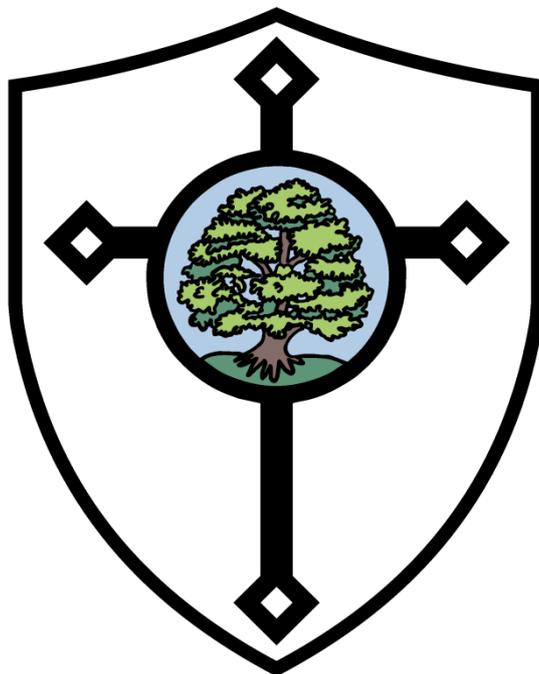


The New Forest C of E (VA) Primary School

at Landford, Nomansland & Hamptworth



Safeguarding Code of Conduct

Adopted: December 2016

Last reviewed/approved: October 2018

Review: yearly

Status: non-statutory

Safeguarding Code of Conduct for safer working practice

The New Forest Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. We have adopted the 'Fruits of the Spirit' (Galatians 5:22) as our school values and expect these to be demonstrated by everyone in our school in accordance with our mission statement 'Growing and Learning Together through Christian Values'.

This policy should be read alongside the following other school policies:

- Anti-bullying Policy
- Behaviour Management Policy
- Computing Policy
- Confidentiality Policy
- E-safety and Acceptable Use of IT Policy
- Health and Safety Policy
- Intimate Care Policy
- Lone Working Policy
- Offsite and Educational Visits Policy
- Safeguarding and Child Protection Policy
- Safeguarding Induction Pack
- Staff Induction Policy
- Supporting Pupils with Medical Conditions
- Whistleblowing Policy
- Wiltshire HR Personal Use of Social Media Policy

In addition all staff will have read Part 1 of *Keeping Children Safe in Education*, September 2018.

1. Introduction

The New Forest Primary School, staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members will always act in the interests of the child. Staff are reminded that everyone who has contact with children has a role to play in safeguarding children. All staff have a responsibility to provide a safe environment in which children can learn.

This Code of Conduct is provided to all staff – including temporary staff and volunteers – on induction and within our annual update INSET day each September. This information is also included within our Safeguarding Induction Pack.

This policy *reflects* the requirements set out in *Keeping Children Safe in Education* (September 2018), and is based upon the Safer Recruitment Consortium document '*Guidance for Safe Working Practice for Adults Who Work with Children and Young People in Education Settings*' (October 2015).

This document provides a guide for adults working in The New Forest Primary School (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to **safeguard** both adults and pupils. It refers to and complements other policies and guidance in our school.

Always remember that while you are caring for other people's children, you are in a position of **trust** and your responsibilities to them and the organisation must be uppermost in your mind at all times. The child's welfare is paramount (Children Act 1989).

All adults working in the school should know the name of the Designated Safeguarding Lead (Caroline Whittaker, Acting Head Teacher), be familiar with the school's Safeguarding and Child Protection Policy, and understand their responsibilities to safeguard and protect children and young people.

In addition, the Teaching Standards 2012 state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2. Basic principles

Adults working at The New Forest Primary School are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions. Adults working in the school must work and be seen to work in an open and transparent way. They should discuss and/or take advice promptly from a senior member of staff about anything which could give rise to concern.

