Sacred Heart School Swaffham	**Mission Statement:** The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love. **Aims:** To foster growth in Christian faith and values To value, appreciate and enjoy learning To encourage curiosity and creativity To work for excellence To aspire to high ideals To stimulate generous service of others

Safeguarding

Code of Practice

1. Principles

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

2. Duty of care

Staff should

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

The school should:

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

The Governing Body should:

- *ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored in school*
- *ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures*

3. Exercise of Professional Judgement

Staff should:

- *discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure the safest practices are employed and reduce the risk of actions being misinterpreted*
- *always discuss any misunderstanding, accidents or threats with the SMT*
- *always record discussions and actions taken with their justifications*

4. Power and Positions of Trust

Staff should not:

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

5. Confidentiality

Staff

- *are expected to treat information they receive about children and young people in a discreet and confidential manner*
- *should never promise **total** confidentiality as if the child is at risk this needs to be disclosed*
- *should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them*
- *need to be cautious when passing information to others about a child/young person*
- *need to know the procedures for handling allegations against staff and to whom any concerns or allegations should be reported*
- *need to know the name of those with delegated child protection responsibilities in school and be familiar with local child protection arrangements*
- *follow guidance from the school on data protection*
- *must pass any legal or media enquiries to S.M.T.*

6. Propriety and Behaviour

Staff should not:

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model e.g. misuse of drugs, alcohol or acts of violence*
- *make sexual remarks to, or about, a pupil*
- *discuss their own sexual relationships with, or in the presence of, pupils*
- *discuss a pupil's sexual relationships in inappropriate setting or contexts*
- *make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such*

Staff should:

- *be aware that behaviour in their own lives may impact upon work with pupils*
- *be aware that bribery, in any form, will not be tolerated*

7. Dress and Appearance

Staff should wear clothing which:

- *promotes a positive and professional image*
- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*

8. Gifts, Rewards and Selection of Pupils

Staff should:

- *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 and given to all children equally*
- *ensure that all selection processes are fair and that wherever practicable these are undertaken and agreed by more than one member of staff*

9. Infatuations

Adults should:

- *always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme or pastoral care programme*
- *advise senior management of any social contact they have with a pupil which may give rise to concern*
- *report and record any situation, which they feel might compromise the school or their own professional standing*
- *refrain from sending personal communication to pupils, eg letters and cards, unless agreed with senior managers*

10. Communications with pupils using Technology

Staff should:

- *only use equipment provided by school to communicate with children*
- *only make contact with children for professional reasons and in accordance with any school policy*
- *recognise that text messaging pupils 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*
- *never use or access social networking sites of pupils or list them as approved contacts*
- *never use internet or web-based communication channels to send messages to pupils e.g. Facebook*
- *never give personal contact details or those of other staff or pupils to pupils*

The school should:

- *provide mobiles for school outings*

11. Physical Contact

Staff should:

- *be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to explain actions and accept that all physical contact be open to scrutiny*
- *never indulge in horseplay*

The school 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*

12. Pupils in Distress

Staff should:

- *consider the way in which they offer comfort to a distressed pupil*
- *always tell a colleague when and how they offered comfort to a distressed child*
- *record situations which may give rise to concern.*

13. Physical Education and other areas that require physical contact

Staff should:

- *consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration*
- *be familiar with and follow recommended DCSF guidance*
- *always explain to a pupil the reason why contact is necessary and what form that contact will take*

14. Showers and Changing

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*
- *avoid remaining in the room unless pupil needs require it*
- *however, be aware that adequate supervision is needed*

Adults should not:

- *change in the same place as children or shower with children*

15. Behaviour Management

Staff should:

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *keep parents informed of any sanctions*
- *adhere to the school's behaviour policy*

16. Care, Control and Physical Intervention

Schools should:

- *regularly acquaint staff with relevant school policy and DCSF guidance*
- *ensure that staff are provided with appropriate training*

Staff should:

- *adhere to the school's Behaviour policy with regard to physical intervention*
- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary*

17. Sexual Contact

Staff should:

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

18. One–to–one Situations

Staff should:

- *avoid meetings with pupils in remote, secluded areas of school*
- *ensure there is visual access and/or an open door in one-to-one situations*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a child becomes distressed or angry to a senior colleague*
- *consider the needs and circumstances of the child/children involved*
- *avoid having pre-arranged meetings with pupils out of school unless approved by S.M.T.*

19. Home visits

Staff should:

- *agree the purpose for any home visit with senior management*
- *adhere to agreed risk management strategies*
- *avoid unannounced visits*
- *always make detailed records including times of arrival and departure*
- *ensure any behaviour or situation which gives rise to concern is reported to SMT*

Schools should:

- *ensure that all visits are justified and recorded*
- *ensure that staff are not exposed to unacceptable risk*
- *ensure that staff have access to a mobile telephone and an emergency contact person*

20. Overnight supervisions and examinations

Staff will not be expected to accommodate pupils at their homes

21.Transporting children and Young People

Adults should:

- *plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements*
- *ensure that they are alone with a child for the minimum time possible*
- *be aware that the safety and welfare of the child is their responsibility*
- *report the nature of the journey, the route and expected time of arrival*
- *ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety and legalities*
- *take into account any specific needs that the child may have*
- *ensure that the driver is fit to drive, free from alcohol, drugs or medication which are likely to impair judgement or ability to drive*

22. Educational Visits and After School Clubs

Staff should:

- *always have another adult present in out of school activities, unless otherwise agreed with senior staff*
- *undertake a risk assessment*
- *have parental consent for the activity*
- *ensure that their behaviour remains professional at all times*

23. First Aid and Administration of Medicines

Adults should:

- *adhere to the school's First Aid and Safety policies*
- *make other staff aware of the task being undertaken*
- *explain to the child what it happening*
- *always act and be seen to act in the child's best interest*

24. Curriculum

Adults should:

- *have clear written schemes of work*

Adults should not:

- *enter into or encourage inappropriate offensive discussion of sexual activity*

25. Photography, Videos and other Creative Arts

Adults should:

- *be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded*
- *ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose*
- *ensure that all images are available for scrutiny in order to screen for acceptability*
- *be able to justify images of children in their possession*
- *avoid making images in one-to-one situations*

Adults should not:

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

26. Inappropriate images

Adults should:

- *follow the school policy on the use of IT equipment*
- *ensure that passwords remain confidential*
- *ensure that pupils are not, through the use of any medium, exposed to indecent or inappropriate images*

27. Whistle Blowing

Adults should report any behaviour by colleagues that raises concern. Refer to Whistle Blowing policy
Adults should:

- *be aware that allegations made against members of staff must be reported to the Local Authority Designated Officer*

28. Sharing Concerns and Recording Incidents
Adults should:

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

The school should:

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

Staff should self-report if concerned about how their actions / words could be construed

All adults working at the Sacred Heart School should know the name of the school's designated members of staff for child protection and know and follow relevant child protection policy and procedures. All staff have a duty to report any child protection concerns to their designated person for child protection.

Senior Designated Person: Miss Gooderson
Designated Persons: Sr Francis, Mrs Kenny
Boarding House: Sr Danuta
Governor: Mr Dale

Academic / Safeguarding / Policies / Code of Conduct / March 2011 Sr Francis, SG/reviewed Oct 2011SG / review 2013