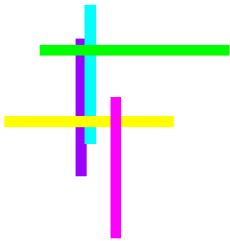




Health and Safety Policy

Policy reviewed annually by the Headteacher and Governors.



HOPE SCHOOL, COLLEGE, AND POST 19 PROVISION

HEALTH AND SAFETY POLICY

COMMITTEE:

Susan Lucas
Gill Davies
Gill Kerfoot
Helen Leach
Phil Bentham
Sharron Yates (Out of School)
Pauline Lynch
Deb Maltby (19-30)
Gemma Crompton (19-25)
Sandra Couling

- This Policy covers School, College. Post 19 Provision (The Grange and The Hamlet) Out of School schemes and Holiday Clubs
- The Health and Safety meets a minum of once a year and when necessary.
- A weekly meeting with the Therapy services and the school nurses is undertaken.
- The Headteacher and one committee member will conduct a termly Health and Safety inspection on the school.
- The Health and Safety Committee review all individual risk assessments annually.
- Minutes and individual risk assessments are in the Health and Safety file in the main office.

INTRODUCTION

This Safety Policy is produced in respect of Hope and College and forms the basis of future planning and implementation of Health and Safety matters within the school.

1. GENERAL STATEMENT OF POLICY AND INTENT

- 1.1 The Governing Body in conjunction with information, procedures and code of practice as identified in the LA Safety Policy is responsible for setting out the overall policy insofar as Hope School is concerned.
- 1.2 The planning and implementation of the policy is the direct responsibility of the Headteacher, ensuring that teachers and other employees at all levels fulfil their duties to co-operate with it. Arrangements will be made to bring it to the notice of all staff including new employees and supply teachers.
- 1.3 The Governors recognise the need to consult staff on Health and Safety matters and the need to consult individuals before allocating particular Health and Safety functions.
- 1.4 It is the Governors policy to take steps within their power to prevent personal injury, health hazards and damage to property. It is also the Governors policy to extend this protection to pupils, contractors and members of the public from foreseeable risks.

- 1.5 The Governors recognise their responsibility under the Health and Safety at Work Etc Act 1974, so far as is reasonably practicable to:
- a) Provide plant, equipment and systems of work which are safer and without risks to health.
 - b) Make arrangements for ensuring so far as is reasonably practicable and without risks to health, the handling, storage and transportation of articles and substances.
 - c) Provide adequate training, information, instruction and supervision so far as is reasonably practicable to enable all staff employed in the school to perform their work safely and efficiently.
 - d) Promote the development and maintenance of sound safety, health and welfare practices.
 - e) Maintain the premises in a condition that is safe and without risks to health and the maintenance of access and to egress from the premises.
 - f) Provide and maintain a working environment that is reasonably practicably safe, without risks to health and is adequate regarding welfare facilities for staff and pupils.
 - g) Ensure sufficient funds are available to provide, as necessary, protective clothing or equipment to all staff employed in the school, for the safe use of machinery, equipment and substances.
 - h) Maintain a close interest in all Health and Safety matters insofar as they affect all activities in the premises under the control of the school.
- 1.6 It is recognised by the Governors that whilst the LA is responsible for Capital expenditure, central administration and subsequently professional advice and information in Health and Safety matters, any change in those responsibilities may involve the school seeking outside specialists for consultation.
- 1.7 The Governors will require the Headteacher to present an annual management audit on Health and Safety matters in order to determine the way forward.
- 1.8 In line with COVID-19 arrangements this policy will run alongside the COVID-19 Risk Assessment

2. ORGANISATION

- 2.1 The Governors recognise the need to identify organisational arrangements in the school for implementing, monitoring and controlling Health and Safety matters. The Governors must ensure that the school budget reflects the finance necessary to implement Health and Safety matters.

A summary of individual duties including reporting arrangements, hence the organisation and accountability, are as follows:

2.2 The Headteacher

- 2.2.1 The Headteacher is responsible and accountable to the Governors for implementing the school Safety Policy for all matters relating to health, safety and welfare within the establishment.
- 2.2.2 The Headteacher must be aware of all contractors and or third parties entering the school to undertake maintenance, service or works contracts. When building or plant maintenance work is carried out by contractors, it is the employers' responsibility to ensure that a competent contractor is employed and to oversee the planning and safe execution of the work.

- 2.2.3 The Governors require the Headteacher to ensure the school's Safety Policy is effectively implemented and understood at all levels. The policy must be regularly monitored, effectively controlled and revised as necessary.
- 2.2.4 The Headteacher is responsible for ensuring that all new amended or updated material regarding Health and Safety matters is brought to the attention of all relevant staff immediately upon receipt.
- 2.2.5 The Headteacher must ensure that the agreed procedure for reporting all defects, hazards and problems regarding Health and Safety matters function efficiently and effectively.
- 2.2.6 The Headteacher will arrange meetings with staff as necessary, to resolve uncertain areas of responsibility, considering problems and recommendations for referral to the Governing Body.
- 2.2.7 The Headteacher will seek advice when appropriate from specialist Health and Safety advisers.
- 2.2.8 The Headteacher has the right to stop what is considered unsafe practices or the use of any plant, tools, equipment, etc. which equally is considered unsafe.
- 2.2.9 The Headteacher shall make arrangements, with appropriate persons, for improvement of premises and plant, tools, equipment which are the school's responsibility.
- 2.2.10 The Headteacher shall review from time to time:
 - a) The provision of First-Aid in school.
 - b) Fire and evacuation procedures.
- 2.2.11 The Headteacher will monitor and inform the Governing Body that appropriate training has been or will be given to staff to enable them to fulfil their responsibilities. This must include new appointments and transfers of staff within the premises to other functions.
- 2.2.12 The Headteacher will ensure that in all schemes of work for pupils, including work experience, arrangements are in place regarding the adequate information, instruction, training and supervision for Health and Safety matters.
- 2.2.13 The Headteacher will consult with approved trade union representatives on all health, safety and welfare matters and co-operate with them in the execution of their duties.

2.3 Senior Staff

- 2.3.1 Senior staff are responsible and accountable to the Headteacher for all matters relating to health, safety and welfare within their areas.
- 2.3.2 In the exercise of this responsibility Senior Staff must ensure that:
 - a) All staff under their control receive instruction in their duties regarding Health and Safety matters.
 - b) All staff under their control are adequately trained to carry out their duties efficiently and effectively.
 - c) Senior Staff must be aware of regulations, codes of practice and guidance notes appropriate to their Specialist areas.

- d) Senior staff are responsible for ensuring all statutory notices, placards, regulations and safety signs are displayed as appropriate to their workplace. This will include arrangements for facilities such as first-aid equipment, protective clothing, registers, log books, etc.

2.3.3 Senior staff are responsible for ensuring that everything received from suppliers e.g. machinery, equipment, substances, etc is accompanied by adequate information and instruction sheets prior to use. This complies with Section 6 of the Health and Safety at Work Act.

