



## Safer Working Practice Statement

Date	Review Date	Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead/s	Responsible Body
August 2021	August 2022	Anita Wilcox ( Headteacher)	Katrina Shaer (Deputy Head) & Charlene Jackson (CFLO)	The Governing Board of Dover Park Primary School

Dover Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment.

The School has a statutory duty to safeguard and promote the welfare of children as described in section 157 of the Education Act 2002. Our approach has been developed in accordance with the principles of the [Children Act 1989](#) and [2004](#) and has due regard to the government guidance: '[Working Together to Safeguard Children](#)' 2018, '[What to do if you're worried a child is being abused](#)' 2015, '[Keeping Children Safe in Education](#)' (KCSIE) DfE 2021 as the safety and protection of children is of paramount importance to everyone in this school.

We have also consulted guidance from the [Safer Recruitment Consortium](#), including as amended in [April 2020](#).

In addition, each school has a child protection and safeguarding policy derived from that published by the Local Safeguarding Children Partnership at HCC and further localised by the School and themselves. This policy is published On the school's website.

Keeping Children Safe in Education (2021) defines safeguarding as:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive atmosphere in our schools and through our teaching and learning, pastoral support and care for both pupils and employees, training for employees and in working with parents.

Our work contributes to ensuring that all our children to achieve their full potential by;

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well-being;
- feeling loved and valued;

- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living and for life in Britain today;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all employees and volunteers as they are in a unique position to be alert to signs that might indicate a child has been abused. Any and all concerns must be reported for the safety and protection of the children in our care.

### **Underpinning Principles:**

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA)
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, School arrangements for managing allegations against adults, staff code of conduct, whistle blowing procedure and the procedures of the relevant Local Safeguarding Children's Partnership.

### **Establishing Good Practice: Minimising Vulnerability to Allegations**

#### **Always**

- Work in an open environment. Avoid private or out of sight locations and encourage open communication.
- Wear clothing in online engagement is similar to the clothing they would wear on a normal school day
- Speak clearly, without whispering, so that students do not need to come close to hear.
- Avoid spending time alone with individual students away from others.
- Treat all students with respect, dignity and in accordance with the Equalities Act 2010.
- Ensure the student's welfare comes first, recording and reporting any and all concerns.
- Be aware of the impact of proximities; maintain safe and appropriate distances; know where and how to place your body.
- Avoid touching students, but where **educationally necessary** staff should follow these guidelines:
  - Try to demonstrate without touching first
  - Ask permission; say what you intend to do first and explain why
  - If a pupil seems uncomfortable: stop
  - Only touch hands, arms or shoulder nearest you (don't reach across the body)

- Be aware of overall proximity; maintain physical space; don't stand behind
- Inappropriate areas for touch include: chest, diaphragm, waist, thighs
- Move away as soon as possible
- Have another adult present
- Maintain professional boundaries, including using a specific mobile number or email address for work purposes. Personal details should never be shared.
- Present as an exemplary role model by not smoking or drinking alcohol, swearing, allowing suggestive conversations or jokes or wearing less than professional clothing when in the company of a student.
- Seek to be enthusiastic and constructive when giving feedback rather than making negative or critical remarks.
- Record any injury that occurs and seek attention from a qualified First Aider or parent.

### **Never**

- Allow low-level concerns or allegations that are made by a child or colleague, to go unchallenged, unrecorded or not acted upon (this applies to any form of abuse or bullying).
- Lock doors, cover windows or use 'Do Not Disturb' signs.
- Use their power to intimidate, threaten, coerce or undermine pupils
- Engage in rough, physical or sexually provocative games, including horseplay.
- Allow or engage in any form of inappropriate touching.
- Share a bedroom with a child.
- Except in an emergency, enter a home without the parent or carer's consent or when the parent is absent.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a young person, even in fun.
- Use your status and standing to form or promote relationships with pupils, nor engage in any form of relationship, sexual or otherwise, with a young person you work with even if they are over the age of consent, but under 18 (under 25 with vulnerable adults).
- Use your position to gain access to information for their own advantage and/or a pupil's or family's detriment
- Do things of a personal or intimate nature for children or disabled young people that they can do for themselves.
- Allow any adult to assist with intimate or personal care without confirmation from senior leaders that the individual is not barred from working in regulated activity
- Invite or allow children to visit or stay with you at your home unsupervised.
- 'Friend' a child on their social media or yours; social media can blur boundaries.
- Take photographs or videos of children unless written/signed consent has been obtained from a parent/carer or instructed to do so by Children's Services or the police; this includes the use of phones and tablets. Personal devices should not be used to store photographs or videos of children. See Mobile Devices policy for further detail.
- Seek physical contact. Try to gently discourage contact, rather than reject students. Model appropriate contact, e.g. shaking hands. Never allow physical contact when you are alone.
- Take a child in your car, unless this is an emergency situation: In an emergency situation you should:
  - Prepare a risk assessment
  - Ensure your insurance covers business passengers and the school have a copy of this, along with your MOT (if applicable) and insurance
  - Obtain parental permission, preferably in writing
  - Sit child in the back
  - Use a child car or booster seat in line with the latest [government requirements](#)
  - Travel directly to the destination
  - Keep conversation professional
  - Have another adult and mobile communications with you

