

## Introduction

This policy has been developed in accordance with the principles and statutory guidance established by the Children Act 1989 and 2004 and in conformity with subsequent Government publications; in particular:

Working together to Safeguard Children – March 2015  
What to do if you are worried about a child being abused - March 2015  
Keeping Children safe in education (2014) and updated 5 Sept 2016  
Childcare Act 2006  
The Independent Schools Standards Regulations  
The Prevent Duty 2015

It is central to the aims of St. Christopher's that pupils, **including those in the EYFS**, should be happy and at ease, aware of the needs of others and of their own role in society. Where they might have difficulties, the school aims to provide support and guidance until the problem has been solved. All staff are committed to a school which provides a caring, positive environment that promotes the social, psychological and moral development of each child.

The whole staff takes very seriously its responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the school to identify, assess and support those children who might be suffering harm.

At St. Christopher's, Pastoral Care is an integral part of the Personal and Social Development Programme which encompasses the Religious Studies curriculum, Christian assemblies, Form Tutor time, appropriate subject lessons and the close family atmosphere which supports children and parents. All staff are involved in, and subscribe to, the importance of the pastoral ethos of the school, which aims to ensure the physical and emotional well-being of the children.

**The Designated Safeguarding Lead (DSL) for the school is Mr Chris George, and Mrs Amanda Stone is the Assistant and has a specific responsibility for children within the EYFS setting.**

By constantly monitoring a pupil's progress academically and socially, the staff become aware of, and deal with, pastoral care problems very quickly.

## **The aims of this policy are:**

- To provide an environment in which children, including those in the EYFS, feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children, and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that the school contributes to and supports plans for those children.
- A duty of care to employees.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within the school who have access to children have been checked as to their suitability.
- To have awareness of the school's duty to have regard to the PREVENT guidelines for the protection of children from potential radicalisation.

### **Responsibilities:**

While ensuring that all staff, including contract, visiting and temporary staff, show a responsibility to safeguard the children in their care, and that all appropriately share any concerns that they may have about specific children, the Headmistress has appointed the Director of Studies, Mr Christopher George, as the Designated Safeguarding Lead (DSL) who is responsible, in consultation with the Headmistress, for:

- Referring a child's details if there are concerns about his/her welfare, possible abuse or neglect to the local Social Services Team: MASH. (Multi Agency Safeguarding Hub)
- Ensuring that written records of concerns about a child are kept even if there is insufficient cause to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a log sheet listing dates and brief entry to provide a chronology;
- Acting as a focal point for staff to discuss concerns, and liaising with other agencies and professionals;
- Attending (or delegating this requirement to the other appropriate designated member of staff) case conferences, family support meetings, core groups, or other multi-agency planning meetings;
- Ensuring that any pupil currently on the Child Protection Register who is absent without explanation for two days is referred to the Social Service Team;
- Encouraging staff to enhance the curriculum, thus helping prevent incidents of abuse.
- Ensuring that all school staff, including voluntary and temporary staff, visiting and contract staff, are aware of this policy and know how to recognise and refer any concerns.
- Ensuring the new staff, as part of their induction process, are aware of the procedures set out in this safeguarding policy.
- Ensuring Pupils attendance at school is monitored regularly (see additional guidance on "children missing in education")

### Procedures:

The Designated Safeguarding Lead (D.S.L) has undertaken Basic Multi-Agency Child Protection Training which is updated every year. A second member of staff, who will act in the designated person's absence, will also have multi-agency training and will be briefed in the role. DSL has attended PREVENT training and provided this information to the staff as part of their updates

Child Protection training will be provided and monitored for all staff who work with children on a regular basis and in accordance with the requirements of the local safeguarding board training in terms of content and frequency.

Staff must also read and sign to say that they have read and understood Part 1 of the guidance- Keeping Children Safe in Education- with which they are all issued.

- We audit our procedures every year by completing a detailed Child protection Audit for Devon County Council and the school's child protection policy is reviewed and any referrals discussed annually at the Advisory Board Meetings. The school also attends **termly forums** organised by the **Local Children's Safeguarding Board- DCSB (Devon Safeguarding Children's Board)**.
- **Our procedures will be regularly reviewed and up-dated immediately should any deficiencies or weaknesses be identified.**

All members of staff are thus made aware of how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. (See Appendix 1 (Form CP1).)

Staff in the EYFS may not use their mobile phones while working in the setting.

All visiting groups are made aware of and understand the need for compliance with the school's child protection guidelines and procedures.