The school will keep a record of any such incident and of decisions made/further actions agreed, in accordance with the school's record keeping procedures. Staff should apply the same professional standards and not discriminate favourably or unfavourably towards any child, treating all pupils equally regardless of gender, religion or sexuality. Staff will ensure that their relationship with pupils remains on a professional footing. Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Confidentiality

As part of their responsibilities, staff may be given highly sensitive or private information. The storing and processing of personal information about pupils and staff is governed by the Data Protection Act 1998. Such information should be kept confidential and shared on a need-to-know basis only. This means that staff should not disclose any personal information to those who do not have the right to receive it. If there is any doubt about who is eligible to receive information, then advice should be sought from an appropriate member of staff, i.e. the Head Teacher.

Employers should provide clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles are applied. Staff may store pupil information on the school's secure computer network, in locked filing cabinets and on password protected school laptops and memory sticks. Confidential safeguarding records are only accessible by the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs).

Staff may have access to confidential information about pupils and their families, which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities.

If a child – or their parent/carer – makes a disclosure regarding abuse or neglect, the member of staff should follow the setting's procedures. The adult should not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to the Senior Leadership Team.

This means that staff:

- need to know the name of their Designated Safeguarding Lead and be familiar with LSCB child protection procedures and guidance;
- are expected to treat information they receive about pupils and families in a discreet and confidential manner;
- should seek advice from a senior member of staff (Designated Safeguarding Lead) if they are in any doubt about sharing information they hold or which has been requested of them;
- need to be clear about when information can/must be shared and in what circumstances;
- need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported;
- need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure;
- staff with access to the secure drive, must never share their password details and should always ensure that they do not leave their computer with open access when unattended.

4. Power and positions of trust

Adults working and volunteering at The New Forest Primary School are in a position of trust which brings with it a degree of responsibility. Adults should ensure that their conduct is appropriate, open and beyond reproach. They should provide a good example and a positive role model to pupils and behave in a mature, respectful, safe, fair and considered manner.

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school or educational setting are in a position of trust in relation to all pupils on the roll.

The relationship between a person working with a child/children is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others, and report and record any such incident.

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

This means that staff **should not**:

- use their position to gain access to information for their own advantage and/or a pupil'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. Propriety and behaviour

All of us have a responsibility to maintain public confidence in our ability to safeguard the welfare and best interests of children. We should set a good example by conducting ourselves appropriately; involve children in decision-making which affects them, and encourage positive and safe behaviour.

We will, therefore:

- treat all children with respect;
- be a good listener;
- be alert to changes in children's behaviour;
- recognise and understand all the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing;
- ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid;
- maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language;
- maintain professional standards and boundaries at all times on and off the school site;
- be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse (please refer to the school's Safeguarding and Child Protection Policy).

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in: prohibition from teaching by the NCTL; a bar from engaging in regulated activity; or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2009 set out grounds for disqualification under the Childcare Act 2006 where the person or a person living in the same household or employed in the same household meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have: committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later year's childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later year's childcare.

This means that staff **should**:

- be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children;
- understand that a person who provides Early Years education or childcare may be disqualified because of their 'association' with a person living or employed in the same household who is disqualified.

This means that staff **should not**:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model;
- make, or encourage others to make sexual remarks to, or about, a pupil;
- use inappropriate language to or in the presence of pupils;
- discuss their personal or sexual relationships with or in the presence of pupils;
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

6. Use of personal living space – maintaining privacy and professional boundaries

Generally, staff should not invite any pupils into their living accommodation unless the reason to do so has been firmly established and agreed with the Senior Leadership Team and the pupil's parents/carers.

It is not appropriate for staff to be expected or requested to use their private living space for any activity, play or learning. This includes seeing pupils for, e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling. The Senior Leadership Team should ensure that appropriate accommodation for such activities is found elsewhere in the setting.

Under no circumstances should pupils be asked to assist adults with jobs or tasks, either for or without reward, at or in their private accommodation.

This means that staff **should**:

- be vigilant in maintaining their privacy;
- be mindful of the need to avoid placing themselves in vulnerable situations;
- refuse any request for their accommodation to be used as an additional resource for the school or setting;
- be mindful of the need to maintain appropriate personal and professional boundaries;
- not ask pupils to undertake jobs or errands for their personal benefit.