2.3.4 Senior staff must report to the Headteacher all problems, defects and hazards.

2.3.5 Senior staff must ensure that a copy of the Fire Drill and emergency evacuation procedures are prominently displayed in all rooms and areas for which they are responsible.

2.3.6 Senior staff must carry out regular safety inspections of their departments. Priorities must be given to plant, equipment and risk assessments including the use of substances.

The assessment should take into account not only the substances and equipment used but also operational practices.

2.3.7 Senior staff should report and, if appropriate, make recommendations on any practice, premises or equipment which give rise to Health and Safety risks.

2.4 Teachers, and support staff

2.4.1 All staff are responsible and accountable to their Senior staff for the implementation of the School Safety Policy in the performance of their duties.

2.4.2 They must be familiar with the Safety Policy, the implications of that policy and equally any procedures, arrangements and practices relating to their work area.

2.4.3 They must conform to responsibilities as laid down in their own codes of practice, regulations and guidance for safe working arrangements.

2.4.4 They must ensure that where conditions apply, all pupils or persons under their control receive instructions to enable them to operate in a safe and efficient manner.

2.4.5 They must report to their Senior Staff all problems, defects and hazards that they become aware of.

2.4.6 Supply teachers must be made aware of the School Safety Policy and of any special arrangements or procedures relating to their work area before commencing work.

2.4 Site Manager

2.5.1 The Site Manager is responsible and accountable to the Headteacher for all matters relating to health, safety and welfare within his/her work.

2.5.2 The Site Manager must ensure he/she is familiar with the School's Safety Policy and that cleaning staff (contractual) are equally aware of any implications of the policy as it affects their work activities e.g. storage of equipment and substances.

2.5.3 The Site Manager must report to the Headteacher any defects, hazards or problems that arise.

- 2.5.4 The Site Manager is responsible for ensuring that everything received from suppliers for direct school use is accompanied by adequate information and instruction prior to use. This complies with Section 6 of the Health and Safety at Work Act.
- 2.5.5 The Site Manager is responsible for ensuring that all staff under his/her direct control are adequately informed, instructed and trained in using all equipment and substances prior to use.
- 2.5.6 The Site Manager must inform the Headteacher whenever contractors are due to enter the school to undertake maintenance, service or works contracts.
- 2.5.7 The Site Manager must be familiar with codes of practice, regulations and guidance appropriate to their work.

2.6 Kitchen Supervisor/Cook

- 2.6.1 The Kitchen Supervisor/Cook must be familiar with the School's Safety Policy in relation to their own work activities.
- 2.6.2 He/she must work in conjunction with any Policy Statement, codes of practice and guidance issued by their direct officers.
- 2.6.3 He/she will ensure that all Kitchen staff are instructed and informed to work in accordance with this document.
- 2.6.4 He/she should be familiar with the Food Safety Act 1990 and the implications as far as the school is concerned.
- 2.6.5 The Kitchen Supervisor/Cook must inform the Headteacher or designated person on any potential hazard or defects.
- 2.6.6 New employees or part-time Kitchen assistants must be made aware of Health and Safety practices and procedures in the Kitchen.

2.7 Safety Representatives

- 2.7.1 The Safety Representative will be encouraged by the Headteacher to fulfil his/her duties as well as being released for any appropriate training.
- 2.7.2 The Safety Representative will be entitled to inspect the school in accordance with agreed Trade Union procedures and will consult at regular intervals with the Headteacher on Health and Safety matters.
- 2.7.3 The Safety Representative has the right to receive any subsequent reports regarding accidents, injuries and any inspections carried out by the H.S.E. or other authoritative bodies.

2.8 School Staff and Employees

- 2.8.1 All staff and employees must be made aware of what is expected of them and in particular to the department in which they work.
- 2.8.2 All staff and employees have a responsibility under the Health and Safety at Work Act to report any possible defects, hazards or problems to the Headteacher or the designated person.
- 2.8.3 All staff and employees will be given access to the School's Health and Safety Policy and make themselves familiar with all documents relating to Health and Safety in the school.

They should pay particular attention to any codes of practice, regulations or guidelines which relate to their particular work activities.

2.8.4 Copies of the School's Health and Safety Policy will be available at all times in the school office, staff room and Head teacher's office.

2.9 Specialist Advisors

The Governors recognised there will be occasions when the school will require specialist advice.

3. ARRANGEMENTS

3.1 The Governors recognise that the way forward in achieving effective management of the School's Health and Safety Policy and the arrangements necessary to fulfil this obligation would be via a "Safety Committee". The membership of the Health and Safety committee is Susan Lucas, Pauline Lynch Gill Davies, Helen Leach, Phil Bentham, Sharron Yates, Gill Kerfoot, Deb Maltby, Gemma Crompton, Sandra Couling

3.2 General Matters

3.2.1. Accident Reporting

The schools Risk Assessments are held in a separate file within the Admin office/ or School Intranet and updated annually or as required.

The reporting procedure will be in accordance with the policy laid down by the LA and detailed in the Accident Report Book. All staff should be made aware of this procedure.

Accidents to Staff or Pupils

In case of injuries beyond the capabilities of the first-aider, medical help should be highlighted immediately and sought without delay, or an ambulance called. If the injured person is a child, the parents should be informed as soon as possible, normally by the Headteacher or a member of the staff, but care or treatment of the child should not be delayed if the parents cannot be contacted.

Medical help should always be sought in the case of serious accidents. They are considered to be those which may involve dislocations, fractures, head injuries, heavy falls (even if there is no apparent injury), severe cuts (especially in circumstances which may give rise to infection), collapse from any cause and injury requiring hospital treatment for more than 24 hours as an in-patient.

The accident book must be completed for every accident.

All accidents must be reported to the Headteacher, or in her absence, the Deputy Headteacher.

Parents must be informed of all minor accidents to pupils.

Next of kin must be informed of all serious accidents.

3.2.2. First-Aid Provision

The arrangement for first-aid in the school will be in accordance with the guidelines laid down by the LA with first-aid boxes regularly available particularly in high risk areas first.

Hope School First-Aid Policy

First Aid is administered at Hope School in accordance with guidelines laid down by the local authority. Guidelines for the provision of First Aid are available in the LA Safety Policy Manual in the main school office.

The school's First-Aiders are:

Kathy Brockley (Named First Aider)
Sharon Yates
Laura Watson

Paediatric First Aiders

Emma Clarke
Ann Durnin
Carol Gerner
Shelly Marsdaen
Carol Perrins
Janet Reece
Katie Unsworth
Laura Watson
Sharron Yates
Gill Kerfoot
Tracy Morvinson
Sue Lucas
Pauline Lynch
Angela Stevens
Lucinda Meeham
Eve Dickens

Individual Continuing Care Nurses.

(In the event of a pupil going to hospital they would be accompanied by a class member)

In the case of accidents requiring first-aid, staff, should report to senior management. Training will be offered to all staff as and when appropriate.

A First Aider means a person who holds a current First Aid at Work Certificate obtained by examination and valid for three years following a course approved for the purposes of Health and Safety (First Aid) regulations.

