



## **CHILD PROTECTION POLICY**

Cirencester Kingshill School fully recognises its responsibilities for child protection to work with other agencies in safeguarding children and protecting them from “significant harm”. All suspected CP cases are dealt with in accordance with the Gloucestershire Safeguarding Children Board (GSCB) procedures (using the GSCB procedures on line manual for guidance). This is available at [www.gscb.org.uk](http://www.gscb.org.uk).

“All children deserve to achieve their full potential. To achieve the five Every Child Matters outcomes, children need to feel loved and valued, and be supported by a network of reliable and affectionate relationships. They need to feel they are respected and understood as individual people and to have their wishes and feelings consistently taken into account. If they are denied the opportunity to achieve these outcomes, children are at increased risk not only of an impoverished childhood, but also of disadvantage and social exclusion in adulthood. Abuse and neglect pose particular problems.” Working Together to Safeguard Children 2010

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children and that any unsuitable behavior is reported and managed using our Allegations Management Policy.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to Children’s Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Staff will also be mindful of the school’s policies relating to child protection, e.g. bullying, supervision of pupils on trips away from the school premises, the use of images of pupils on any website, in local media or in school paperwork such as prospectuses, newsletters etc. The school will also take necessary measures to ensure that pupils using computers are not exposed to unsuitable materials e.g. via the internet.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHEE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board (GSCB) and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. The designated teacher for all child protection matters in the school is Mrs Debbie Christopher, Assistant Head Key Stage 3 and Designated Child Protection Officer (DCPO). In their absence Mr Chris Patrick, Assistant Head Key Stage 4, will deputise.
- Ensure we have a nominated governor responsible for child protection. The nominated Governor in Kingshill is Maureen Richards. The nominated officer for child protection within the Local Authority is: Jane Bee, Safeguarding Children Development Officer (education). (Tel 01452 426994).
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

Our staff seek to adopt an open and accepting attitude towards children and young people as part of their general responsibility for pastoral care. Staff hope that parents and children will feel free to talk about any concerns or worries which may affect educational progress and that they will see the school as a safe place if there are any difficulties at home. Children will be taken seriously if they seek help from a member of staff.

If staff have significant concerns about any child which **may** indicate

- physical abuse,
- emotional abuse,
- sexual abuse,
- neglect,
- self harm.

They are **required** to discuss them with the DCPO in school and also complete a Safeguarding Record Log.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a child, **must** report their concerns to the designated teacher. School staff do not, however, carry out investigations, nor decide whether children have been abused. That is a matter for specialist agencies.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

Information for parent/carers to be published in School prospectus and in the first newsletter of the academic year, the following statement will be made:

**“The School is committed to safeguarding and promoting the welfare of children. A full version of the School’s Child Protection policy is available on request.”**

- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child Protection Plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at Child Protection Conferences and Core Groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.

All staff will be familiar with the school's internal procedure for keeping a confidential written record of any incidents and with the inter-agency recording requirements of the Gloucestershire Safeguarding Children Board (GSCB). Further information is available on request to the Head teacher. Advice may be sought from the Local Education Authority, the Social Services Department or the Police if staff are unsure how to proceed. It would be expected that the DCPO would seek such advice.

- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Ensure safe recruitment practices are always followed.
- Follow the procedures identified by the Allegations Management Policy where an allegation is made against a member of staff or volunteer.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Where appropriate, the Governors will endeavour to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures, including attending meetings, staff training etc.

Parents can feel confident that careful procedures are in place to ensure that all staff appointed are suitable to work with children. Appropriate measures to ensure the safety of all pupils are also applied to any other members of the school community with whom they might come into contact.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant guidance and policy. If it is necessary to use physical action to protect a child from injury, to prevent a child from harming others, or if any child is injured accidentally, parents will be informed immediately. Children will not be punished within the school by any form of hitting, slapping, shaking or other degrading treatment.

Any complaints about staff behaviour may be made to the Headteacher, or to the Chairperson of the school's Governors. All those involved will be entitled to a fair hearing, both children and staff. Complaints which raise child protection issues will be reported under local inter-agency procedures for investigation outside the school.

***THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE ACCESSIBILITY PLAN, ANTI-BULLYING POLICY, BEHAVIOUR POLICY, CHILDREN LOOKED AFTER POLICY, EQUALITY OF OPPORTUNITY POLICY, E-SAFETY POLICY, EXCLUSION POLICY, SUBSTANCE MISUSE POLICY, WEAPONS AND KNIVES POLICY.***

Reviewed by D. Christopher July 2011 (Date)

Adopted by Governors \_\_\_\_\_ (Date)

Review date July 2012



*Striving for Excellence*

# Cirencester Kingshill School

*Head: Christine S. Oates*

## **CHILD PROTECTION PROCEDURES**

The school has a trained “named person” / “disclosure officer” – now named Designated Child Protection Officer, DCPO (Debbie Christopher), and a trained deputy (Chris Patrick). The nominated governor for Child protection is Maureen Richards.