7. Gifts, rewards and favouritism

Rewards may be given to children in line with the school's Behaviour Management Policy.

Gifts should not be given to the children: with the exception of the teacher seeking guidance from the Head Teacher, as there is the risk of the giving of gifts being misinterpreted as a gesture either to bribe or groom a young person; or the perception of favouritism or unfairness.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff, e.g. at Christmas or as a thank you, and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

Similarly, it is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return. However, whole class gifts at the end of term to all pupils such as Christmas chocolates or small Easter eggs are acceptable.

Any reward given to a pupil should be in accordance with agreed practice, consistent with the school's Behaviour Management Policy, recorded and not based on favouritism.

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria.

This means that staff **should**:

- be aware of and understand the school's relevant policies, e.g. Behaviour Management Policy and those mentioned within this document;
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded;
- only give gifts to a pupil as part of our agreed reward system;
- where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally;
- ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff;
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils.

8. Infatuations and 'crushes'

The New Forest Primary School understands the importance of reporting infatuations on the part of a pupil for any member of staff, to ensure that such situations can be handled promptly and sensitively. A record will be kept of any such incident and of decisions made/further actions agreed, in accordance with the procedures for reporting and recording.

All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this, and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Head Teacher (or Senior Leadership Team). In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

The Head Teacher (or Senior Leadership Team) should give careful thought to those circumstances where the staff member, pupil and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan should involve all parties, be robust and regularly monitored and reviewed.

This means that staff **should**:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff;
- always maintain professional boundaries.

This means that senior managers **should**:

- put action plans in place where concerns are brought to their attention.

9. Expectations for staff and volunteers

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

Clothing should not contain any slogans or images that would be contrary to the school values, be discriminatory, political or otherwise contentious or offensive.

Staff may need to change clothing according to the activities being carried out, e.g. PE lessons will require staff to wear clothing and footwear designed for physical activity. This ensures the safety of staff members and sets a good example to the children in their care.

The Senior Leadership Team will regularly monitor and review standards of appearance and speak to staff as necessary.

This means that 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;
- is not considered to be discriminatory;
- is compliant with professional standards.

This means that staff **should not** wear clothing which:

- is particularly revealing including short skirts or shorts above knee length;
- is particularly tight or figure hugging e.g. tight Lycra style leggings.

10. Digital communication with young people and parents

At The New Forest Primary School, staff will not exchange personal details and online communication and will not make arrangements to contact, communicate or meet with pupils outside work; this includes use of email, text and other messaging systems such as social networking sites (see Wiltshire's Safeguarding Social Networking Procedures). Staff should not be 'friends' with, or accept invitations to be 'friends' with, children at the school and should not be 'friends' with a child or young person no longer at the school.

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself.

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web-based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, emails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, webcams and other hand held devices. (Given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication, which could be interpreted as 'grooming behaviour'.

Staff should not give their personal contact details to children, for example email address, home or mobile telephone numbers, or details of web-based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to the Head Teacher. The child should be firmly and politely informed that this is not acceptable.

This means that adults **should**:

- use only equipment and internet services provided by the school or setting;
- follow our school's E-Safety and Acceptable Use of IT Policy;
- ensure that their use of technologies could not bring the school into disrepute.

This means that adults **should not**:

- seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work;
- give out their personal details.

11. Use of social networking services

Please refer to the WSCB Social Networking Policy 2015.

Staff should only comment on school matters using official school media communications with permission and guidance from the Senior Leadership Team. Staff may update their school webpages in accordance with our E-safety and Acceptable Use of IT Policy.

Staff and volunteers should not post photographs, confidential information or comment about their role or observations relating to school on their personal social media account or websites.

12. Social contact

It is expected that staff who work with children and young people are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Adults should continually monitor and review their practice in terms of the continually evolving world of social networking and ensure they follow the guidance contained in WSCB Social Networking Policy 2015.

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the school into disrepute (e.g. attending a political protest, circulating propaganda).

