

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

A COMPREHENSIVE CODE OF SAFE PRACTICE for STAFF AND STUDENTS

September 2020

Next review July 2021



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

Bourne Community College

A comprehensive code of safe practice

"The best interests of the child must be a top priority in all actions concerning children"

Article 3 - UNCRC

Introduction

The aims of this code are

- to keep students safe
- to reduce the risk of allegations against staff.

- ❖ Staff should always report to a senior member of staff anything of concern about a student's safety or their own.
- ❖ **All** staff have a duty to keep students safe and to protect them from physical and emotional harm.
- ❖ All staff must be aware of the school's Child Protection Policy and procedures.
- ❖ If child abuse is suspected, staff have a duty to pass information without delay to the named person.
- ❖ Staff also have a duty to take care of themselves. (Health and Safety At Work Act 1974).
- ❖ Where no specific guidance exists, staff are expected to make professional judgements about their behaviour in order to secure the best interests and welfare of students and, in so doing, will be deemed to be acting *reasonably*.

Positions of power and trust

- ❖ Don't use your position to gain access to information for your own advantage or to a student's or family's detriment.
- ❖ Don't use your power to intimidate, threaten, coerce or undermine students.
- ❖ Don't engage in sexual activity with any student, sixth form included, or cause or invite a student to engage in or watch any kind of sexual activity. Their consent is irrelevant.
- ❖ Be aware how your action may be viewed by others. Do not be seen to be paying special attention to a particular student. Always ask yourself, 'Are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?'

Confidentiality

- ❖ Don't share confidential information about a student with any person, other than on a professional need-to-know basis.
- ❖ Never promise complete confidentiality to a student prior to, during or after a disclosure.
- ❖ Never pass on confidential information to 'outsiders', press, police, social services etc without first seeking guidance from a senior member of staff.
- ❖ All data covered by GDPR (basically everything personal, be it academic, home background etc) should be treated in accordance with the Act, (ie with real care!). If you are unsure of whether or not the data is covered, please see a member of the LT.
- ❖ Since the 2004 Children's Act, children's child protection needs have priority over data protection, but consult a member of the Senior Leadership Team in such circumstances.

Propriety

- ❖ Don't behave in such a manner that would lead any reasonable person to question your suitability to work with children or to act as a role model.
- ❖ Don't make sexual remarks to a student (including email, on a social media site, text messages, phone and letter), or behave in any way which could be interpreted as sexually suggestive or provocative.
- ❖ Don't discuss your own sexual preferences or sexual relationships with or in the presence of students.
- ❖ Don't discuss a student's individual sexual relationships in full class or in other in appropriate contexts or settings.
- ❖ Don't make unprofessional personal comments which scapegoat, demean or humiliate students.

Infatuations

Report immediately to a member of the Leadership Team any indications (verbal, written or physical) that suggest a student may be infatuated with you, or with a colleague.

Dress

Dress decently, safely and appropriately.

Gifts

- ❖ Don't accept any gift which might be construed by others as a bribe, or lead the giver to expect preferential treatment.
- ❖ Small 'thank yous' are OK, but don't receive gifts on a regular basis or of any significant value.
- ❖ **Generally only give gifts to students.** In a relevant context, ensure that any gifts given are of insignificant value and given to all children equally, for example a small Easter egg or Christmas chocolate.

Contact

- ❖ Don't try to establish social contact with students for friendships or a relationship.
- ❖ Don't give personal details to students, eg home/mobile phone numbers, home or email address or accept them as a friend on social networking sites, unless checked with and agreed by the Headteacher.
- ❖ Any contact with parents or students by email must be by school email.
- ❖ Any unwelcome communications to staff, be they written or visual, from students or parents should be reported immediately to the Assistant Headteacher, Janet Murray Brown

Physical contact

As a general rule, do not touch students. Physical contact should never be:

- ❖ secretive or for personal gratification.
- ❖ of a type which may be considered indecent.
- ❖ There are occasions when it is appropriate and proper for staff to have physical contact with students, but you should only touch when it is appropriate and proper

to do so in your professional judgement. Physical contact should be in response to a student's needs at the time, of limited duration, and appropriate given their age, stage of development, gender, ethnicity and background.

- ❖ Some staff (eg PE, music and Inclusion staff) may need to initiate physical contact, eg in order to support a child so they can perform a task safely, to demonstrate a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's understanding of the reason and their consent, and in an 'open' environment.
- ❖ Don't indulge in horseplay, tickling or fun fights.
- ❖ Use extra caution when it is known that a student has suffered previous abuse or neglect.
- ❖ Report immediately any physical contact which concerns you or which you believe may have been misconstrued.

Students in distress

- ❖ There may be rare occasions when a very distressed student needs comfort and reassurance, including limited age-appropriate physical contact, principally with our youngest students.
- ❖ Be self-aware, avoid any contact which may be intrusive or open to misinterpretation.
- ❖ Tell a colleague if you have offered comfort to a distressed student.

Control and physical intervention

- ❖ Always try to defuse situations without physical intervention.
- ❖ We do not expect staff to put themselves at physical risk, but you may intervene to prevent a student from injuring themselves or others. You may use only *reasonable* force. There is no legal definition of reasonable force, but you must be sure that any physical intervention is warranted by the circumstances of the particular incident (ie not in response to a trivial action), and that the degree of force used is in proportion to the seriousness of the behaviour, or the consequences it is intended to prevent. Any force used should be the minimum to achieve the desired result.

