



# BARNSELY CHRISTIAN SCHOOL

(awaiting ratification by Governors)

## Safeguarding / Child Protection Policy

*Christian*<sup>BARNSELY</sup>  
SCHOOL

This policy and its procedures have been divided into five sections covering all 10 CCPAS safeguarding standards. Along with details of the organisation and a statement of intent and commitment to safeguarding, the policy covers the following sections:

- Section 1. Organisation details**  
Safe and Secure – Standard 1
  
- Section 2. Recognising and responding appropriately to an allegation or suspicion of abuse**  
Safe and Secure – Standards 2 and 7
  
- Section 3. Prevention**  
Safe and Secure – Standards 3 and 4
  
- Section 4. Pastoral care**  
Safe and Secure – Standards 8 and 9
  
- Section 5. Practice guidelines**  
Safe and Secure – Standards 5, 6 and 10
  
- Appendix 1. Leadership safeguarding statement**
  
- Appendix 2. Safeguarding Poster**

# The Safeguarding Policy

## SECTION 1

### Details of the place of organisation

Name of Organisation: Barnsley Christian School

Address: Hope House  
2 Blucher Street  
Barnsley  
South Yorkshire  
S70 1AP

Tel No: 01226 211011 Email address: bcs\_457@tiscali.co.uk

Membership of Organisations: Hope House Church, Barnsley (part of the Groundlevel Network of churches), The Christian Schools' Trust and the, Evangelical Alliance.

Charity Number: 1088526 Company Number: 4219944

Regulators details : OFSTED, Bridge Schools' Inspectorate.

Insurance Company: Employer's & Public Liability Insurance with Ecclesiastical Insurers

The following is a brief description of our organisation and the type of work / activities we undertake with children:

Barnsley Christian School is an Independent School providing National Curriculum based education to pupils age 4 – 16, Monday to Friday 8.30am – 3.30pm. It also operates after school events and residential trips for its pupils.

### Our commitment

As Leadership we recognise the need to provide a safe and caring environment for children, and young. We acknowledge that children and young people can be the victims of physical, sexual and emotional abuse, and neglect. We accept the UN Universal Declaration of Human Rights and the International Covenant of Human Rights, which states that everyone is entitled to “all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”.

We also concur with the Convention on the Rights of the Child which states that children should be able to develop their full potential, free from hunger and want, neglect and abuse. They have a right to be protected from “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of the child.” As a Leadership we have therefore adopted the procedures set out in this safeguarding policy in accordance with statutory guidance. We are committed to build constructive links with statutory and voluntary agencies involved in safeguarding.

The policy and attached practice guidelines are based on the ten **Safe and Secure** safeguarding standards published by the Churches' Child Protection Advisory Service (CCPAS). This policy works in conjunction with our Safer Recruitment Policy referencing 'Safeguarding Children & Safer Recruitment In Education, Jan 2007/March 2009.

The Leadership undertakes to:

- endorse and follow all D.f.E, national and local safeguarding legislation and procedures, in addition to the international conventions outlined above.
- provide on-going safeguarding training for all its workers and will regularly review the operational guidelines attached.
- ensure that the premises meet the requirements of the Disability Discrimination Act 1995 and all other relevant legislation, and that it is welcoming and inclusive.
- support the Safeguarding Coordinator(s) in their work and in any action they may need to take in order to protect children and vulnerable adults.
- file a copy of the policy and practice guidelines with CCPAS and the local authority LSCB, Social Services and any amendments subsequently published. The Leadership agrees not to allow the document to be copied by other organisations.

***This policy is to be used in conjunction with other relevant sections of the CCPAS Safe And Secure Manual (in focus sections and appendices) 2010.***

## Recognising and responding appropriately to an allegation or suspicion of abuse

### Understanding abuse and neglect

Defining child abuse or abuse against a vulnerable adult is a difficult and complex issue. A person may abuse by inflicting harm, or failing to prevent harm. Children and adults in need of protection may be abused within a family, an institution or a community setting. Very often the abuser is known or in a trusted relationship with the child or vulnerable adult.

In order to safeguard those in our organisation we adhere to the UN Convention on the Rights of the Child and have as our starting point as a definition of abuse, Article 19 which states:

- 1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.*
- 2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.*

Detailed definitions, and signs and symptoms of abuse, as well as how to respond to a disclosure of abuse, are included here in our policy.

### Definitions of abuse

#### InFocus: Statutory Definitions of Abuse (Children)

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Child protection legislation throughout the UK is based on the United Nations Convention on the Rights of the Child. Each nation within the UK has incorporated the convention within its legislation and guidance.