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement. This also applies to social contacts made through outside interests or the staff member's own family.

Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with the Head Teacher and where necessary referrals made to the appropriate support agency.

This means that staff should:

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme;
- advise senior management of any regular social contact they have with a pupil which could give rise to concern;
- refrain from sending personal communication to pupils or parents unless agreed with senior managers;
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship;
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace, e.g. babysitting, tutoring.

13. Physical contact

It is crucial that in all circumstances, we should only touch pupils in ways which are appropriate to our professional or agreed role and responsibilities. We should only touch pupils for professional reasons, when this is necessary and appropriate for the pupil's wellbeing or safety, and we should ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid.

It is important for staff to refer to our Intimate Care Policy and Behaviour Management Policy to ensure that any physical contact is within our school expectations.

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable *or* embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication, which is acceptable to the pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the Head Teacher and

recorded. Where appropriate, the Head Teacher should consult with the Local Authority Designated Officer for Safeguarding (the DO).

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny.

Staff should use our central recording system to make a note of any physical touching that could be misinterpreted and report it to senior leaders.

This means that staff **should**:

- be aware that even well intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described;
- never touch a pupil 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 or fun fights;
- always allow/encourage pupils, where able, to undertake self-care tasks independently;
- ensure the way they offer comfort to a distressed pupil is age appropriate;
- always tell a colleague when and how they offered comfort to a distressed pupil;
- establish the preferences of pupils;
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact;
- always explain to the pupil the reason why contact is necessary and what form that contact will take;
- report and record situations which may give rise to concern;
- be aware of cultural or religious views about touching and be sensitive to issues of gender.

This means that 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;
- provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care.

14. Staff/pupils relationships and sexual contact

Any relationship formed between an adult and a child or young person with whom they work, regardless of whether the child or young person consents or not, may be regarded as a criminal offence and will always be a matter for disciplinary action. The staff at The New Forest Primary School will not develop 'personal' or sexual relationships with pupils.

In particular our attention is drawn to the provisions of the Sexual Offences Act 2003, which creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity).

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.

Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a senior manager any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed.

Staff should not discuss any sexual matters other than those dictated within the Science and PSHE curriculum and these must relate only to the curriculum within specified lessons.

Staff should not make sexual remarks to or about pupils, staff or volunteers.

This means that staff **should**:

- avoid any form of touch or comment which is, or may be considered to be, indecent;
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation, e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact.

This means that staff **should not**:

- have any form of sexual contact with a pupil from the school or setting;
- make sexual remarks to or about a pupil;
- discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role.

15. Behaviour management

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

When dealing with challenging behaviour, staff will seek advice from the Head Teacher or SENCO and use the document outlining the use of physical restraint. If physical restraint is necessary, guidelines should be followed and the appropriate documents filled in. (Please refer to the school's Behaviour Management Policy).

Corporal punishment and smacking is unlawful in all schools and early years settings.

Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where pupils display difficult or challenging behaviour, adults should follow The New Forest Primary School's Behaviour Management Policy using strategies appropriate to the circumstance and situation.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, school nurse where appropriate.

The Senior Leadership Team will ensure that the establishment's Behaviour Management Policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil's human rights and/or false imprisonment.

This means that staff **should**:

- try to defuse situations before they escalate, e.g. by distraction;
- keep parents informed of any sanctions or behaviour management techniques used;
- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour;
- follow the school's Behaviour Management Policy;
- behave as a role model;
- avoid shouting at children other than as a warning in an emergency/safety situation;
- refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI);
- be aware of the legislation and potential risks associated with the use of isolation and seclusion;
- comply with legislation and guidance in relation to human rights and restriction of liberty.

This means that staff **should not**:

- use force as a form of punishment.

16. Appropriate use of language

All staff must behave in a mature, respectful, safe, fair and considered manner at all times. The staff and volunteers at The New Forest Primary School ensure that behaviour and language is of a mature nature, respectful, safe fair and in a considered manner. For example, all adults should ensure that they are not sarcastic and do not make remarks or 'jokes' to pupils of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature and that they do not humiliate children.

