and safety policy*
- *Explains to the child what is happening.*
- *always acts and be seen to act in the child's best interest*

## 24. Medical Conditions

Any first aid trained member of school staff may be asked to provide support to children with a medical condition. Only the head teacher/deputy/ and in their absence health and safety officer can administer medication, which is always witnessed and recorded providing written parental permission has been sought first.

Staff MUST receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

Advice on managing medicines is included in the statutory guidance on supporting pupils at school with medical conditions - <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>. The school policy on supporting children with medical conditions will be followed.

No child under 16 should be given prescription or non-prescription medicines without their parent's written consent.

In circumstances where a child needs medication regularly, this would be included in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be administered, the correct dosage and any storage requirements. A record of all medicines administered to individual children will be kept. Any side effects of the medication to be administered at school will be noted and parents informed. No medication is kept in children's bags only lockable medicine cabinets or if necessary the fridge or is carried by the teacher e.g. epipens and asthma inhalers.

If any authorised member of staff is concerned or uncertain about the amount or type of medication being given to a child this must be discussed with the Head, Deputy or Designated Safeguarding Lead prior to administering the medicine.

Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Employers are also responsible for managing the performance of their employees and for ensuring they are suitable to work with children.

Risk assessments are required for staff medication (taken regularly or over a period of time e.g. medication prescribed for asthma, antibiotics, diabetes) on the premises and they must be securely stored in a locked cupboard and out of reach of children at all times. This includes any other medication e.g. painkillers etc. If a staff member needs to take medication whilst on duty this must not be done in the classroom due to the danger to the children, they must call the head teacher to cover them.

- *there are trained and named individuals to administer medicines*
- *training is regularly monitored and updated*
- *staff should refer to local and national guidance on meeting the needs of children with medical conditions*
- *staff should adhere to the school's health and safety and supporting children with medical conditions policies*
- *makes other staff aware of the task being undertaken*
- *have regard to child's individual healthcare plans*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*
- *Explains to the child what is happening.*
- *supports staff in acting and being seen to act in the child's best interest*
- *ensures that individual records of all medications administered are kept*
- *ensures adults do not work with children whilst taking medication unless medical advice confirms that they are able to do so. All staff medication must be locked away and not taken in the presence of the children*

## **25. Photography, videos and other images**

On signing in all staff must put personal phones, cameras, laptops in the lockers provided. Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances are staff allowed to use their personal equipment to take images of children at or on behalf of the school. No personal phones, cameras, laptops, tablets are allowed near the children or in the school areas.

The school has arrangements with regard to the taking and use of images, which is linked to our safeguarding and child protection policy. This covers the wide range of devices which can be

used for taking/recording images e.g. cameras, mobile-phones, smart phones, tablets, web-cams etc. and arrangements for the use of these by staff, parents and visitors.

Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

Staff should be sensitive to any child who appears uncomfortable in the use of photography and should recognise the potential for misinterpretation. Children who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography,

filming etc.

Making and using images of children will require the age appropriate consent of the child concerned and their parents/carers, and the child's views and wishes should be respected. 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 school have access.

For the protection of children, it is recommended that when using images for publicity purposes that the following guidance should be followed:

- if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames)
- if the child is named, avoid using their image
- schools should establish whether the image will be retained for further use, where and for how long
- Images should be securely stored and used only by those authorised to do so.

*This means that staff should:*

- *adhere to the online policy*
- *only publish images of children where they and their parent/carer have given explicit written consent to do so*
- *only take images where the child is happy for them to do so*
- *only retain images when there is a clear and agreed purpose for doing so*
- *store images in an appropriate secure place in the school*
- *ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose*
- *be able to justify images of children in their possession*
- *avoid making images in one to one situations*

*This means that adults must not:*

- *take images of children for their personal use*
- *display or distribute images of children unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)*
- *take images of children using personal equipment*
- *take images of children in a state of undress or semi-undress*
- *take images of children which could be considered as indecent or sexual*

## **26. Exposure to inappropriate images**

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

There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (indecent images of children). Accessing these images, whether using the schools or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

If indecent images of children, including sexting and Child Sexual Exploitation, are discovered at the school or on the school's equipment an immediate referral should be made to the police and

Single Point of Advice (SPOA). The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If there is any implication of professional misconduct the Managing Allegations procedures in the Safeguarding and Child protection policy should be followed, which will include early consultation with the Local Authority Designated Officer (LADO).

Adults should not attempt to 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.

Under no circumstances should any adult use school equipment to access pornography. Personal equipment containing pornography or links to it 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.

Staff should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way.

For further information please refer to UK Council for Child Internet Safety Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People

*This means that staff must:*

- *abide by the school's acceptable use and online safety (e-safety) policies*
- *ensure that children cannot be exposed to indecent or inappropriate images*
- *ensure that any films or material shown to children are age appropriate*

## **27. Children's questions and adult conversation**

Care should be taken to ensure that adult conversations cannot be misinterpreted by the children or parents/carers and clearly relate to the care and learning of the children only.

Questions from young children can sometimes lead to unplanned discussion about subject of a sensitive nature e.g. where babies come from, God, death etc. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the child's parents/carers and the Head teacher DSL before answering

Care should be taken to comply with our policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff are trained in the Prevent strategy.

*This means that staff must be:*

*Fully focused on the children's needs and not their own*

- *take care when encouraging children to use self-expression and answering their questions not to overstep personal and professional boundaries*

*This means that adults must not:*

- *enter into or encourage inappropriate discussions which may offend or harm others*
- *undermine fundamental British values*
- *express any prejudicial views*  
*attempt to influence or impose their personal values, attitudes or beliefs on children*



## 28. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Our school has a clear and accessible whistleblowing section in the safeguarding and child protection policy. Staff who use whistle blowing procedures should have their employment rights protected.

Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management, the Chair of Governors and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

- *there is a whistleblowing section in the safeguarding and child protection policy in place which is known to all-see staffroom safeguarding display board*
- *has, as part of safeguarding and child protection policy, clear procedures for dealing with allegations against persons working in or on behalf of the school*

*This means that staff should:*

- *report any behaviour by colleagues that raises concern*
- *report allegations against staff and volunteers to their Head teacher, manager, or registered provider, or Chair of Governors or where they have concerns about the manager's response report these directly to the LADO*

## 29. Sharing concerns and recording incidents

All staff should be aware of their establishment's safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers.

In the event of an allegation being made, by any person, or incident being witnessed, the relevant information should be immediately recorded and reported to the Head teacher, senior manager and Designated Safeguarding Lead as appropriate.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with or behaviour towards children, so that appropriate support can be provided and/or action can be taken.

In order to safeguard and protect children and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the DSL Caroline Villiers, DDSL Sam Griffiths or Sue Head synagogue DSL or in case of an emergency the LADO on 02076417668.

*This means that staff should:*

- *be familiar with their school's arrangements for reporting and recording concerns and allegations*
- *know how to contact the LADO/Ofsted/regulatory body directly if required*
- *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 school*
- *ensure that the confidential system for recording and managing concerns raised by any individual regarding adults' conduct and any allegations against staff and volunteers is adhered to*

## Footnotes

1. Sexual Offences Act 2003
2. Sections 67 of Serious Crime Act 2015/Section 15 Sexual Offences Act
3. If the Headteacher has the concern that a young person is becoming infatuated with them, they should report this to the chair of governors.
4. Para 3.52 Statutory framework for the EYFS
5. Sexual Offences Act 2003: abuse of a position of trust
6. See also <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>
7. Teachers cannot be required to do these tasks but other members of staff, whose contracts are agreed locally, can be required to do so if their contracts provide for it