### ENGLAND

The four definitions of abuse below operate in England based on the government guidance 'Working Together to Safeguard Children (2010)'.

### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual abuse**

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

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during

pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

### **Signs and symptoms of abuse**

InFocus: Signs of Possible Abuse (children & young people)

The following signs could be indicators that abuse has taken place but should be considered in context of the child's whole life.

#### **Physical**

- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games, etc
- Injuries that have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises on babies, bites, burns, fractures etc which do not have an accidental explanation\*
- Cuts/scratches/substance abuse\*

#### **Sexual**

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Age-inappropriate sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders - anorexia, bulimia\*

#### **Emotional**

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.
- Depression, aggression, extreme anxiety.

- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

## **Neglect**

- Under nourishment, failure to grow, constant hunger, stealing or gorging food, Untreated illnesses,
- Inadequate care, etc

\*These indicate the possibility that a child or young person is self-harming. Approximately 20,000 are treated in accident and emergency departments in the UK each year.

## **How to respond to a child wishing to disclose abuse**

### **InFocus: Effective Listening**

Ensure the physical environment is welcoming, giving opportunity for the child or vulnerable adult to talk in private but making sure others are aware the conversation is taking place.

It is especially important to allow time and space for the person to talk

Above everything else listen without interrupting

Be attentive and look at them whilst they are speaking

Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used

Try to remain calm, even if on the inside you are feeling something different

Be honest and don't make promises you can't keep regarding confidentiality

If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.

Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille etc.

## **HELPFUL RESPONSES**

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

## DON'T SAY

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- I am shocked, don't tell anyone else

## Safeguarding awareness

The Leadership is committed to on-going safeguarding training and development opportunities for all workers, developing a culture of awareness of safeguarding issues to help protect everyone. All our workers will receive training and undertake recognised safeguarding training on a two yearly basis for the Headteacher and three yearly for other staff members. This is accessed via CCPAS, CCPAS Distance Learning and the Local Safeguarding Board.

The Leadership will also ensure that children are provided with information on where to get help and advice in relation to abuse, discrimination, bullying or any other matter where they have a concern.

## RESPONDING TO ALLEGATIONS OF ABUSE (see flow chart in staffroom)

Under no circumstances should a worker carry out their own investigation into an allegation or suspicion of abuse. Following procedures as below:

- The person in receipt of allegations or suspicions of abuse should report concerns as soon as possible to Garrie-John Barnes (hereafter the "Safeguarding Co-ordinator") tel no: 01226 382155 who is nominated by the Leadership to act on their behalf in dealing with the allegation or suspicion of neglect or abuse, including referring the matter on to the statutory authorities.
- In the absence of the Safeguarding Co-ordinator or, if the suspicions in any way involve the Safeguarding Co-ordinator, then the report should be made to Mike Stead (hereafter the "Deputy ") tel no. 01226 282562. If the suspicions implicate both the Safeguarding Co-ordinator and the Deputy, then the report should be made in the first instance to the Churches' Child Protection Advisory Service (CCPAS) PO Box 133, Swanley, Kent, BR8 7UQ. Telephone 0845 120 4550. Alternatively contact Social Services or the police.
- Where the concern is about a child the Safeguarding Co-ordinator should contact Children's Social Services or take advice from CCPAS as above.

The local Children's Social Services office telephone number (office hours) is 01226 772400.

The out of hours emergency number is 0844 9841800

The Police Child Protection Team telephone number is 01709 832793.

The out of hours emergency number is 01142 202020.

- Where required the Safeguarding Co-ordinator should then immediately inform the insurance company  
Ecclesiastical Insurance (Towergate Risk Solutions) tel no: 01235 516377
- Suspicions must not be discussed with anyone other than those nominated above. A written record of the concerns should be made in accordance with these procedures and kept in a secure place.
- Whilst allegations or suspicions of abuse will normally be reported to the Safeguarding Co-ordinator, the absence of the Safeguarding Co-ordinator or Deputy should not delay referral to Social Services, the Police or taking advice from CCPAS.
- The Leadership will support the Safeguarding Co-ordinator/Deputy in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.
- It is, of course, the right of any individual as a citizen to make a direct referral to the safeguarding agencies or seek advice from CCPAS, although the Leadership hope that members of the place of worship / organisation will use this procedure. If, however, the individual with the concern feels that the Safeguarding Co-ordinator/Deputy has not responded appropriately, or where they have a disagreement with the Safeguarding Co-ordinator(s) as to the appropriateness of a referral they are free to contact an outside agency direct. We hope by making this statement that the Leadership demonstrate its commitment to effective safeguarding and the protection of all those who are vulnerable.