17. Students in distress

We should use our professional judgement to comfort or reassure a student in an age-appropriate way whilst maintaining clear professional boundaries.

18. Intimate care/personal care

Any child needing intimate or personal care, e.g. toileting, will have a risk assessment written by the school staff and in partnership with the child's parents/carers and school nurse.

The New Forest Primary School has a clear Intimate Care Policy which ensures that the health, safety, independence and welfare of children are promoted and their dignity and privacy are respected. Arrangements for intimate and personal care should be open and transparent and accompanied by recording systems.

Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the pupil's care plan specifies the reason for this. Personal care plans should be created jointly between the school and child's parents, involving the child as appropriate.

A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, should include times left and returned.

Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the individual pupil's care plan. The views of parents, carers and the pupil, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that staff **should**:

- adhere to the school's Intimate Care Policy;
- make other staff aware of the task being undertaken;
- always explain to the pupil what is happening before a care procedure begins;
- consult with colleagues where any variation from agreed procedure/care plan is necessary;
- record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers;
- record the incident on the child's individual record;
- avoid any visually intrusive behaviour;
- where there are changing rooms, announce their intention of entering;
- announce their intention of entering a toilet being used by children;
- always consider the supervision needs of the pupils and only remain in the room where their needs require this.

This means that adults **should not**:

- change or toilet in the presence or sight of pupils;
- shower with pupils;
- assist with intimate or personal care tasks which the pupil is able to undertake independently.

Staff and volunteers should where possible use separate toilet facilities to the children, although this not always practical on educational visits. Staff and volunteers should not enter male toilets where children might be using the urinals and should wait until the children are no longer using the facility before using it themselves. Male staff and volunteers are advised to use a cubicle to maintain their own privacy.

19. First aid and administration of medication

- Appropriate training will be provided before an individual takes on a role which may require administering first aid or medication.

- A Health Care Plan will be drawn up when medication or emergency medication is needed, or when a child has specific medical needs, e.g. epi-pen, in accordance with the school's Supporting Children with Medical Needs Policy.
- For prescribed medication, permission of parents is needed and parents should complete the relevant forms.
- Two members of staff will supervise the administration of medication and record on the appropriate forms.
- Parents will be informed of all head injuries, however minor, via an accident/incident form.
- Records are kept of pupils attended to, including the nature of the injury and any treatment given, in the accident/incident book with a slip being sent home to inform parents. In the case of an accident, the Accident Book must be completed by the appropriate person.

The school will ensure that we always have an adequate number of qualified first aiders. Parents are informed when first aid has been administered.

Any member of school staff may be asked to become a qualified first aider or to provide support to pupils with medical conditions, including the administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment.

Staff will receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

Advice on managing medicines is included in the statutory guidance on supporting pupils at school with medical conditions. In circumstances where a pupil needs medication regularly, this would usually be recorded in their individual Health Care Plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be administered, the correct dosage and any storage requirements.

After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures. This could include for example, the use of inhalers.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead.

Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Employers are also responsible for managing the performance of their employees and for ensuring they are suitable to work with children.

Risk assessment is likely to recommend that staff medication on the premises must be securely stored and out of reach of children at all times

This means that the school **should**:

- ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant;
- ensure training is regularly monitored and updated;
- refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions.

This means that adults **should**:

- adhere to the school's Health and Safety and Supporting Pupils with Medical Conditions Policies;
- make other staff aware of the task being undertaken;
- have regard to pupils' individual healthcare plans;

- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities;
- explain to the pupil what is happening;
- always act and be seen to act in the pupil's best interest;
- make a record of all medications administered;
- not work with pupils whilst taking medication unless medical advice confirms that they are able to do so.

20. One to one situations

Where there is a need for a member of staff to be alone with a pupil, certain procedures and explicit safeguards must be in place, as set out the school's expectations. Any discussions or conversations with children on their own will be undertaken in a public place or in a teaching area with the door open. A record of the conversation would be recorded on our central pupil record system and would be reviewed by the Senior Leadership Team.

Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.

Senior staff will ensure that they regularly 'drop-in' on one to one sessions, such as music lessons, to ensure that there is a known culture of openness.

Arranging to meet with pupils from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

This means that staff **should**:

- ensure that wherever possible 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 but can be used to indicate when a meeting is taking place;
- always report any situation where a pupil becomes distressed or angry;
- consider the needs and circumstances of the pupil involved.

21. Home visits and lone working situations

All work with pupils and parents/carers should, whenever possible, be undertaken in the school. There are however occasions where it is necessary to arrange a home visit.

It is essential that appropriate policies and related risk assessments are in place to safeguard both staff and pupils, who can be more vulnerable in these situations (please refer to the Lone Working Policy for further details).

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made, e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

This means that staff **should**:

- agree the purpose for any home visit with the Head Teacher or Senior Leader;
- adhere to agreed risk management;
- avoid unannounced visits wherever possible;
- ensure there is visual access and/or an open door in one to one situations;
- always make detailed records including times of arrival and departure;
- ensure any behaviour or situation which gives rise to concern is discussed with the Head Teacher or Senior Leader.

This means that The New Forest Primary School will:

- ensure that they have Home Visits as a specific element of the Health and Safety Policy and Lone Working Policy which all adults are made aware of. These should include arrangements for risk assessment and management;
- ensure that all visits are justified and recorded The New Forest Primary School;
- ensure that staff are not exposed to unacceptable risk;
- ensure that staff have access to a mobile telephone and an emergency contact;
- make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent.

22. Educational visits

All risk assessments for trips and outings are completed, using the school risk assessment format, by the class teacher who is responsible for the trip. This will then in turn be authorised by the Head Teacher or county advisor dependent on the visit undertaken. The Education Visits Co-ordinator will aid the teachers with other documentation if necessary or appropriate. All trips and visits will have the consent from parents via a letter and attached slip to return. All documentation of each visit is kept in the school office for reference.

Staff responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety available at <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools> The duties in the Health and Safety at Work Act 1974 and the supporting regulations apply to activities taking place on or off the school premises (including school visits) in Great Britain. All school employers must have a Health and Safety Policy. This should include policy and procedures for off site visits, including residential visits and any school-led adventure activities (please refer to the school's Offsite and Educational Visits Policy).

The Management of Health and Safety at Work Regulations (1999) impose a duty on employers to produce suitable and sufficient risk assessments. This would include assessment of any risks to employees, children or others during an educational visit, and the measures that should be taken to minimise these risks. For regular activities, such as taking pupils to a local swimming pool, the risks should be considered under the school's general arrangements and a check to make sure that the precautions remain suitable is all that is required. For annual or infrequent activities, a review of an existing assessment may be all that is needed. For new higher risk activities or trips, a specific assessment of the significant risks should be carried out.

Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit. Staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship and that they continue to apply the school's Behaviour Management Policy and expectations.

Where out of school or setting activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe staff/child ratio and suitable gender mix of staff.

This means that staff **should**:

- adhere to their organisation's educational visits guidance;
- always have another adult present on visits, unless otherwise agreed with senior staff;
- undertake risk assessments;
- have parental consent to the activity;
- ensure that their behaviour remains professional at all times;
- never share beds with a child/pupil;
- never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Head Teacher, parents and pupils;
- refer to local and national guidance for educational visits.

23. Transporting pupils

At the New Forest Primary School, when transporting children on class trips we use our school minibuses or a regular and reputable local company which have been recommended by Wiltshire Council. Children are expected to wear seatbelts during transportation.

Trips and visits will have the consent from parents via a letter and attached slip to return. All documentation of each visit is kept in the school office for reference. If visits for individuals are required, we ask parents to transport their own child. Again, consent slips are required and the parent takes on the responsibility for ensuring their own child is safe.

In certain situations staff or volunteers may be required or offer to transport pupils as part of their work. They would usually take a group of children rather than individuals and children should sit in the rear seats whenever possible. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.