At the first Staff Meeting of every academic year, the issue of staff responsibilities is reviewed. Staff are reminded of procedures and relevant personnel.

During Term 1 the DCPO briefs all new staff more fully about the procedures in place at Kingshill. Such training is given to all new staff and not just NQTs.

When a Child Protection concern arises the DCPO will refer to it, without necessary details, in the next available staff briefing. It may also be discussed, again without unnecessary details, at the next available multi-agency meeting.

All suspected CP cases are dealt with in accordance with the Gloucestershire Safeguarding Children Board (GSCB) procedures (using the GSCB procedures on line manual for guidance). This is available at [www.gscb.org.uk](http://www.gscb.org.uk).

Notes on suspicions are always made by staff as a written referral, using a Safeguarding Record Log.

On receipt of a referral the DCPO decides what action to take based on the GSCB procedures. Initially advice will be sought from the Children’s Helpdesk who will take all initial contacts and then refer to the relevant Referral and Assessment Team as necessary.

If the child is known to have an allocated Social Worker then they will be contacted directly at the DCPO’s discretion rather than contacting the Children’s Helpdesk.

If a case leads to an Initial Child Protection Plan the DCPO attends (or their deputy), sometimes accompanied by the child’s Head of Year or Form Tutor. This is usually determined after discussions with the child and their named Social Worker.

The Head of Year or Form Tutor usually becomes the school’s “Key Worker” in such a case and attends subsequent Core Group meetings, in consultation with the DCPO.

Reviewed by D Christopher \_\_\_\_\_ July 2011 \_\_\_\_\_ (Date)

Adopted by Governors \_\_\_\_\_ (Date)

Review date \_\_\_\_\_ July 2012 \_\_\_\_\_

Child Protection Procedures



## APPENDIX TO CHILD PROTECTION POLICY GUIDELINES TO COVER SITUATIONS POSING POTENTIAL RISK:

In line with Safeguarding guidance from the DFE, Kingshill School aims to provide advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which should be avoided
- assist adults working with children to do so safely and responsibly, and to monitor their own standards and practice
- support managers and employers in setting clear expectations of behaviour and codes of practice
- 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
- reduce the incidence of positions of trust being abused or misused.

This document supplements the School's Child Protection Policy and gives specific guidance on situations that it feels staff should be given clear guidance on.