Notices are placed around school at various points to indicate who the recognised First-Aiders are.

First-Aid Boxes are located in:

- the staffroom
- the Further Education Unit
- the Early Years Unit
- the Food Technology room
- the minibus
- primary corridor
- class one/six
- porta cabin
- the Training Suite
- the Grange (Parent's Room)

- 19 – 30 Centre
- Kitchen Area
- Main Office

Eye Wash Kits are located in:

- the hydrotherapy pool
- in Site Managers room

Where a pupil needs hospital treatment, a member of staff from class accompanies that pupil where appropriate and waits at the hospital until the parents/carers arrive.

Parents are informed of any First-Aid administered, either through the home school diaries, letters home, or a phone call.

3.2.3 Fire Precautions

The arrangements for general fire safety will be laid down in the LA Safety Policy. The Site Manager will be responsible for recording tests and visits by fire brigade officers and fire drills. Fire notices are placed at strategic points around the school, which states the nearest exit assembly point and fire alarm, as well as emergency procedures - (see Appendix A).

3.2.4 Housekeeping

Regular inspections of departments are made, in order to maintain tidy work areas, adequate storage and cleaning arrangements which conform to requirements.

3.3 Training Arrangements

Training must always be viewed as a constant requirement based on the ability to recognise who requires it and when. New employees/entrants and supply staff will require either a level of awareness relevant to their daily task or a more in-depth training programme which is carried out every 2 years

New technology, legislation, regulations and standards are all factors which determine a fresh approach to training requirements and re-training for existing staff.

3.3.1 There are various categories of training requirements in schools. They can be identified as induction training, specific “hands-on” training or just general informative and awareness training.

3.3.2 Induction Training

This will apply to new employees or transfer of employees to other departments when appropriate. They will need to be shown over the department, be made aware of safety policies and procedures, including fire precautions, first-aid and welfare arrangements.

3.3.3 Specific Training

This is a “hands-on” approach where it is recognised by the Governors that employees will require an accepted level of competence to perform their activities.

Design and Technology

- a) Employees who have recourse to use, instruct and operate dangerous machinery in woodwork, metalwork, etc, will be required to hold the LA appropriate certificate.
- b) Science
Employees will be required to be trained in biological hazards and be familiar with the COSHH regulations, 1988 where applicable.
- c) First-Aid
Refer to attached First Aid Policy.
- d) Toileting Procedures
- Disposable gloves are available for all staff.
 - Changing beds can be adjusted to height of person changing.
 - Aprons to be worn as desired.
 - Gloves must be worn when changing a soiled child.
 - Students are allowed to change pupils only with supervision from member of staff. a
 - Privacy needs to be encouraged at all times.
 - No child is to be left unattended on the changing bed.
 - Toileting programmes should be followed by all relevant staff.
 - Wash hands/gloves in between changes.
 - Change gloves after dealing with a soiled child.
 - Paper towels only in bathroom waste bin.
 - All blue rolls/gloves/wipes to be placed in Sanibin.
 - Empty potty chairs straight away.
 - Disinfect toilets/potty seats in between changes or as needed.
 - Disinfect changing beds where necessary.
 - Gloves to be kept in classroom as appropriate.
 - Any soiled clothes should be sluiced before sending home.

Care Procedures

e) *Bathrooms/Toilets:*

Bathroom and toilet areas are private. Visitors are not invited to these areas while children are using them. Repairs are done when children are not using them. Where possible, children close doors or have a privacy screen/curtain while they are on the toilet or being changed. Children using the toilet should be supervised by a member of staff, but in a way which respects their privacy. Boys and girls have private toilet facilities, particularly over the age of 8. See Annex B – Toileting Procedures.

Toilet Training/P.S.E.

Many of our children are on toilet training programmes. Written aims and objectives are written for each individual child. This is seen as a positive learning experience. Under no circumstances should a child be shouted at or punished for

toileting 'accidents'. Frequent reminders and opportunities to use the toilet during break times, but are usually allowed to go on request at any time during the day. (Some senior classes are encouraged to go at break times only).

Students are allowed to help with toilet programmes and changing only after our policy has been explained to them and only under supervision by a Teacher or Teaching Assistant. Careful records are kept to show progress. Volunteers are not allowed to work on toilet training or to change children. Welfare Assistants can assist with toilet programmes voluntarily, provided they use our guidelines and follow the programme as explained by the class teacher.

We feel that it is important that children wear their own uniform, parents are asked to supply a spare set of clothes and extra underwear for school, in case of accidents. We do have some spares which parents are asked to wash and return to school on the following day.

Lunchtime:

Children have a choice of meal. They sit in small groups or individually, with an adult and work towards specific aims, both eating and social aims. These are reviewed regularly. If a child dislikes a particular food, they do not have to have it. After lunch, children wash their hands and face where necessary, go to the toilet and change their clothes if messy. Children who are messy eaters should wear aprons.

Hometime:

All children are sent home looking as neat and tidy as possible - faces washed, coats fastened. If clothes have got a lot of paint or glue on them by accident, a note is sent in the home/school diary to the parents.

3.4 Statutory Requirements

3.4.1 Control of substances Hazardous to Health (COSHH)

The Governors recognise the need for the school to carry out risk assessment of all areas in accordance with the regulations.

3.4.2. Working in conjunction with the school chemical lists and the COSHH package supplied by CLEAPSS Senior Staff will ensure assessments have been carried out and that further monitoring is done as required.

3.4.3 The Management of Health and Safety at Work Regulations 1992 made under the E.C. directive and which came into force on 1st January 1993, make it a legal requirement to carry out risk assessments with chemicals and operations involving mechanical and electrical hazards.

3.4.4 The Governors recognise there will be occasions to refer to outside specialists for the checking of ventilation, dust extraction, fume cupboards etc. This is done through the Council's Borough Land and Property Department in conjunction with the LA. Provision will be made to ensure these checks will take place every 14 months in compliance with the regulations of the H.S.E.

3.5 Checking of Portable Electrical Equipment

Portable electrical equipment should be inspected regularly by a competent person. This is done via Total Property Management. It is recommended that daily visual inspections are made by users.

Audio Visual/Electrical Equipment

When equipment becomes faulty or gets damaged, please remove the equipment, label it and report the ICT support personnel in school, via the I.C.T. fault book in the staff room) or to Mrs S Lucas and the Site Manager who will rectify the problem together.

3.6 Plant Machinery/Equipment

3.6.1 The Governors recognise the requirement in determining safety requirements for:

- Adequate and correct guarding of machinery.
- General inspection of plant, machinery and equipment.
- Storage and transportation of toxic substances, etc.
- Disposal of waste substances and chemicals.

3.6.2 It is recognised that certain items of machinery will require to be checked and certified. This is done via the Council's Borough Land and Property Department and the LA.

3.6.3 Senior Staff will be responsible for defining safe systems of work for cleaning and maintaining plant machinery and equipment.

3.6.4 Senior Staff will be required to select and provide suitable protective clothing/equipment and of the correct type.