In the event of an emergency, a senior member of staff may be required to transport an individual child in their car. This would be immediately communicated with other senior staff and recorded appropriately.

Where staff members have children who attend the school, there may be occasions when they would need to transport their child's friend or even host them in their home. It is expected that the Head Teacher is informed that this may happen, but professional behaviour and conduct remains the responsibility of the member of staff.

Staff should not offer lifts to pupils unless the need for this has been agreed by a manager. A designated member of staff should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.

The school makes effective use of our own minibuses, but on occasion we also require staff to transport children to events or visits. The children will sit in the rear seats as far as possible, will be in groups and will not travel individually with staff. Any staff member transporting children within school time to school activities must have declared that they have the relevant business insurance.

Drivers of our school minibuses are all fully DBS checked and have the appropriate driving licence and additional training required.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.

It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.

Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where by not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both the Head Teacher or Senior Leader and the child's parent(s).

This means that staff **should**:

- plan and agree arrangements with all parties in advance;
- respond sensitively and flexibly where any concerns arise;
- take into account any specific or additional needs of the pupil;
- have an appropriate licence/permit for the vehicle;
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive;
- ensure that if they need to be alone with a pupil this is for the minimum time;
- be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer;
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures;
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven;
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified;
- refer to local and national guidance for Educational visits.

24. Photography and video

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school.

All arrangements with regard to the taking and use of images are linked to the school's Safeguarding and Child Protection Policy. This covers the wide range of devices which can be used for taking/recording images, e.g. cameras, mobile phones, smart phones, tablets, webcams, etc., and arrangements for the use of these by both staff, parents and visitors.

Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

Pupils who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography, filming, etc. Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation.

Making and using images of pupils will require the age appropriate consent of the individual concerned and their parents/carers. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

- Some older children bring mobile phones into school safety reasons when walking to and from school are required to store them in the school office during the day.
- Staff may have phones in school for personal use at appropriate times only; these should be kept on silent during school hours and should not be used for school use.

- When a pupil starts at The New Forest Primary School we seek permission from parents/carers to take photographs and use them appropriately including within our newsletter and on our website.
- Even with parent permission, whenever we plan to take images we follow good practice and ensure that poses are appropriate and that names are not included with photographs.
- A list of children whose parents have refused permission for photographs and/or video to be used is shared with all staff. This list of children with or without photo permission is available in both school offices.
- Even with parent permission, whenever we plan to take images for use externally, we follow good practice and check with parents/carers.
- It is not appropriate for any of us to take photographs of students for anything other than school use.
- Staff must not use any personal equipment, including phones to take photographs of children. Each class has a dedicated school camera for this purpose.

For the protection of children, it is recommended that when using images for publicity purposes that the following guidance is followed:

- if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames);
- if the child is named, avoid using their image;
- establish whether the image will be retained for further use, where and for how long;
- images should be securely stored and used only by those authorised to do so.

This means that staff **should**:

- adhere to the school's policy;
- only publish images of pupils where they and their parent/carer have given explicit written consent to do so;
- only take images where the pupil is happy for them to do so;
- only retain images when there is a clear and agreed purpose for doing so;
- store images in an appropriate secure place in the school;
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose;
- be able to justify images of pupils in their possession;
- avoid making images in one to one situations.

This means that adults **should not**:

- take images of pupils for their personal use;
- display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child);
- take images of children using personal equipment;
- take images of children in a state of undress or semi-undress;
- take images of children which could be considered as indecent or sexual.

25. Access to inappropriate images and internet usage for adults working within the school

Adults should not use equipment belonging to the school to access adult pornography. Neither should these images be brought into the workplace.

Please refer to the Safeguarding and Child Protection Policy for the allegation management procedures used by The New Forest Primary School. All staff are expected to follow the E-safety and Acceptable Use of IT policy.

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the school's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

If indecent images of children are discovered at the establishment or on the school's equipment an immediate referral should be made to the Head Teacher, who will follow the allegations against adults flowchart contact the police if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also be made to children's social care in line with local arrangements.