The school's selection and recruitment policy includes all appropriate checks on staff suitability through DBS checks and Prohibition Checks via the Department of Education. Safe recruitment practice means scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. A personal interview by the Headmistress will be conducted. The Headmistress has completed the statutory Safer Recruitment training. Recruitment procedures are detailed in a separate document, including the need for teachers to disclose whether they may be affected by Disqualification by Association. Details of all these checks are entered into Single Central Register and accompanying documentation.

The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure and barring Service) within one month of them leaving the school. Where a teacher has been dismissed, or has resigned before a probable dismissal and

does not require a referral to DBS, a referral to the National College for Teaching and Leadership (NCTL) will be made.

Child Protection procedures and policies will be reviewed annually and up-dated as necessary by the Proprietor and the Headmistress.

All adults (including supply teachers, non-teaching staff and volunteers) new to the school will be required to read the Child Protection Policy document, the booklet 'What To Do if You're Worried A Child is Being Abused', and the name and contact details of the DSL and have these procedures explained, as part of their induction into the school. As part of the induction will be provided with:

- School Policy
- KCSIE part one (all staff)
- KCSIE Annex A
- Staff code of conduct (including whistle blowing and acceptable use of ICT, staff pupil relationships and appropriate use of social media).

The Child Protection Policy is available to parents on request and is published on the school website.

### **Practical Actions to Help Safeguard Children at St. Christopher's School:**

- Any worries or concerns should be reported to the Headmistress for discussion and action where necessary
- Children must be well supervised at all times, particularly on the playground; the staff duty list is the guide
- Outside doors should be kept locked if there is a specific concern for a child's security
- Visitors must always report to the office for identification
- Procedures on collection and delivery of children should be strictly adhered to and monitored
- Parents should be reminded that they must inform the school if someone other than the parent/regular child minder is to collect the child
- Telephone numbers must not be disclosed without the express permission of the parents concerned.
- Pupils are taught how to keep themselves safe online as part of PSHE and through the ICT curriculum.
- The school subscribes to a firewall service to protect the content available online, although pupils are supervised at all times whilst accessing the internet in school. The firewall is regularly updated and should any unsuitable content be available it is updated immediately.

### **Supporting Children:**

The school recognises that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth. It is understood that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

In a case where there is a suspicion of abuse of a child by another child adherence needs to be paid to the school's anti-bullying policy.

One of the prime duties of the staff is to support the children in encouraging the development of self-esteem and resilience in every aspect of school life, through the curriculum, promoting a caring, safe and positive environment within the school, and liaising and working together with all other support services and those agencies involved in the safeguarding of children.

### Interacting With Children:

Points which staff should consider when interacting and building relationships with children are:

- Good communication and listening skills
- Being understanding, friendly and kind, but also able to keep a disciplined and proper adult/child relationship
- Allow freedom to have fun, but not allow this to go beyond the proper staff/pupil relationship
- Being consistent and even-tempered
- Displaying no favouritism, but exhibiting fairness – a willingness to listen to all points of view

Once staff have built up a relationship with the children and gained their respect and trust, they must then consider what expectations they have regarding their behaviour. They should also consider what children should be able to expect from adults.

The children should all be aware of the school rules and the sanctions which follow if they should break the rules; consistency is essential in dealing with children.

The expectation is that within the child/adult relationship pupils are required to keep school rules. If children are consistently not doing what is asked of them, (and there is no precedent for this in the experience of St. Christopher's School) then it may be necessary to examine the reasons: better communication and more interaction may be more appropriate than sanctions. If it does become necessary for a child to suffer sanctions, then this should be with the knowledge and support of the Form Tutor.

Within an established child/adult relationship, staff should expect from children:

- Respect for people and property
- Tolerance of others - staff and pupils
- Honesty
- Development of independence and self esteem
- An ability to learn from their mistakes
- Willingness to express feelings, ideas and opinions within the bounds of courtesy

What children should expect from adults in the school:

- Availability – avoiding the perception (rightly or wrongly) that an adult is too busy to help.
- Confidentiality - notes on this issue are included below
- Patience and understanding
- Fairness
- Trust
- Security
- Dignity
- Protection from all forms of abuse, neglect or harassment

Staff must be aware, therefore, of the need to support each other in maintaining the high standards that are expected of them.

### Listening Skills:

It can be difficult for a child to approach an adult to discuss alleged abuse and they may need a message that an adult is interested and prepared to listen.

How an invitation is phrased to start to encourage a child to talk can be crucial. Useful phrases which could be used to relax a worried child might include: "Please tell me what your problem is" or "You seem upset. Would you like to say what's bothering you?" or "What's the matter? Can I help?"