3.7 General

No new or donated equipment should be used on the premises until it has been cleared by a competent person.

3.8 Contractors on site

3.8.1 All contractors entering or working on school premises will be the responsibility of the Headteacher or designated person.

3.8.2 It must be conveyed to all known contractors the person and point of contact at the school and the safe working arrangements in compliance with the School Safety Policy.

3.9 Administration of Medicines

Staff members follow policy guidelines, strategies and procedures.

Consent

A Parental Consent Form must be completed in writing whenever a new treatment is commenced, or when a change to existing medication is made (e.g. dose alteration) – Appendix.

Administration

Each pupil on oral, rectal or inhaled treatment should have a Medication Administration Sheet, on which lunchtime and “as necessary” doses can be recorded. The pupil’s name, class and medication details should be written on the top of the form.

The administration procedure is given below:

- Read medication details from administration sheet.
- Select medication from cupboard.
- Read label carefully (CHECK - pupil’s name, medicine name, dose, expiry date).
- Measure dose.
- Ask colleague to check medicine.
- Give dose to pupil.
- Date, sign and witness appropriate section.

Storage

Medicine is stored appropriately in a locked fridge.

Expiry Dates

Never use any medicine beyond its expiry date. Certain medicines (e.g. syrups, creams, inhalers) are prone to the growth of germs and it is reasonable to request a fresh supply every so often, if they are only used infrequently. Each class is to be responsible for checking the expiry dates on medicines on a termly basis.

Records

All documentation should be kept for 25 years.

Disposal

Return any unwanted medicines to parents and ask them to take these items to their local community pharmacist for safe disposal.

If you feel that a particular medicine is not agreeing with a pupil, inform the parents or doctor / school nurses.

3.10 Arrangements for Safety Representatives

3.10.1 Head teachers and/or Senior Staff will liaise and communicate to Safety Representatives problems, hazards, and defects pertaining to specific activities.

3.10.2 Any specific requirements for immediate action will be taken after consultation with the Headteacher.

3.11 Field Trips

3.11.1 Procedure for field trips and extra-curricular activities are outlined in the LA Safety Policy and advice on school trips and other guidelines produced by professional bodies.

3.11.2 Any activity which falls outside the scope of this document should be discussed in-house with written instructions and arrangements conveyed to all interested parties in particular the insurers.

3.12 Use of School Premises Outside Hours

The governors recognise the need to inform users and set out policy arrangements particularly regarding insurance when the school premises are used outside the normal school hours.

3.13 Communication Information to Employees

The Headteacher will be responsible for ensuring that any regulations, information, guidance notes etc, received are passed on or highlighted in that department's safe working arrangements.

3.14 Reference Material

All staff are reminded that further reference material and guidance notes are given in appropriate sections of the LA Safety Policy, which is kept in the School Office.

3.15 Safe Guarding

First – Susan Lucas
Others : - Pauline Lynch

- Sharron Yates

3.16 Conclusion

The Governors recognise the requirement to monitor and identify strengths and weaknesses by inspection in order to plan successfully future objectives regarding Health and Safety matters.

The Health and Safety Policy is revised on an annual basis

INFECTIOUS DISEASES

It is important that all cases of illness are reported to the Headteacher as soon as possible.

In addition the following conditions are immediately notifiable to the Area Health Authority:

Diphtheria, dysentery, encephalitis, meningitis, infective hepatitis, (catarrhal jaundice), paratyphoid and typhoid fevers, tuberculosis, food poisoning, rubella and poliomyelitis.

It has been established that German Measles (Rubella) occurring in a woman during the early months of pregnancy may cause congenital defects in the foetus. It is therefore necessary for all female staff and mothers of pupils to be informed of any outbreaks of German Measles.

It is also vitally important that all women staff under 45 should have a Rubella antibody test and German Measles vaccination, if necessary.

APPENDIX A (SAMPLE NOTICE)

FIRE DRILL AND PROCEDURES

If you are first to discover a fire, please activate the nearest fire alarm.

In the event of the fire alarm being activated, evacuate the building as quickly as possible.

Room Number 72.

NEAREST EXIT

External door near Primary toilet

ASSEMBLY POINT

Fenced playground area

NEAREST FIRE ALARM

Primary Corridor outside Library

If students are not in usual classrooms or this exit is blocked, please leave by the most convenient exit.

Close all doors behind you as you leave.

ALL AVAILABLE STAFF PLEASE HELP TO EVACUATE PMLD CLASSES.

Registers and in/out book are available in the office to account for all people on the premises.

Do not re-enter the building until the Fire Brigade or senior management give the 'all clear'.

APPENDIX B

HOPE SCHOOL AND COLLEGE

TOILETING PROCEDURES

1. Disposable gloves are available for all staff who wish to use them.
2. Changing beds can be adjusted to height or person changing.
3. Aprons to be worn as desired.
4. Gloves must be worn when changing a soiled child.
5. Students are allowed to change pupils only with supervision from a member of class.
6. Privacy needs to be encouraged at all times.
7. No child is to be left unattended on the changing trolley.
8. Toileting programmes should be followed by all relevant staff.
9. Wash hands/gloves in between changes.
10. Change gloves after dealing with a soiled child.
11. Paper towels only in bathroom waste bin.
12. All blue rolls/gloves/wipes to be placed in Sanibin.
13. Empty potty chairs straight away.
14. Disinfect toilets/potty seats in between changes or as needed.
15. Disinfect changing beds in between every change.
16. Gloves to be kept in classroom as appropriate.
17. Any soiled clothes should be sluiced before sending home.

APPENDIX C

HOPE SCHOOL, COLLEGE AND POST 19 PROVISION

INTIMATE CARE POLICY

Rationale

There is a need to provide a whole school policy on the intimate nature of care routines for students in school. At Hope School and College we provide a high quality of intimate care for students both emotionally and physically, ensuring their well-being. Procedures are complemented by guidance to staff undertaking duties of care and for the protection of both staff and the students themselves.

Definition

Intimate physical care is seen as the physical assistance and supervision necessary to help a student fulfil his/her functions in terms of personal and social needs and accessing the curriculum.

Situations may include:

1. Assisting students using the toilet.
2. Providing necessary physical assistance and support to individual students in the swimming pool, during therapy and other practical activities.
3. Dressing and undressing, showering and bathing certain students in the context of swimming, hydrotherapy, PE games, sickness, accidents, the development of self help skills and during residential holidays.
4. The moving or transferring of certain students in a variety of situations from chair to floor, from wheelchair to toilet etc.

This policy should be read in accordance with Safeguarding Policy.

APPENDIX D

LONE WORKING

Lone working may include:

- Home or site visits
- Working late
- Weekend working
- Site manager duties
- Site cleaning duties
- Working in a single occupancy office
 - Potentially dangerous activities, such as those where there is a risk of falling from height, will not be undertaken when working alone. If there are any doubts about the task to be performed then the task will be postponed until other staff members are available.
 - If lone working is to be undertaken, a colleague, friend or family member will be informed about where the member of staff is and when they are likely to return.
 - The lone worker will ensure that they are medically fit to work alone.