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice
Cuddling a child	<p><b>Children and Young People in Distress:</b> For all 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 a parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.</p> <p>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.</p>	<p>This means the adult should:</p> <ul style="list-style-type: none"> <li>➤ Consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way</li> <li>➤ Be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances</li> <li>➤ Follow professional guidance or code of practice where available</li> <li>➤ Never touch a child in a way which may be considered indecent</li> <li>➤ Record and report situations which may give rise to concern from either party</li> <li>➤ Not assume that all children seek physical comfort if they are distressed</li> </ul> <p><b>Follow the guidance outlined by the DFE alongside the following school guidance:</b></p> <p>Under no circumstances should a member of staff cuddle a child as a way of offering comfort and reassurance no matter what age the child is. This could be misinterpreted and lay staff open to allegations by students.</p> <p>Any incidents or concerns should be reported to Debbie Christopher or Chris Patrick.</p> <p>If you are in a 1 to 1 situation with a child, always leave a door open or ensure that there is clear vision into the room by others. In addition, sit apart from the child.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice
<p>Giving gifts to children</p>	<p><b>Gifts, rewards and favouritism:</b>  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 or 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 management and the parent or carer.</p> <p>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 groom a young person.</p> <p>Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions for favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.</p> <p>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.</p> <p>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 on any significant value.</p>	<p><b>Follow the guidance outlined by the DCSF alongside the following school guidance:</b></p> <p><b>Giving of gifts or rewards:</b>  Colleagues should follow the school rewards policy and use stamps, postcards and certificates as appropriate.</p> <p>Prizes, for example for quizzes at Christmas should only be of an insignificant value (e.g. a bar of chocolate), and should be given out in front of the other students, with clear explanation of the reason for the prize.</p> <p>No other gifts or prizes should be given. If any member of staff is unsure of whether the reward they are planning is appropriate, they should first seek the advice of a member of SLT.</p> <p><b>Receipt of gifts:</b>  As employees of Gloucestershire County Council, all staff should follow the GCC Code of Conduct, sections 32-37 relating to gifts. A full copy of the code of Conduct is available from the Business and Finance Office, the main objectives of this section are as below:</p> <ol style="list-style-type: none"> <li>1. The general rule is that gifts offered by persons who are providing, or seeking to provide, goods or services to a school or the Council, or who are seeking decisions from a school or the Council, should be refused or returned. So should gifts (other than those of a trivial nature e.g. calendars, diaries, desk sets) offered by those receiving services from a school or the Council. Gifts, provided they are not of significant monetary value. Given for example by pupils or parents to their teachers, may be accepted within this Code. Also, similar gifts given to teachers during, for example, school exchange visits may be acceptable.</li> </ol>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice	
<p>Messaging/texting a child</p>	<p><b>Communication with Children and Young People (including the use of technology)</b>            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 roles. Adults should ensure that all communications are transparent and open to scrutiny.</p> <p>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 of agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communication through internet based web sites.</p> <p>Internal e-mail systems should be used only in accordance with the organisation's policy.</p>	<p>This means that the organisation should:</p> <ul style="list-style-type: none"> <li>➤ Have a communication policy which specifies acceptable and permissible modes of communication.</li> </ul> <p>This means that adults should:</p> <ul style="list-style-type: none"> <li>➤ Not give their personal contact details to children or young people, including their mobile telephone number</li> <li>➤ Only make contact with children for professional reasons and in accordance with any organisation policy</li> <li>➤ Recognise that text messaging is rarely an appropriate response to a child in crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible</li> <li>➤ Not use internet or web-based communication channels to send personal messages to a child/young person</li> </ul>	<p><b>Follow the guidance outlined by the DCSF alongside the following school guidance:</b></p> <p>Staff should not, under any circumstances communicate with students through social networking sites.</p> <p>Staff should only communicate with parents and/or students using staff work email addresses.</p> <p>Staff should not use their Christian names when communicating with students during the school day. It is acknowledged that some staff, as they live close to the school, may from time to time meet with students and their families socially. Staff should always be mindful that they need to act in a way that does not compromise the professional relationship they need to maintain when in school.</p> <p>Any internet based home to school communication system adopted by the school in the future should be operated strictly to the guidelines that will be provided.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice	
<p>Accessing adult internet pornography</p>	<p><b>Access to inappropriate images and internet usage</b></p> <p>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 if proven the individual being barred from working with children and young people.</p> <p>Adults must 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.</p> <p>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 with regards to access, e.g. personal passwords should be kept confidential.</p> <p>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.</p>	<p>This means that the organisation should:</p> <ul style="list-style-type: none"> <li>➤ Have clear e-safety policies in place about access to and use of the internet</li> <li>➤ Make guidance available to both adults and children and young people about appropriate usage.</li> </ul> <p>This means that adults should:</p> <ul style="list-style-type: none"> <li>➤ Follow their organisation's guidance on the use of IT equipment</li> <li>➤ Ensure that children are not exposed to unsuitable material on the internet</li> <li>➤ Ensure that any films or material shown to children and young people are age appropriate</li> </ul>	<p><b>Follow the guidance outlined by the DCSF alongside the following school guidance:</b></p> <p>All students and staff must sign and abide by the conditions set out in the Acceptable Use Policy.</p> <p>Caution should be applied before showing any TV/Video/DVD/Internet material to students. The following should be considered:</p> <ol style="list-style-type: none"> <li>1. What are the learning objectives and how will these be met?</li> <li>2. Is the content age appropriate?</li> <li>3. Could the content cause offence on religious/moral/ethnic grounds?</li> <li>4. When students discuss what they have seen with their parents, will it in any way damage the good reputation of the school?</li> </ol>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice	
<p>Arranging a one to one activity with a child</p>	<p><b>One to one situations</b> All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies.</p> <p>It is not essential 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 on an agency or organisation but owe a duty of care to the child or young person because of the nature of their work.</p> <p>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 street-based projects for example.</p> <p>One to one situations have the potential to make a 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 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.</p> <p>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.</p> <p>Meetings with children and young people outside agreed working arrangements should not take place without the agreement of senior managers and parents or carers.</p>	<p>This means that adults should:</p> <ul style="list-style-type: none"> <li>➤ Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed</li> <li>➤ Avoid meetings with a child or young person in remote, secluded areas</li> <li>➤ Always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by</li> <li>➤ Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy</li> <li>➤ Always report any situation where a child becomes distressed or angry to a senior colleague</li> <li>➤ Carefully consider the needs and circumstances of the child/children when in one to one situations</li> </ul>	<p><b>Follow the guidance outlined by the DCSF alongside the following school guidance:</b></p> <p>In general one to one activity with a child is not recommended. Where there is no alternative, risk assessments should be carried out before starting any lone working with students.</p> <p>Staff should not meet students in remote areas; this could include an area of the school that is not a through route for other staff, particularly outside the normal school day. In any circumstances where staff feel this is necessary they must always inform other colleagues and the parents/carers of the student where and when a meeting is to take place.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice
<p>Physically restraining a child or young person</p>	<p><b>Use of control and physical intervention</b></p> <p>There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using non-restrictive or restrictive physical interventions. This is a complex area, adults and organisations must have regard to government guidance and legislation in the development and implementation of their own policies and practice.</p> <p>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 it maintains the safety and dignity of all concerned.</p> <p>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.</p> <p>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 taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.</p> <p>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.</p> <p>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.</p>	<p><b>Follow the guidance outlined by the DCSF alongside the following school guidance:</b></p> <p>Staff must not use physical intervention with a child unless there is imminent danger that someone is about to get hurt.</p> <p>Physical intervention should always be a last resort after de-escalation techniques have been considered. If physical intervention is necessary, staff should always send for help from another member of staff.</p> <p>Immediately after the incident, a member of SLT should be informed, which should include a discussion regarding who will inform the parents/guardians – before the end of the school day – and a written report must be compiled.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice
<p>Taking a child for a ride in a car</p>	<p><b>Transporting children and young people</b>  There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are 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.</p> <p>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 licence/insurance e.g. PCV or LGV staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.</p> <p>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.</p> <p>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.</p>	<p><b>Follow the guidance outlined by the DFE alongside the following school guidance:</b></p> <p>A member of staff should only transport a student in their own car in an emergency situation.</p> <p><b><i>Each journey should be recorded in the log book held in the school office and should be agreed in advance with students parents/carers.</i></b></p> <p>Staff should follow the LAs policy and guidance if they need to transport students in cars for a trip or visit.</p> <p>See:  <a href="http://www.gloucestershire.gov.uk/index.cfm?articleid=14033">www.gloucestershire.gov.uk/index.cfm?articleid=14033</a></p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice
<p>Taking photographs of children</p>	<p><b>Photography and videos</b></p> <p>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 the 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.</p> <p>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.</p> <p>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.</p> <p>It is not appropriate for adults to take photographs of children for their personal use.</p>	<p><b>Follow the guidance outlined by the DFE alongside the following school guidance:</b></p> <p>Images should be taken only if permission has been given by the students and parents/guardians.</p> <p>Images should be taken only if there is a justifiable purpose, for example a parents' information evening or post-trip event, evidence for course assessments.</p> <p>Any photographs or videos of students should be taken using departmental equipment.</p> <p>Images should not be taken on personal equipment unless prior arrangement has been sought from a member of SLT. No images should be stored on personal equipment under any circumstances. No images should be stored anywhere on the internet.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice
<p>Inviting a child to your home</p>	<p><b>Personal Living Space</b>            No child or young person should be in or invited into, the home 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.</p> <p>It is not appropriate for any other organisation to expect or request that private living space be used for work with children and young people.</p> <p>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.</p>	<p><b>Follow the guidance outlined by the DFE alongside the following school guidance:</b></p> <p>No students should be invited to the home of an adult who works with them unless this has been sanctioned in advance by a member of SLT.</p> <p>It is acknowledged that some staff, as they live close to the school, may from time to time meet with students and their families socially. Staff should always be mindful that they need to act in a way that does not compromise the professional relationship they need to maintain when in school.</p>