The role of the safeguarding co-ordinator/ deputy is to collate and clarify the precise details of the allegation or suspicion and pass this information on to statutory agencies who have a legal duty to investigate.

### **Detailed procedures where there is a concern about a child:**

## **ALLEGATIONS OF PHYSICAL INJURY, NEGLECT OR EMOTIONAL ABUSE**

If a child has a physical injury, a symptom of neglect or where there are concerns about emotional abuse, the Safeguarding Co-ordinator/Deputy will:

- Contact Children's Social Services (or CCPAS) for advice in cases of deliberate injury, if concerned about a child's safety or if a child is afraid to return home.
- Not tell the parents or carers unless advised to do so, having contacted Children's Social Services.
- Seek medical help if needed urgently, informing the doctor of any suspicions.
- For lesser concerns, (e.g. poor parenting), encourage parent/carer to seek help, but not if this places the child at risk of significant harm.
- Where the parent/carer is unwilling to seek help, offer to accompany them. In cases of real concern, if they still fail to act, contact Children's Social Services direct for advice.
- Seek and follow advice given by CCPAS (who will confirm their advice in writing) if unsure whether or not to refer a case to Children's Social Services.

## **ALLEGATIONS OF SEXUAL ABUSE**

In the event of allegations or suspicions of sexual abuse, the Safeguarding Co-ordinator/Deputy will:

- Contact the Children's Social Services Department Duty Social Worker for children and families or Police Child Protection Team direct. They will NOT speak to the parent/carer or anyone else.

- Seek and follow the advice given by CCPAS if, for any reason they are unsure whether or not to contact Children's Social Services/Police. CCPAS will confirm its advice in writing for future reference.

## **ALLEGATIONS OF ABUSE AGAINST A PERSON WHO WORKS WITH CHILDREN**

If an accusation is made against a worker (whether a volunteer or paid member of staff) whilst following the procedure outlined above, the Safeguarding Co-ordinator, in accordance with Local Safeguarding Children Board (LSCB) procedures will need to liaise with Children's Social Services in regards to the suspension of the worker, also making a referral to a Safeguarding Adviser (SA) / Local Authority Designated Officer (LADO).

Consideration should be given to whether a referral should be made to the ISA Vetting and Barring Scheme lists of those people deemed unsuitable for working with children. When liaising with a SA / LADO the Co-ordinator will discuss with them about the need to refer to the ISA.

### **SECTION 3**

## **Prevention**

### **Safe recruitment**

The Leadership will ensure all workers will be appointed, trained, supported and supervised in accordance with government guidance on *Safe Recruitment in Education*. This includes ensuring that:

- There is a written job description / person specification for the post
- Those applying have completed an application form and a self declaration form
- Those short listed have been interviewed
- Safeguarding has been discussed at interview
- Written references have been obtained, and followed up where appropriate
- A criminal records disclosure has been completed (we will comply with Code of Practice requirements concerning the fair treatment of applicants and the handling of information)
- Qualifications where relevant have been verified
- A suitable training programme is provided for the successful applicant
- The applicant has completed a probationary period
- The applicant has been given a copy of the organisation's safeguarding policy and knows how to report concerns.

## **Management of Workers – Codes of Conduct**

As a Leadership we are committed to supporting all workers and ensuring they receive support and supervision. All workers have been issued with a code of conduct towards children and young people. The Leadership undertakes to follow the principles found within the 'Abuse Of Trust' guidance issued by the Home Office and it is therefore unacceptable for those in a position of trust to engage in any behaviour which might allow a sexual relationship to develop for as long as the relationship of trust continues.

Barnsley Christian School aims to follow the GTC, General Teaching Council for England's 'Code of Conduct and Practice For Registered Teachers', October 2009.

See Appendix 5 - Accepted Behaviour Guidelines For Staff

See also: The Home Office issued guidance in 'Abuse of Trust Caring for young people and the vulnerable? Guidance for preventing abuse of trust'. A copy of which is in the school office. This guidance is intended to apply to those caring for young people or vulnerable adults in both paid and unpaid work, including volunteers, regardless of whether they are in the public, private, voluntary or volunteering sectors. It is important that organisations have clear boundaries in regards to the personal relationships which can develop.

## SECTION 4

### Pastoral Care

#### Supporting those affected by abuse

The Leadership is committed to offering pastoral care, working with statutory agencies as appropriate, and support to all those who have been affected by abuse who have contact with or are part of the organisation. This is done via Hope House Church's Pastoral Team and recommended Counselling services such as Rainbow Counselling, Sheffield.

## SECTION 5

### Practice Guidelines

As an organisation working with children and young people we wish to operate and promote good working practice. This will enable workers to run activities safely, develop good relationships and minimise the risk of false accusation.