Policy Statements

1. Physical handling will vary according to the student's individual education, physical and therapy needs.

2. Daily care routines are part of the students' education. These should promote the development of self help skills and independence.
3. Students should be handled with care, confidence, respect and reassurance.
4. Intimate handling should always be undertaken with the utmost regard for the students' dignity, the right for privacy and with respect for confidentiality.
5. During care routines pupils should be talked to about what is happening to enable them to anticipate, understand and participate in care procedures.
6. Ensure that where intimate care procedures are carried out, staffing levels are adequate, overseen by familiar staff when possible and procedures are followed meticulously.
7. Staff should seek advice if they are unsure about care routines.
8. Where possible female staff should work with female students and male staff with male students with particular regard to age appropriate issues; male staff are not involved with females over the age of 8 years.
9. More able male/female students should be encouraged to be independent and their privacy respected.
10. Staff should be aware of placing themselves in vulnerable situations. They should seek support if necessary.
11. Any students from outside agencies working in this area should always be overseen by staff and must never be on their own with a student.
12. If during daily care routines unexplained marks or bruises are noticed these should be reported in accordance with the Safeguarding Procedure.

Name of School/Setting

Hope School and College

Child/Young Person's name

Group/Class/Form

Date of birth

Address

Medical diagnosis or condition

ANY KNOWN ALLERGIES /DRUG SENSITIVITIES

Date

Review date

Family Contact Information

Name

Phone no

(Home)

(Mobile)

Name

Phone no

(Work)

(Home)

(Mobile)

Clinic/Hospital Contact

Name

Phone no

GP

Name

Phone no

HOPE SCHOOL - FORM 2

Health Care Plan (Cont.)

Describe medical needs and give details of child's symptoms

Daily care requirements (*e.g. before sport/at lunchtime*)

Describe what constitutes an emergency for the child, and the action to take if this occurs

Follow up care

Who is responsible in an emergency *(state if different for off-site activities)*

Form copied to

Please ensure that we always have a supply of daily and emergency medication in school.

Date _____ Signed _____

HOPE SCHOOL AND COLLEGE MEDICATION RECORD

Name of Pupil/Student _____

Address _____

Date of Birth _____

Medication to be given in school		
Name of Medication	Amount to be given	Time to be given

Medication administered at home by parents		
Name of medication	Amount to be given	Time given

Has your child been prescribed rescue medication for seizures Yes • No •

Read medication details from administration sheet

Select medicines from cupboard

Read label carefully (CHECK pupil's name, medicine name, dose, expiry date)

Measure dose

Ask colleague to check medicine

Give dose to pupil

Date, sign and countersign appropriate section

NAME:
CLASS:

MEDICATION:

TIME TO BE
ADMINISTERED

Date	Time Administered	Administered by	Wit by	Date	Time Administered	Administered by	Wit by
M				M			
T				T			
W				W			
Th				Th			
F				F			
M				M			
T				T			
W				W			
Th				Th			
F				F			
M				M			
T				T			
W				W			
Th				Th			
F				F			

Hope School and College
Mobile Phone / Camera / Confidentiality of Communication

At Hope School and College we are committed to ensuring that the pupils and students in our care are safe and secure.

In order to stop any misuse of different forms of social networking sites and mobile phone photography etc we have agreed the following policy.

- We strictly forbid the use of any mobile phones and the use of any form of communication regarding pupils and students on social networking sites.
- Staff must not carry mobile phones on their person, they must remain in bags or lockers. Staff may only use their mobile phone at break or lunch time and only in the following designated areas, when no students are present.

Main school staffroom
Little Library room
Early Years office
F.E. Laundry room
Grange small office
Grange community room
Therapy room
19 – 25 Staff Room

Please seek advice if you are unsure

- All staff are aware of the Confidentiality Policy and that mobile phones should remain switched off at all times.
- Staff members are only able to take photographs of curriculum based activities with a school camera or school ipad. Use of personal cameras / phones or other recording devices are strictly forbidden.

Guidance for Safer Working Practice for Adults who Work with Children and Young People.

Updated from an original document produced by a DCSF network of Advisors
department for
children, schools and families

This guidance is based upon an original IRSC¹ document - '*Guidance for Safe Working Practice for the Protection of Children and Adults in Education Settings*',² commissioned by DfES³.

¹ Investigation Referral and Support Co-ordinators network

² September 2006. This document is still in use and has relevance for those working in education settings

³ Department for Education and Skills. now known as Department for Children, Schools and Families (DCSF)

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Section 1: Overview

1.1. Background

All adults who come into contact with children and young people in their work have a duty of care⁴ to safeguard and promote their welfare.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme⁵, places a duty on organisations to safeguard⁶ and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations are competent, confident and safe to do so.

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 and young people in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

Some concerns have been raised about the potential vulnerability of adults in this area of work. It was suggested that there was a need for clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. This document has been produced in response to these concerns. It was written by a team of individuals from various backgrounds who are knowledgeable about allegation procedures and the circumstances in which allegations might arise and provides practical guidance for anyone who works with, or on behalf of children and young people regardless of their role, responsibilities or status. It seeks to ensure that the duty to promote and safeguard the wellbeing of children is in part, achieved by raising awareness of illegal, unsafe and inappropriate behaviours.

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

It is also recognised that not all adults who work with children and young people work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by all adults whose work brings them into contact with children and young people.

⁴ The duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally, to owe them a duty of care

⁵ www.everychildmatters.gov.uk

⁶ Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables them to have optimum life chances... Working Together to Safeguard Children: 2006 HM Government

The guidance contained in this document has due regard to current legislation and statutory guidance.

1.2. What to do if you are worried a child is being abused⁷

Everyone working with children and young people should be familiar with local procedures and protocols for safeguarding the welfare of children and young people. Adults have a duty to report any child protection or welfare concerns to a designated member of staff in their organisation and/or report any concerns to the local social care office. Anyone who has concerns or is in doubt should refer to the document 'What To Do If You're Worried a Child Is Being Abused' and follow that guidance.

⁷ What to do If You are Worried a Child is Being Abused HM Government 2006

Section 2: Using the Guidance

2.1. Status of Document

This guidance document was commissioned by the Department for Children, Schools and Families. (DCSF). It is intended to supplement but not replace or take priority over advice or codes of conduct produced by employers or national bodies.

This is a generic document that should complement existing professional procedures, protocols and guidance which relate to specific roles, responsibilities or professional practices.

2.2. Purpose of Guidance

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

Employers should be familiar with, and know how to access, their Local Safeguarding Children's Board's policy and procedures for managing allegations against staff.

2.3. Underpinning Principles

- The welfare of the child is paramount.⁸
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.

⁸ Children Act 1989

- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

2.4. Definitions

Children and Young People: Throughout this document references are made to "children and young people". These terms are interchangeable and refer to children who have not yet reached their 18th birthday. This guidance, however also has value for those working with vulnerable adults.

Adults: References to 'adults' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of, children and young people, in either a paid or unpaid capacity.