Show interest and respect for what is being said.

- Pay attention to use of the voice at an appropriate modulation in responses
- Make sure a relaxed and open body posture is presented and make good use of eye contact and facial expressions.
- Appropriate gestures such as smiling and nodding can be useful, as can touch, although care must be taken that this is not an unwarranted invasion of personal space.

Children are no less astute than adults at reading non - verbal signals and will react accordingly.

Questions can be useful, but are more helpful if they are open ended, not requiring a specific answer, but inviting the child to follow their own path, i.e. "What happened then?" or "What did you feel like when she said that?". Questions should be avoided that require a simple "yes" or "no" answer.

### Confidentiality:

The issue of confidentiality is an important one, but it is vital that both staff and children are aware of the limits of confidentiality and what happens to information given to staff.

A guarantee cannot be given to a child that what is said will automatically be kept confidential or secret. If a child has a problem, the member of staff confided in has a

responsibility to tell the right people so that the right response is achieved. However, the child needs to be assured that only people who absolutely have to know will be told.

The staff member concerned might want to talk over any child's problems with another member of staff. **In the case of suspected child abuse, the issue must be discussed only with the Headmistress or the DSL (or, in his absence, his designated deputy).**

The purpose of confidentiality is to protect the child. The concept of confidentiality and the 'need to know' hierarchy will be explained to staff at INSET so that everyone understands why information cannot be made available to all. When children disclose an abusive situation, they need to know that the information they are sharing must be passed on to others who need to know, but this needs to be addressed sensitively. They should be told who will share the information and why this needs to happen.

Information on how to deal with disclosure to teachers/support staff is to be found in Appendix 1 (Form CP1).

### **Record Keeping and Monitoring:**

The designated person will ensure that records will include:

- Reports, including medical reports
- Copies of letters
- Details of phone conversations
- Details of contact with parents
- The behaviour sequence: details of behaviour in a range of settings, and where and when this takes place
- The frequency of the behaviour
- Other personnel or agencies involved

Records must:

- Be relevant, factual and objective: subjective information should be clearly notated as such
- Have notes of dates, times and members of staff involved
- Be kept separately from the pupil's personal file in a secure place, available only to those members of staff who need to know
- Be shared with the parents as part of good practice
- Be immediately passed on to the child's next school when he/she leaves
- Include a copy of Appendix 2 (Form CP2), which is completed by the D.C.P.O. upon referral.
- Include the form for monitoring information. See Appendix 4 (Form CP4).
- Include action taken
- Retained for 10 years

### **Signs of Child Abuse:**

See Appendix 1.

### **Procedure if a Member of Staff (inc DSL and Volunteers) is Suspected of Abuse:**

Three levels of abuse by staff are listed below and the appropriate procedures that should be followed. If a member of staff inc the DSL is suspected of abuse it must be reported directly to the head. If a volunteer is suspected of abuse this must be reported to the DSL. If there is an allegation of abuse against the head it must be reported directly to the Proprietor.

### 1. Verbal abuse of children

If a member of staff is identified by children or other staff as having verbally abused a child, the matter should be reported to the Head of Upper School or Head of Lower School as appropriate who will then verbally warn the member of staff concerned. The matter should go no further unless incidents are repeated.

### 2. Physical abuse and/or repeated verbal abuse

If a member of staff repeatedly verbally abuses a child/children despite a warning as described above, or physically abuses a child/children, then the Head of Upper School or Head of Lower School should be informed, as appropriate. The member of staff should be interviewed and a written report given to the Headmistress who will decide whether to take the matter further.

### 3. Serious incidents or allegations of physical or sexual abuse

Any incidents of serious physical or sexual abuse, or allegations of such, should immediately be reported to the Headmistress.

In hearing the complaint, it is important to limit any questioning to the minimum necessary for clarification, avoiding leading questions. As soon as the disclosure has been made, no further questions should be asked. The informant should be told that the matter will be referred in confidence to the appropriate people. This reference and the written record must be forwarded on the same day to the Headmistress.

From then on there is an obvious need to act with the utmost discretion. A false allegation made frivolously or maliciously can jeopardise the career of a member of staff and the damage can sometimes be irretrievable. Equally, a genuine complaint can be swept aside on the pretext that it is frivolous or malicious.

The circumstances should be kept strictly confidential until the Head, or, has been able to judge whether or not an allegation or concern indicates possible abuse. This should happen immediately or within 1 working day. In coming to a conclusion it is advisable, at the very least as a safeguard, to discuss the situation with the Child Protection Officer. The next step is to discuss the situation with the appropriate Local Authority Designated Officer (LADO). The contact number is **01392 384964**.