Under no circumstances should any adult use school equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children and young people.

Staff should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network, and the Designated Safeguarding Lead contacted without delay. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility they will be at risk of prosecution themselves.

This means that staff **should**:

- abide by the school's E-safety and Acceptable Use of IT Policy;
- ensure that children cannot be exposed to indecent or inappropriate images;
- ensure that any films or material shown to children are age appropriate.

26. Child sexual exploitation

The Wiltshire Safeguarding Children Board (WSCB) has developed and approved a multi-agency strategy and action plan in relation to Child Sexual Exploitation (CSE) and Abuse. All professionals who work, or come into contact, with children and young people should be able to identify and act upon the signs of vulnerability and risk to children and young people of CSE. Please refer to the Guidance on Child Sexual Exploitation and Abuse – Part One 2014.

27. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Education settings should have a clear and accessible Whistleblowing Policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistleblowing procedures should have their employment rights protected. (Please refer to the school's Whistleblowing Policy).

This means that the schools and settings **should**:

- have in place a Whistleblowing Policy which is known to all;
- have, as part of their Safeguarding and Child Protection Policy, clear procedures for dealing with allegations against persons working in or on behalf of the school or setting.

This means that staff **should**:

- report any behaviour by colleagues that raises concern;
- report allegations against staff and volunteers to their manager, or registered provider, or where they have concerns about the manager's response report these directly to the Chair of Governors.

28. Additional employment

If staff have additional employment outside The New Forest Primary School, or if their situation changes and they are seeking additional employment, the Head Teacher should be informed. Any additional employment should not affect the staff member's work at The New Forest Primary School.

29. Business matters outside of school

There may on occasion be circumstances where a business transaction takes place between a staff member and another member of the school community. This could include the sale of personal property such as unwanted toys or equipment to school families. It is important in these circumstances that the vendor ensures that the purchaser is aware that the items do not belong to the school and that such transactions are purely private arrangements. It is also important that staff members declare such activity to a member of the Senior Leadership Team to ensure that the school is fully aware of the situation.

30. Sharing concerns and recording incidents

- If you have any concerns about a student's welfare ***it is important to discuss them with the Designated Safeguarding Lead or Deputy as soon as possible.***
- In addition, there is a separate procedure for dealing with allegations against staff and this is displayed throughout the school.
- If the allegation concerns the Head Teacher, the Chair of Governors must be alerted instead.
- If you have any concerns about a student's welfare, complete one of the yellow Child Welfare and Child Protection concern sheets (copies can be found in the classrooms and also on the Safeguarding display board in the Staff Room). These should then be handed to the Designated Safeguarding Lead (Caroline Whittaker, Acting Head Teacher) or, in their absence, to one of the Deputy Designated Safeguarding Leads (Caroline Morland or Caroline Wilkinson). These concerns should not be disclosed to anyone other than the Designated Safeguarding Lead or Deputy.
- In addition, there is a separate procedure for dealing with allegations against staff, which must be reported immediately to the Head Teacher, or, in the event of the allegation being made against the Head Teacher, inform the Chair of Governors (please refer to the WSCB Flowchart – Allegations against adults).

This means that educational settings **should**:

- have an effective, confidential system for recording and managing concerns raised by any individual regarding adults' conduct and any allegations against staff and volunteers.

This means that staff **should**:

- be familiar with the school's arrangements for reporting and recording concerns and allegations;
- know how to contact the Designated Officer and Ofsted/regulatory body directly if required;
- 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 or setting.

31. Policy review

The Governing Board will undertake an annual review of the Safeguarding Code of Conduct and remedy any deficiencies and weakness found without delay.

Reference documents:

- *'Guidance for Safer Working practice for adults who work with children and young people'* (Government offices – Oct 2015)
- *'Keeping Children Safe in Education'* September 2018
- *'What to do if you're worried a child is being abused'* 2015
- *'Information sharing'* 2015
- *WSCB Social Networking Policy* 2015
- School policies handbook
- WSCB website
- Teachers' Standards