



## The Minster School safer working guidance for all adults and staff

This should be read alongside The Minster School code of behaviour for all adults and staff

### Underpinning principles

- The welfare of the child is paramount

All adults and staff should:

- understand their responsibilities to safeguard and promote the welfare of pupils
- take responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work, and be seen to work, in an open and transparent way
- acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- discuss/take advice promptly from their manager if their actions may give rise to concern
- apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- 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), or prohibition by the [Teaching Regulation Agency](#).
- (and managers) continually monitor and review practice to ensure this guidance is followed
- be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their [Local Safeguarding Children Partnership \(LSP\) procedures](#)

### Who does this guidance apply to?

This document applies to **all adults and staff** who work with pupils in The Minster School, in either a paid or unpaid capacity including, York Minster staff, governors and volunteers; and, those not directly employed by the school or setting e.g. contractors, sports coaches, students on placement.

### Guidance and legislation

- [Keeping Children Safe in Education \(2019\)](#) Dept. for Education
- [Guidance for safer working practice for those working with children and young people in education settings \(2019\)](#), Safer Recruitment Consortium (from which this guidance and code of practice is derived)

- [Teachers' Standards Guidance for school leaders, school staff and governing bodies \(2011, updated 2013\)](#), Dept. for Education
- [Sexual Offences Act 2003, section 16](#), HM Government

## **1. Introduction**

This guidance and accompanying code of behaviour have been produced to help establish a school environment which safeguards children and reduces the risk of staff and other adults being falsely accused of improper or unprofessional conduct. Teaching staff are subject to professional standards against which they can be measured. Other staff and adults are expected to maintain the same standards of behaviour within the setting.

## **2. Status of this document**

This document is based on guidance issued by the Safer Recruitment Consortium. Whilst there may not be legislation or official standards applied to some of the areas covered in this document, any investigation arising out of poor conduct, concerns or an allegation will take into account the code of behaviour, and the extent to which the individual(s) have followed the guidance.

## **3. Responsibilities**

Pupils have a right to be safe and to be treated with respect and dignity. All adults and staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns, and to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

Employers have duties towards their employees and others which requires them to take steps to provide a safe working environment for staff.

Minster School will:

- a) promote a culture of openness and support
- b) ensure that systems are in place for concerns to be raised
- c) ensure that adults are not placed in situations which render them particularly vulnerable
- d) ensure that all adults are aware of expectations, policies and procedures
- a) promote a culture that is based on respectful, caring and professional relationships between adults and pupils; and, behaviour by the adult that demonstrates integrity, maturity and good judgement

## **4. Making professional judgements**

This guidance highlights behaviour which is illegal, inappropriate or inadvisable but cannot provide a complete checklist of appropriate/inappropriate behaviour for staff. Occasionally, staff have to make decisions or take action in the best interest of a pupil which could contravene this guidance or where no guidance exists.

## 5. Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school or education setting are in a position of trust in relation to all pupils and where the adult has a position of power or influence. It is vital for adults to understand this power and the potential for exploitation and harm of vulnerable pupils. The relationship cannot be one between equals.

**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. (SOA 2003, s16)**

## 6. Confidentiality

The storing and processing of personal information is governed by **General Data Protection Regulations (GDPR) 2018** and the [Data Protection Act 2018](#). Any confidential information about pupils and their families must only be only shared when legally permissible to do so and in the interest of the child, and with those who have a legitimate professional need to see them. Where appropriate/safe, information should be used anonymously. Where abuse is alleged or suspected, individuals have a responsibility to pass information on without delay, and following the school's safeguarding procedures, including those relating to allegations against a member of staff. If an individual is in any doubt about whether to share information or not, they should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

Useful resources include:

- [ICO GDPR – Education and Families](#)
- [DfE Data protection Toolkit for Schools](#)

## 7. Standards of behaviour

All staff have a responsibility to maintain the confidence and respect of the public, and those they work with, in their ability to safeguard the welfare and best interests of children, and should adopt high standards of personal conduct. An individual's personal life may 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. Poor standards of personal conduct 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, and may also result in, prohibition from teaching by the [Teaching Regulation Agency \(TRA\)](#), disqualification under the [Childcare Act 2006](#), as set out in the [Childcare \(Disqualification\) Regulations 2018](#), barring from engaging in regulated activity, or action by another relevant regulatory body.