Any member of staff suspended for suspected child abuse will be advised to contact his/her professional organisation for support. The School Chaplain may also be contacted to offer support on a confidential basis while investigations are carried out.

If the allegations are unfounded and the member of staff returns to school, the Senior Management Team will offer support.

In the cases of serious harm the police should be informed from the outset.

### **Working with Parents:**

Parents should be made aware that the school will take any reasonable action to ensure the safety of its pupils: namely that, in cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Local Authority Child Protection Procedures and inform the Social Services Department of their concerns.

The school's first concern is the child's welfare and therefore there may be occasions when the school has to consult other agencies even before the parents are contacted. Should this be necessary, the school will reassure the parent that any concerns about the child will then be fully discussed with the parent after the school has talked with the other agencies.

The Local Safeguarding Children's Board (LSCB) has laid down the procedures to be followed. The Headmistress and the DSL hold details of these procedures.

### **Children missing in education**

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

If a child leaves the school at a point other than at the end of Nursery or Prep 6 and is deleted from the admissions register, the local Authority should be informed. The following incidences should also be reported to the LA:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been permanently excluded.

The local authority must be notified when school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

### **Monitoring:**

This policy will be reviewed annually by the Proprietor, the Headmistress and an independent person. If there is an incident of abuse, the policy will be reviewed shortly after the incident to ascertain its effectiveness.

**Signs of Child Abuse:**

It is the teacher's responsibility to be alert to the threat of child abuse, to be aware of and able to recognise different forms of abuse and to refer any suspicion of abuse to the Child Protection Officer. Teachers must be familiar with the procedures within the school for referral, recording and monitoring a suspected case.

Categories of Abuse as defined as of Grave Concern by DHSS are:

- Physical abuse

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

- Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to pupils that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on pupils. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing pupils frequently to feel frightened or in danger, or the exploitation or corruption of pupils. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving pupils in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging pupils to behave in sexually inappropriate ways.

- Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- Specific safeguarding issues

All staff should have an awareness of safeguarding issues (some of which are listed below). The school should seek expert and professional advice on specific safeguarding issues relating to such matters as:

- Bullying including Cyber Bullying
- Children missing in education
- Children missing from home or care
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and Youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Sexting
- Trafficking

Further details regarding any of the above can be found on approved Government websites.

Staff must also be aware of issues associated with child on child abuse, consequential harm and the need to ensure that such matters are appropriately handled in the best interests of both the victim(s) and alleged abuser(s). Staff will again use the Threshold tool to decide at which point a referral should be made.

### **Signs of child abuse**

(Updated in line with Appendix 1 of KCSIE Sept 16)

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;

- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Lead decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

### ‘Do’s’ and ‘Don’t’s’

<b><u>Do</u></b>	<b><u>Do Not</u></b>
<b>A. If you suspect child abuse:</b>	
<p><b>Do</b> refer to your Designated Safeguarding Lead  <b>Do</b> write up a full report for DSL  <b>Do</b> retain a copy of the report safely</p>	<p><b>Do not</b> examine the child physically  <b>Do not</b> ask leading questions  <b>Do not</b> allow any breach of confidentiality</p>
<b>B) If a child discloses information to you:</b>	
<p><b>Do</b> allow the child to do the talking  <b>Do</b> listen quietly and encouragingly, allowing the child to finish what he/she has to say  <b>Do</b> remain calm and caring  <b>Do</b> explain that you may have to tell someone else  <b>Do</b> record the conversation as soon as possible afterwards. (Use the child’s own words where possible.)  <b>Do</b> write up a full report for the D.S.L and retain a copy safely.</p>	<p><b>Do not</b> postpone or delay the opportunity to listen  <b>Do not</b> ask leading questions  <b>Do not</b> allow your own feelings, such as anger, pity, shock, to surface  <b>Do not</b> make promises of secrecy  <b>Do not</b> make notes during the disclosure  <b>Do not</b> interpret what you have been told, but record it immediately afterwards  <b>Do not</b> allow any breach of confidentiality</p>

Follow up:

In accordance with this policy, the child’s behaviour must be monitored, information collated and the DSL kept informed. Any change should be immediately reported to the DSL. When a child moves forms within the school, any information of child abuse will be passed onto the new Form Tutor and the monitoring role appropriately assumed.