Showers and changing

Students are of course entitled to privacy and therefore:

- ❖ announce your intention of entering the changing rooms
- ❖ avoid visually intrusive behaviour
- ❖ don't touch a student in a state of undress
- ❖ don't change or shower in the same place
- ❖ be particularly careful about gender issues.

Behaviour management

- ❖ Don't use physical intimidation or invade a student's space
- ❖ Don't use force as a form of punishment
- ❖ Don't use sarcasm, demeaning or insensitive comments.
- ❖ Always try to remain calm and to defuse situations before they escalate.
- ❖ Never try to bar a student's 'way' or to physically prevent a student from leaving a room or a situation, unless of course they may constitute a threat to themselves or

others. Calmly advise them that leaving against your instructions constitutes defiance.

- ❖ Apply the Behaviour for Learning Policy system fairly and consistently so as to minimise the risk of students perceiving injustice or victimisation.

One-to-one situations

- ❖ Avoid meeting in remote, secluded areas of the school.
- ❖ Ensure there is visual access and/or an open door wherever possible.
- ❖ Try to ensure that there are other staff around or at least aware of the meeting.
- ❖ Don't use 'engaged' or equivalent signs.
- ❖ If you have reason to be concerned about a one-to-one meeting in advance, because of a student's previous behaviour or vulnerability, arrange for a colleague to be present, especially where there is a gender difference.
- ❖ Don't pre-arrange meetings with students away from the school premises, except (exceptionally) with the approval of the parent and the headteacher.

Transporting students

- ❖ You should not transport students in your own vehicle, especially one-to-one, without the consent of the student, parent and EVC.
- ❖ You must always have valid business insurance for this purpose.
- ❖ Never transport a student to hospital in your own vehicle following an accident. Always call an ambulance.

Educational visits and after College activities

- ❖ Observe all aspects of the College policy on educational visits
- ❖ Always have another adult present in out-of-school activities, unless otherwise agreed by the EVC.
- ❖ Check with students that there is parental consent to the activity.
- ❖ Remember that in these less formal contexts you are still in a legal position of trust and need to ensure that your behaviour is professional at all times and cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

First Aid and administration of medicines

- ❖ No medicine should be given by the College without written parental consent. This includes aspirin, ibuprofen etc.
- ❖ Staff are not expected to administer or to supervise the taking of medicines unless specifically authorised and trained to do so.
- ❖ Students needing medication regularly should have a health care plan drawn up by the school nurse (not school first aider).
- ❖ Wherever possible, first aid should only be given by our trained staff and by staff of the same gender if possible. Try to ensure that another adult is present, or at least aware, when first aid is administered. In exceptional emergency circumstances it may be necessary for an untrained member of staff to intervene. If so, do the minimum required whilst awaiting specialist support.
- ❖ Always report any accident or first aid administration to Janet Murray-Brown as parents must be informed.
- ❖ A member of staff should always accompany a student taken to hospital by ambulance, and should stay until the parent arrives.

Curriculum

- ❖ Care should be taken that resource materials are appropriate and relate to the planned learning objectives.
- ❖ Sensitive issues (eg relating to sex, race, religion, gender, disability) should be handled with care, especially where unplanned discussion arises.
- ❖ Do not enter into or encourage inappropriate or offensive discussion about sexual activity.
- ❖ Remember that parents have a legal right to withdraw children from all or any part of sex education (but not from the biological aspects of human growth and reproduction integral to the science curriculum).
- ❖ Don't show visual material which is inappropriate for the age of the students concerned, taking special care over the use of videos.

Photographic and video images

It is very good practice at times to record photographic and video images of students, or to allow students to record such images of each other, eg to assist teaching and learning, to celebrate achievement, for publicity.

Because of the potential for images of children to be misused for pornographic or grooming purposes, staff should follow this code:

- ❖ Only record images when there is a justifiable need.
- ❖ Be clear to students about why the images are being recorded and what will happen to them.
- ❖ Ensure that a more senior colleague is aware that you are recording images.
- ❖ Ensure that all images recorded are available for scrutiny, in order to screen for acceptability.
- ❖ Avoid making images in one to one situations.
- ❖ Images of students should not be displayed on websites, in publications or in a public place without the consent of the student and parent/carer.
- ❖ If a photo is used, don't name the student, unless you have direct parental consent.
- ❖ If a student is named, don't use the photo, unless you have direct parental consent.
- ❖ Where the school has decided that images should be retained for further use, they should be securely stored and used only by those authorised to do so.

Full details are included in the eSafety Policy

Internet use

- ❖ Staff must follow the school policy on the use of IT equipment and the internet
- ❖ Accessing child pornography, or making, storing or disseminating such materials is illegal and, if proven, will lead to a bar from teaching/working with children.
- ❖ Staff must not use school IT equipment to access adult pornography on or off site.

Responsibilities

- ❖ Staff should report to the Headteacher any behaviour by colleagues which gives cause for concern in relation to safeguarding the wellbeing of students.
- ❖ If any incident occurs which may result in an action being misinterpreted and/or an allegation being made against a member of staff, then the relevant information should be recorded promptly and reported to the Headteacher.
- ❖ Staff who are the subject of allegations are advised to contact their professional association.

Visitors to School

- ❖ All visitors to BCC must report to Reception where they must sign in and will be given a badge to denote that they are a visitor. The badge must be worn during the duration of the visit. Visitors must return their badge to Reception and sign out upon departure.

Procedures for 'Whistle Blowing'

- ❖ Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion. Bourne Community College has a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

This policy has been written to support staff and students by being as clear as possible about safe conduct. Inevitably, situations will arise that the policy doesn't cover, and staff should seek advice from members of the senior leadership team.