As well as a general code of conduct for workers we also have specific good practice guidelines for every activity we are involved in and these are attached, appendix 5 and will be developed further.

#### Working in Partnership

The diversity of organisations and settings means there can be great variation in practice when it comes to safeguarding children and young people. This can be because of cultural tradition, belief and religious practice or understanding, for example, of what constitutes abuse.

We therefore have clear guidelines in regards to our expectations of those with whom we work in partnership, whether in the UK or not. We will discuss with all partners our safeguarding expectations and have a partnership agreement for safeguarding

Good communication is essential in promoting safeguarding, both to those we wish to protect, to everyone involved in working with children and to all those with whom we work in partnership. This safeguarding policy is just one means of promoting safeguarding.

This Policy is made available to Parents / Carers through the school website. Handling allegations notices are displayed in the office and staffroom. A child line poster is displayed in the Early Years and Main School. The CCPAS Safeguarding Poster is displayed on the main school entrance noticeboard.

**Signed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Leadership Safeguarding Statement

The Leadership of Barnsley Christian School recognises the importance of its work with children and young people in need of protection and its responsibility to protect everyone entrusted to our care.

The following statement was agreed by the leadership on: \_\_\_\_\_

This organisation is committed to the safeguarding of children and ensuring their well-being.

Specifically:

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of children and young people (those under 18 years of age) and to report any such abuse that we discover or suspect.
- We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
- All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children.

### **We are committed to:**

- Following the requirements for UK legislation in relation to safeguarding children and good practice recommendations.
- Respecting the rights of children as described in the UN Convention on the Rights of the Child.
- Implementing the requirements of legislation in regard to people with disabilities.
- Ensuring that workers adhere to the agreed procedures of our safeguarding policy.
- Keeping up to date with national and local developments relating to safeguarding.
- Following any denominational or organisational guidelines in relation to safeguarding children in need of protection.
- Supporting the safeguarding co-ordinator/s in their work and in any action they may need to take in order to protect children.
- Ensuring that everyone agrees to abide by these recommendations and the guidelines established by this organisation.
- Supporting parents and families
- Nurturing, protecting and safeguarding of children and young people

- Supporting, resourcing, training, monitoring and providing supervision to all those who undertake this work.
- Supporting all in the organisation affected by abuse.
- Adopting and following the 'Safe and Secure' safeguarding standards developed by the Churches' Child Protection Advisory Service.

**We recognise:**

- Children's Social Services has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a child.
- Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency.
- Safeguarding is everyone's responsibility.

**We will review this statement and our policy and procedures annually.**

If you have any concerns for a child or vulnerable adult then speak to one of the following who have been approved as safeguarding co-ordinators for this place of worship/organisation.

Garrie-John Barnes, Child Safeguarding Coordinator

Mike Stead, Deputy Child Safeguarding Coordinator

A copy of the full policy and procedures is available from Mike Stead, School Office.

A copy of our safeguarding policy has been lodged with CCPAS / Local Government Agency with Safeguarding responsibility, BMBC Safeguarding Board / Children's Services.

Signed by leadership.

Signed \_\_\_\_\_

Date \_\_\_\_\_



# Safeguarding is a priority here

## Useful Contacts

CCPAS  
0845 120 45 50

Childline (for children)  
0800 1111

NSPCC  
0808 800 5000

Kidscape  
0845 120 5204

Stop it Now  
0808 1000 900

MindinfoLine  
0845 766 0163

Through the Roof  
01732 737041

Action on Elder Abuse  
0808 808 8141

## BARNESLEY CHRISTIAN SCHOOL

We are committed to following government and CCPAS guidelines on safeguarding children and vulnerable adults and good working practice, including safe recruitment of workers.

We work to a formal safeguarding policy and it can be seen on request from:

Mike Stead

If you have any concerns regarding the safety or welfare of a child you can speak to:

Garrie-John Barnes or Mike Stead

They have been appointed by the leadership to respond to any safeguarding concerns.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
*On behalf of the Governors*



The Churches' Child Protection Advisory Service is an independent Christian charity providing child protection advice and support throughout the UK.