Manager: The term 'manager' refers to those adults who have responsibility for managing services including the supervision of employees and/or volunteers at any level.

Employer: The term 'employer' refers to the organisation which employs, or contracts to use the services of individuals in pursuit of the goals of that organisation. In the context of this document, the term 'employer' is also taken to include 'employing' the unpaid services of volunteers.

Safeguarding: Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully⁹.

Duty of Care: The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care.

2.5. How to Use the Document

This document is relevant to both individuals and organisations working with or on behalf of children and young people. Where an individual works independently and does not work as part of an organisation references made to the 'senior manager' should be taken to refer to parents or those with parenting responsibilities.

Each section provides general guidance about a particular aspect of work undertaken with children and young people with, in the right hand column, specific guidance about which behaviours should be avoided and which are recommended. Some organisations may need to adapt or add to the guidance to meet their specific practices or contexts, The document has however, been written for a generic audience and most, if not all of the content, is applicable to

⁹ Working Together to Safeguard Children 2006. HM Government (WT 2006)

all adults who work with children and young people. The diagram in Appendix 1 illustrates how the guidance could be used as a basis for developing specific agency guidance. Appendix 2 provides a visual framework for understanding how the document fits with safer recruitment and selection and procedures and those which relate to disciplinary proceedings.

It is recommended that organisations and settings who provide services for children and young people use this guidance to develop and promote safer working practice by ensuring that all employees and volunteers are made aware of its contents and have access to it.

Incorporating the use of this document in recruitment and selection processes will help to prevent and deter unsuitable people from working with children and young people. Providing employees and volunteers with clear guidance on appointment and revisiting this through induction, supervision, performance management, training programmes etc, will also help to ensure a safer children's workforce. Employers and managers will be better placed to deal with unsuitable or inappropriate behaviour if their expectations have been made clear and reinforced throughout a person's employment and there is evidence that this has been done.

Individuals should follow this guidance in their day to day practice. It should also be referred to when taking on new work, different duties or additional responsibilities.

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Section 3: Guidance for Safe Working Practice

1. Context

All adults who work with children and young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults working in all settings to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.

This means that these guidelines:

- *apply to all adults working in all settings whatever their position, role, or responsibilities*
- *may provide guidance where an individual's suitability to work with children and young people has been called into question.*

2. 'Unsuitability'¹⁰

The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with children and young people. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with children and young people.

This means that adults should:

- *have a clear understanding about the nature and content of this document*
- *discuss any uncertainties or confusion with their line manager*
- *understand what behaviours may call into question their suitability to continue to work with children and young people*

3. Duty of Care

All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

Whether working in a paid or voluntary capacity, these adults have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect¹¹.

The duty of care is in part, exercised through the development of respectful and caring relationships between adults and children and young people. It is also exercised through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement.

This means that adults should:

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

This means that employers should:

- *ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored*
- *ensure that codes of conduct/practices are continually*

¹⁰ WT 2006 Chapter 6, page 153. See also AMA document on 'Unsuitability' available Dec 07 from Allegation Management Advisers in Government Offices.

¹¹ WT 2006 page Chapter 1 page 38

Everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers also have a duty of care towards their employees, both paid and unpaid, under the Health and Safety at Work Act 1974¹². This requires them to provide a safe working environment for adults and provide guidance about safe working practices. Employers also have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. The Human Rights Act 1998 sets out important principles regarding protection of individuals from abuse by state organisations or people working for those institutions. Adults who are subject to an allegation should therefore be supported and the principles of natural justice applied.

The Health and Safety Act 1974 also imposes a duty on employees¹³ to take care of themselves and anyone else who may be affected by their actions or failings. An employer's duty of care and the adult's duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of these guidelines.

4. Confidentiality

Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff or nominated child protection person. Any actions should be in line with locally agreed information sharing protocols.

The storing and processing of personal information about children and young people is governed by the Data Protection Act 1998. Employers should provide clear advice to adults about their responsibilities under this legislation.

Whilst adults need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to keep secrets.

monitored and reviewed

- *ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures*
- *foster a culture of openness and support*
- *ensure that systems are in place for concerns to be raised*
- *ensure that adults are not placed in situations which render them particularly vulnerable*
- *ensure all adults have access to and understand this guidance and related, policies and procedures*
- *ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care*

This means that adults:

- *be clear about when information can be shared and in what circumstances it is appropriate to do so*
- *are expected to treat information they receive about children and young people in a discreet and confidential manner*
- *should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them*
- *need to know to whom any concerns or allegations should be reported*

¹² Health and Safety at Work Act 1974 Part I, Section. 2 (1) and (2)

¹³ Health and Safety at Work Act 1974 Part I, Section.7

Neither should they request this of a child young person under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.

5. Making a Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not inappropriate behaviour for adults in all circumstances. There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a senior manager or if the adult does not work for an organisation, with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.

Adults should always consider whether their actions are warranted, proportionate and safe and applied equitably.

This means that where no specific guidance exists adults should:

- *discuss the circumstances that informed their action, or their proposed action, with a senior manager, or with the parent/carer if not working for an organisation*
- *report any actions which could be misinterpreted to their senior manager*
- *always discuss any misunderstanding, accidents or threats with a senior manager*
- *always record discussions and reasons why actions were taken.*
- *record any areas of disagreement about course of action taken and if necessary referred to a higher authority*

6. Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.¹⁴

A relationship between an adult and a child or young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

This means that adults should not:

- *use their position to gain access to information for their own or others' advantage*
- *use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people*
- *use their status and standing to form or promote relationships which are of a sexual nature, or which may become so*

¹⁴ Caring for Young People and the Vulnerable. Guidance for Preventing Abuse of Trust Home Office

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a specified position of trust¹⁵ with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

7. Propriety and Behaviour

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

Adults in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.

8. Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

Adults who work with children and young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.

This means that adults should not:

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such*

This means that adults should:

- *be aware that behaviour in their personal lives may impact upon their work with children and young people*
- *follow any codes of conduct deemed appropriate by their organisation*
- *understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people*

This means that adults should wear clothing which:

- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise*

¹⁵ Sexual Offences Act 2003. Sect 16-19 re-enacts and amends offence of abuse of position of trust

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

contentious slogans

- *is not considered to be discriminatory and is culturally sensitive*

9. Personal Living Space

No child or young person should be in or invited into, the home¹⁶ of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and senior managers or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.

It is not appropriate for any other organisations to expect or request that private living space be used for work with children and young people.

Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

This means that adults should:

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *challenge any request for their accommodation to be used as an additional resource for the organisation*
- *be mindful of the need to maintain professional boundaries*
- *refrain from asking children and young people to undertake personal jobs or errands*

10. Gifts, Rewards and Favouritism

The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.

It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the senior manager and/or parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom¹⁷ a young person.

This means that adults should:

- *be aware of their organisation's policy on the giving and receiving of gifts*
- *ensure that gifts received or given in situations which may be misconstrued are declared*
- *generally, only give gifts to an individual young person as part of an agreed reward system*
- *where giving gifts other than as above, ensure that these are of insignificant value*
- *ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff*

¹⁶ This includes any home or domestic settings used or frequented by the adult

¹⁷ grooming' – the act of gaining the trust of a child so that sexual abuse can take place.