**All teachers have the right to refer suspected case of child abuse straight to MASH if the teacher feels the referral has not been dealt with adequately in school.**

**Appendix 2  
(Form CP2)**

**Information To Gather When Making A  
Child Protection Referral**

Date:	
Name of Child:	
'Known as':	
Age/Date of Birth:	
Ethnic Group:	
Address:	
Telephone Number(s):	
Family Composition:	
Siblings in School:	
Preferred language of Parents:	
Education Welfare Officer:	
School Nurse:	
G.P.:	
Current Concern:	
Any Previous Incidents:	
Child's Current Circumstances:	
Information Needed:	

**Appendix 3  
(Form CP3)**

**Child Protection Checklist/Guidance**

For Designated Teachers:

1. If a teacher tells you that he/she suspects abuse:

You need to discuss this and decide whether the Form Tutor should talk to the child and/or the parents, whether the Form Tutor should monitor the child's behaviour.

You may decide that you need to discuss this MASH, using the Devon Safeguarding Threshold Tool.

2. If a teacher tells you that a child has disclosed information:

If a teacher tells you that a child has disclosed information to them about an abusive situation or incident(s) then you must make a referral to MASH. For sexual abuse cases you must not contact the parents, but for other categories of abuse, it is often appropriate to discuss some of the concerns with parents and tell them that you are making a referral. Also Social Services may ask you to.

**When you contact Social services, do make it clear that you are making a 'Child Protection Referral'. Also, make sure you are clear about what has been agreed before the end of the conversation. A verbal referral must be followed with a written referral within 24 hours.**

**IF IN DOUBT CONSULT:**

	Telephone Numbers:
MASH	03451551071

3. Recording:

Make sure that you keep a detailed record of all actions and conversations.

**Appendix 4  
(Form CP4)**

**Monitoring Information**

Please complete this sheet as appropriate to support professional judgements:

Date	Detailed observations/incidents of concern	Made by, e.g. Form Tutor, Subject Tutor	Any Action Taken

## **STAFF BEHAVIOUR TOWARDS PUPILS: GUIDANCE**

The following guidance should be read and understood in the context of the caring, Christian ethos and family atmosphere which we strive to achieve at St Christopher's. It should also be read and understood in conjunction with other relevant policies; these include Aims and Ethos of The School, Behaviour and Discipline Policy, Anti- Bullying Policy and Complaints/Reconciliation Procedure.

In caring for each child and member of staff as a special individual we must be sensitive to each person's needs.

It is, therefore, for the safety and welfare of each individual in the school, whether staff or child, that the following guidelines should be read carefully and adhered to.

This guidance is offered to all staff and will be used as the basis for dealing with all issues relating to the treatment of children.

It is recognised that school staff have the best of intentions in their daily interactions with children: any form of inappropriate behaviour towards children by staff is unacceptable.

### **One-to-One Situations with Pupils**

Staff should be aware of their vulnerability in one-to-one situations with pupils. It is recognised that there will be occasions when one-to-one situations will take place, but, where possible, such occasions should occur only in a room with visual access or with the door open, or in a room or area which is likely to be frequented by others.

### **Physical Contact with Pupils**

As a general principle, staff are advised not to make unnecessary physical contact with their pupils. Physical contact, which may be misconstrued by the pupil, parent or a casual observer should be avoided.

There may be occasions when a distressed child needs comfort and reassurance, but staff should use their discretion in such cases to ensure that their actions are not misinterpreted or misrepresented.

There is a need for extra care and thought by staff in specific curriculum areas, e.g. PE, Games, Art, Design Technology and Music.

Staff who administer First Aid should ensure, wherever possible, that another adult or other children are present.

Staff must be sure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations when conveying pupils by car.

Staff should be aware of their vulnerability when supervising pupils out of school in a residential setting or on a trip, because of the more informal nature of such contexts.

Staff should be aware that the photographing of pupils – except for a specific educational or training purpose – is prohibited. Any doubts about circumstances in which photographs may be taken must be discussed with the Headmistress.

Although children at St Christopher's are not of the legal age to use most forms of social media, it should be noted that Staff should not be in touch with pupils via social media. A teacher should never share information with students in ANY environment that they would not willingly or appropriately share in a school or school-related setting or in the community.

### **Whistle blowing**

Please refer to the school's separate policy on whistle blowing.

### **Day-to-Day Interaction with Pupils**

Staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils. Attitudes, demeanour and language all require care and thought, particularly when dealing with pre-adolescent pupils (Preps 5 and 6). Care is specifically required if engaging in electronic communication with a pupil; but this is strongly discouraged and only to be used in absolute need.