Situation	Guidance for Safer Working Practice for Adults who work with Children and Young People (DFE)	Kingshill's policy and practice	
<p>Sharing information about a child's background or history with other adults</p>	<p><b>Confidentiality</b></p> <p>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 the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.</p> <p>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.</p> <p>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.</p> <p>Whilst adults need to be aware of the need to listen and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this in a child/young person under any circumstances.</p> <p>Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.</p>	<p>This means that adults:</p> <ul style="list-style-type: none"> <li>➤ Be clear about when information can be shared and in what circumstances it is appropriate to do so</li> <li>➤ Are expected to treat information they receive about children and young people in a discreet and confidential manner</li> <li>➤ 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</li> <li>➤ Need to know to whom any concerns or allegations should be reported</li> </ul>	<p><b>Follow the guidance outlined by the DFE alongside the following school guidance:</b></p> <p>All staff should follow the Data Protection Act guidelines which are part of the school's E-Safety policy.</p> <p><b>See policy: E-Safety</b></p> <p>Any member of staff who is unclear, or needs guidance in a particular situation should seek guidance from a member of the SLT</p>

This list is not exhaustive and DFE have produced a generic guidance document 'Guidance for Safer Working Practice for Adults who Work with Children and Young People', which complements existing procedures, protocols and guidance relating to specific roles, responsibilities or professional practices.

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