You can contact CCPAS' 24 hour helpline on:

**0845 120 45 50**



## Appendix 3

### InFocus: Taking Care of Touching

- Keep everything public. A hug in the context of a group is very different from a hug behind closed doors.
- Touch should be related to the child, young person or vulnerable adults needs, not the worker's.
- Touch should be age-appropriate and generally initiated by the child, young person or vulnerable adult, rather than the worker.
- Avoid any physical activity that may be sexually stimulating.
- All children, young people and vulnerable adults are entitled to personal privacy and the right to decide how much physical contact they have with others, except in circumstances such as a medical emergency .
- When giving first aid (or applying sun cream etc), encourage the child, young person or vulnerable adult to do what they can themselves but, in their best interests giving appropriate help where necessary.
- Team members should monitor one another in the area of physical contact. They should be free to help each other by constructively challenging anything which could be misunderstood or misconstrued.
- Concerns about abuse should always be reported.

## Appendix 4

### InFocus: Guidelines for discipline (see The Discipline Policy)

- Do not compare a child, young person or adult with another in the group; rather encourage and affirm and, if possible, give them responsibility for appropriate tasks.
- Build healthy relationships and be a good role model by setting an example. You can't expect others to observe the ground rules if you break them yourself.
- Take care to give the quieter and/or well behaved attention and resist allowing the demanding individuals to take all your time and energy.
- Be consistent in what you say and ensure that other team members know what you have said. This avoids manipulation.
- If children and young people in particular are bored they often misbehave, so review your programme regularly.
- NEVER smack or hit anyone and don't shout. Change voice tone if necessary.
- Call on support from other leaders if you feel so angry you may deal with the situation unwisely.
- Lay down ground rules e.g. no swearing, racism or calling each other names, respect for property, and make sure everyone understands what action will be taken if not adhered to.
- Every person is unique and will respond in different ways to different forms of discipline. It follows therefore each child should be dealt with on an individual basis.

For those who are continuously disruptive:

- Have them sit right in front of you or get a helper to sit next to them.
- Encourage helpers to be pro-active rather than waiting to be told to deal with a situation.
- Challenge them to change their behaviour whilst encouraging their strengths.
- Warn them you may speak to their parents/carers about their behaviour, they may be sent outside the room (under supervision), be banned from attending the group for a period of time.

## Appendix 5

### Accepted Behaviour Guidelines For Staff

#### 1.1 Private meetings with pupils

- (a) Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. There will be occasions when a confidential interview or a one to one meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.
- (b) Meetings with pupils away from the school premises should only be arranged with the specific approval of the head teacher.

#### 1.2 Physical Contact with pupils

- (a) Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.
- (b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

#### 1.3 Where physical contact may be acceptable

- (a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the head teacher.
- (b) Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE, and; contact activities at a youth club. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.
- (c) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken

action to physically restrain a pupil he/she should make a written report of the incident in the form prescribed by the school's policy on restraint.

#### **1.4 Caring for pupils with particular problems**

- (a) Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.
- (b) Wherever possible staff who have to help children with toileting difficulties should be accompanied by another adult, and pupils should, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all the circumstances.

#### **1.5 Relationships and attitudes**

- (a) All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate or sexual relationships between staff and pupils will be regarded as a grave breach of trust, and any sexual activity between a member of staff and a pupil under 18 years of age may be a criminal offence.
- (b) All staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, and take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff of either sex are dealing with adolescent boys and girls.
- (c) From time to time staff may encounter pupils who display attention seeking behaviour, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but must ensure that their behaviour cannot be misinterpreted. In these circumstances, the member of staff should also ensure that the head teacher or a senior colleague is aware of the situation

#### **1.6 Where conversation of a sensitive nature may be appropriate**

- (a) Many staff have a pastoral responsibility for pupils and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must, in these circumstances, use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.
- (b) Other staff in school may, from time to time, be approached by pupils for advice. Pupils may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility for the particular pupil.

## 1.7 Inappropriate comments and discussions with pupils

- (a) As with physical contact, comments by staff to pupils, either individually or in groups, can be misconstrued. As a general principle therefore staff must not make unnecessary comments to and/or about pupils which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a pupil is best addressed rather than ignored.
- (b) Systematic use of insensitive, disparaging or sarcastic comments are also unacceptable.

## 1.8 Extra curricular activities

- (a) Staff should be particularly careful when supervising pupils in extra curricular activities, or a residential setting such as a residential trip away from home. Typically a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from the behaviour expected within school.
- (b) Staff should take care in receiving or giving gifts to pupils which could be misunderstood. Gifts to individual pupils from staff will be exceptional and should be assessed against the school's policy or by a senior member of staff. Inappropriate gifts from pupils should be reported as described in paragraph 1.7.

## 1.7 Reporting incidents

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued he/she should discuss the matter with the Headteacher. Where it is agreed with the Headteacher the member of staff or volunteer should provide a written report of the incident. A detailed written report should always be made if a member of staff had been obliged to restrain a pupil physically, or where a complaint has been made by a pupil, parent or other adult. (see Incident / Complaints Policy)