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Care should also be taken to ensure that adults 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, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

11. Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a senior manager or parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

12. Communication with Children and Young People (including the Use of Technology)

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

This means that adults should:

- *report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace*
- *always acknowledge and maintain professional boundaries*

This means that the organisation should:

- *have a communication policy which specifies acceptable and permissible modes of communication*

This means that adults should:

- *not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal*

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

Internal e-mail systems should only be used in accordance with the organisation's policy.

websites

- *only use equipment e.g. mobile phones, provided by organisation to communicate with children, making sure that parents have given permission for this form of communication to be used*
- *only make contact with children for professional reasons and in accordance with any organisation policy*
- *recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible*
- *not use internet or web-based communication channels to send personal messages to a child/young person*
- *ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum*

13.Social Contact

Adults who work with children and young people should not seek to have social contact with them or their families, unless the reason for this contact has been firmly established and agreed with senior managers, or where an adult does not work for an organisation, the parent or carers. If a child or parent seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgement in making a response but should always discuss the situation with their manager or with the parent of the child or young person. Adults should be aware that social contact in certain situations can be misconstrued as grooming.

Where social contact is an integral part of work duties, e.g. pastoral work in the community, care should be taken to maintain appropriate personal and professional boundaries. This also applies to social contacts made through interests outside of work or through the adult's own family or personal networks.

It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.

This means that adults should:

- *have no secret social contact with children and young people or their parents*
- *consider the appropriateness of the social contact according to their role and nature of their work*
- *always approve any planned social contact with children or parents with senior colleagues,*
- *advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern*
- *report and record any situation, which may place a child at risk or which may compromise the organisation or their own professional standing*
- *be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager.*
- *understand that some communications may be called into question and need to be justified.*

14. Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action.

Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children'¹⁸, defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

15. Physical Contact

Many jobs within the children's workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

Not all children and young people feel comfortable about physical contact, and adults should not make the assumption that it is acceptable practice to use touch as a means of communication. Permission should be sought from a child or

This means that adults should not:

- *have sexual relationships with children and young people*
- *have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact*
- *make sexual remarks to, or about, a child/young person*
- *discuss their own sexual relationships with or in the presence of children or young people*

This means that adults should:

- *ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship*
- *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 are dealing with adolescent boys and girls.*

This means that adults should:

- *be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to report and explain actions and accept that all physical contact be open to scrutiny*
- *not indulge in 'horseplay'*
- *always encourage children, where possible, to undertake self-care tasks independently*

¹⁸ Working Together to Safeguard Children .A guide to interagency working to safeguard and promote the welfare of children HM Government 2006

young person before physical contact is made. Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. 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. Adults, nevertheless, should use their professional judgement at all times, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless there is explicit agreement on the need for, and nature of, that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If an adult believes that their action could be misinterpreted, or if an action is observed by another as being inappropriate or possibly abusive, the incident and circumstances should be reported to the senior manager outlined in the procedures for handling allegations and an appropriate record made. Parents/carers should also be informed in such circumstances.

Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration must be given to the needs of the child and advice and support given to the adult concerned.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand

- *work within Health and Safety regulations*
- *be aware of cultural or religious views about touching and always be sensitive to issues of gender*
- *understand that physical contact in some circumstances can be easily misinterpreted*

This means that organisations should:

- *ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management*
- *make adults aware of relevant professional or organisational guidance in respect of physical contact with children and meeting medical needs of children and young people where appropriate*
- *be explicit about what physical contact is appropriate for adults working in their setting*

the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.

16. Other Activities that require Physical Contact

Adults who work in certain settings, for example sports drama or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

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 to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. Contact should be relevant to their age or 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 are provided by national organisations, for example sports governing bodies or major arts organisations, or the employing organisation 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 senior manager and parent or 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, children and young people informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

17. Behaviour Management

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used

This means that adults should:

- *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 or young person is unable to do so 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 or religious issues that may need to be considered prior to initiating physical contact*

This means that organisations should:

- *have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct.*
- *ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.*

This means that adults should:

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *inform parents of any behaviour management techniques used*
- *adhere to the organisation's behaviour management policy*
- *be mindful of factors which may impact*

should be part of a behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their place of work, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

18. Use of Control and Physical Intervention

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and organisations must have regard to government guidance and legislation and the policies and practice of their specific organisation.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are

upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action

This means that organisations should:

- *have in place appropriate behaviour management policies*
- *where appropriate, develop positive handling plans in respect of an individual child or young person.*

This means that adults should:

- *adhere to the organisation's physical intervention policy*
- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary*
- *record and report as soon as possible after the event any incident where physical intervention has been used.*

This means that organisations should:

- *have a policy on the use of physical intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention*
- *ensure that an effective recording system is in place which allows for incidents to be tracked and monitored*
- *ensure adults are familiar with the above*
- *ensure that staff are appropriately trained*

taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

19.Children and Young People in Distress

There are some settings, where adults are involved in managing significant or regular occurrences of distress and emotional upset in children, for example in mental health services, residential care provision etc. In these circumstances professional guidance should be followed and adults should be aware of what is and what is not acceptable behaviour when comforting a child or diffusing a situation. This is particularly important when working on a one-to-one basis.

For all other adults working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers.

20.Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting

This means the adult should:

- *consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way*
- *be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances*
- *follow professional guidance or code of practice where available*
- *never touch a child in a way which may be considered indecent*
- *record and report situations which may give rise to concern from either party*
- *not assume that all children seek physical comfort if they are distressed*

This means that adults should:

young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

21. Personal Care

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the children and young people with whom they work.

22. First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

- *adhere to the organisation's intimate care guidelines or code of practice*
- *make other staff aware of the task being undertaken*
- *explain to the child what is happening*
- *consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary*
- *record the justification for any variations to the agreed procedure/care plan and share this information with parents*
- *ensure that any changes to the agreed care plan are discussed, agreed and recorded.*

This means that adults should:

- *avoid any physical contact when children are in a state of undress*
- *avoid any visually intrusive behaviour*
- *where there are changing rooms announce their intention of entering*

This means that adults should not:

- *change in the same place as children*
- *shower or bathe with children*
- *assist with any personal care task which a child or young person can undertake by themselves*

This means that organisations should:

- *ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention*
- *ensure there are trained and named individuals to undertake first aid*

When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.

In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate, be encouraged to self administer medication or treatment including, for example any ointment, use of inhalers.

23. One to One Situations

All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies.

It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. This also applies to those adults who do not work as part of an agency or organisation but owe a duty of care to the child or young person because of the nature of their work.

Adults should be offered training and guidance for the use of any areas of the workplace which may place themselves or children in vulnerable situations. This would include those situations where adults work directly with children and young people in unsupervised settings and/or isolated areas within community settings or in street-based projects for example.

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to

responsibilities

- *ensure training is regularly monitored and updated*
- *always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication*

This means that adults should:

- *adhere to the organisation's policy for administering first aid or medication*
- *comply with the necessary reporting requirements*
- *make other adults aware of the task being undertaken*
- *explain to the child what is happening.*
- *always act and be seen to act in the child's best interests*
- *report and record any administration of first aid or medication*
- *have regard to any health plan which is in place*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*

This means that adults should:

- *ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.*
- *avoid meetings with a child or young person in remote, secluded areas,*
- *always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a child becomes distressed or angry to a senior colleague*
- *carefully consider the needs and circumstances of the child/children when in one to one situations*

one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.

Meetings with children and young people outside agreed working arrangements should not take place without the agreement of senior managers and parents or carers.

24. Home Visits

There are workers for whom home visits are an integral part of their work. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard children and young people and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone. There will be occasions where risk assessments are not possible or not available, e.g. when emergency services are used. In these circumstances, a record must always be made of the circumstances and outcome of the home visit. Such records must always be available for scrutiny.

Under no circumstances should an adult visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend. If in an emergency, such a one-off arrangement is required, the adult must have a prior discussion with a senior manager and the parents or carers and a clear justification for such arrangement is agreed and recorded.

25. Transporting Children and Young People

There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are

These means that adults should:

- *agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. social workers*
- *adhere to agreed risk management strategies*
- *always make detailed records including times of arrival and departure and work undertaken*
- *ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken*

This means that employers should:

- *ensure that they have home visit and lone-working policies of which all adults are made aware. These should include arrangements for risk assessment and management*
- *ensure that all visits are justified and recorded*
- *ensure that adults are not exposed to unacceptable risk*
- *ensure that adults have access to a mobile telephone and an emergency contact person*

This means that all organisations:

expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV¹⁹- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

26. Trips and Outings

Adults should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. .

Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

27. Photography and Videos

- *should have appropriate policies for transporting children and young people*

This means that adults should:

- *ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive*
- *be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer*
- *record details of the journey in accordance with agreed procedures*
- *ensure that their behaviour is appropriate at all times*
- *ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven*
- *ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned*

This means that adults should:

- *always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager*
- *undertake risk assessments in line with their organisation's policy where applicable*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times(see section 7)*
- *never share beds with a child/children or young people.*
- *not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.*

This means that adults should:

¹⁹ For further information see www.dvla.gov.uk

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

28. Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Adults should not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that children and young people are not exposed to any inappropriate images or web links. Organisations and adults need to ensure that internet equipment used by children have the appropriate controls

- *be clear about the purpose of the activity and about what will happen to the images when the activity is concluded*
- *be able to justify images of children in their possession*
- *avoid making images in one to one situations or which show a single child with no surrounding context*
- *ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.*
- *only use equipment provided or authorised by the organisation*
- *report any concerns about any inappropriate or intrusive photographs found*
- *always ensure they have parental permission to take and/or display photographs*

This means that adults should not:

- *display or distribute images of children unless they have consent to do so from parents/carers*
- *use images which may cause distress*
- *use mobile telephones to take images of children*
- *take images 'in secret', or taking images in situations that may be construed as being secretive.*

This means that organisations should

- *have clear e-safety policies in place about access to and use of the internet*
- *make guidance available to both adults and children and young people about appropriate usage.*

This means that adults should:

- *follow their organisation's guidance on the use of IT equipment*
- *ensure that children are not exposed to unsuitable material on the internet*
- *ensure that any films or material shown to children and young people are age appropriate*

with regards to access. e.g. personal passwords should be kept confidential.

Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

29. Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure should be made aware that their employment rights are protected.

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

30. Sharing Concerns and Recording Incidents

Individuals should be aware of their organisation's child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.

In the event of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to a senior manager without delay.

Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children and young people so that appropriate support can be provided or action can be taken.

This means that organisations should:

- *ensure they have appropriate whistle-blowing policies in place*
- *ensure that they have clear procedures for dealing with allegations against staff which are in line with their Local Safeguarding Children Board's procedures.*

This means that adults should:

- *report any behaviour by colleagues that raises concern regardless of source*

This means that adults:

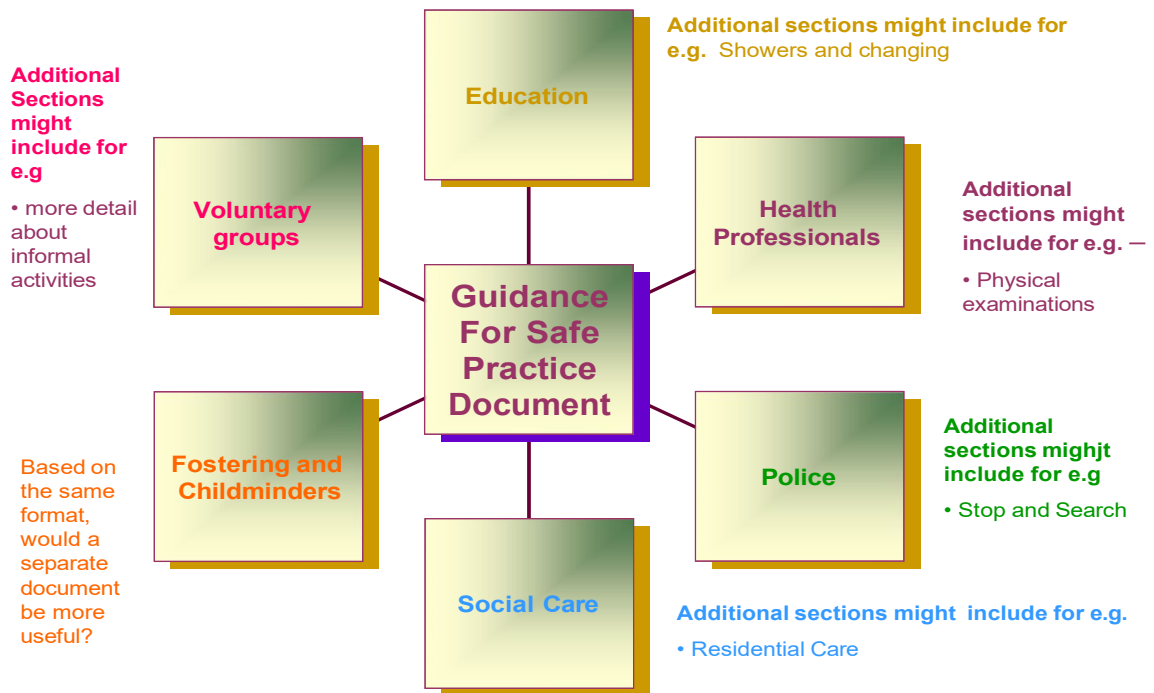
- *should be familiar with their organisation's system for recording concerns*
- *should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace*

This means that organisations:

- *should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace*

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

This generic document can be used as a base upon which other disciplines/agencies develop specific guidance for adults working in specialised areas.





This generic document can be used to support safer recruitment and selection practices, induction and on-going training programmes and where necessary, disciplinary and child protection procedures.