## **8. Dress and appearance**

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. The dress and appearance required in the school may differ to that adopted in their personal life, should be appropriate and inoffensive.

## **9. Gifts, rewards, favouritism and exclusion**

Any reward or sanction given to a pupil should be in accordance with the school's behaviour policy, should be recorded and not based on favouritism or prejudice. The selection or exclusion of children for specific activities, jobs or privileges must avoid perceptions of favouritism or injustice, and should always be subject to clear, fair, agreed criteria.

Pupils or parents may wish to pass small gifts 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 must 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 as this could be interpreted as a gesture either to bribe or groom, or that a 'favour' of some kind is expected in return.

## **10. Infatuations and crushes**

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 is concerned that 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 most senior manager. 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 manager) may speak with the staff member, pupil and their parents/carers and should ensure a plan to manage the situation is put in place which responds sensitively to the child and staff member and maintains the dignity of all.

Minster School will:

- a) Involve appropriate parties in developing, monitoring and reviewing robust plans where concerns are brought to their attention

## **11. Social contact outside of the workplace**

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, outside of school. However, staff should be aware that the development of relationships and contact outside the workplace can be a feature in cases of grooming for sexual abuse and for exploitation. Also, 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 setting into disrepute

(e.g. attending a political protest, circulating propaganda). If social contact is sought, or occurs coincidentally, staff should exercise their professional judgement. This also applies to social contacts made through outside interests or the staff member's own family.

Where a staff member's professional role is to support a parent or carer and the person comes to depend upon the staff member, or seeks support outside of their professional role, this should be discussed with senior management and appropriate referrals made to the relevant support agency.

## **12. Communication with children (including the use of technology)**

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 **ALL** devices, means of communication, and platforms, including social media.

Pupils need opportunities to use and explore the digital world, in order to benefit educationally and socially. E-safety risks are posed more by behaviours and values than the technology itself, and staff should ensure that they model safe and responsible online behaviours, working to local and national guidelines and acceptable use policies.

If children locate these themselves, and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable.

## **13. Physical contact**

There are occasions when it is entirely proper for staff to have physical contact with children, however, they should only do so in ways: appropriate to their professional role; in response to the child's needs at the time; of limited duration; appropriate to the child's age, stage of development, gender, ethnicity and background; and, in relation to any agreed care plan. Where possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs of discomfort or embarrassment. Some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others.

Physical contact should never be secretive, 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 manager, recorded and appropriate action taken (e.g. consulting the LADO).

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.

Minster school will:

- a) ensure there is a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- b) provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care

#### **14. Other activities that require physical contact**

Curriculum areas such as PE, drama or music, may require some physical contact between staff and pupils, e.g., to demonstrate the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury. This should occur only when necessary in relation to the activity, in a safe and open environment (i.e. one easily observed by others) and last for the minimum time necessary. Any available guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising. The extent of the contact should be made clear and undertaken with the permission of the pupil, be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Minster School will:

- a) have in place up to date guidance and protocols on appropriate physical contact, that promote safe practice and include clear expectations of behaviour and conduct.
- b) ensure that staff are made aware of this guidance and that it is continually promoted

#### **15. Intimate / personal care**

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.

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. Arrangements for intimate and personal care should be open and transparent and accompanied by recording systems.

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.

Minster school will:

- a) have written care plans in place for any pupil who could be expected to require intimate care
- b) ensure that pupils are actively consulted about their own care plan

## **16. Behaviour management**

Corporal punishment and smacking is unlawful in all schools and early years settings. Where pupils display difficult or challenging behaviour, the school's behaviour and discipline policy must be followed. 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.

Senior managers should ensure that the establishment's behaviour 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.

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.

## **17. The use of control and physical intervention**

Unnecessary physical intervention and control could be interpreted as corporal punishment and/or unlawful and should be avoided other than, e.g. to avert an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

The law and guidance for schools states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Where the school or setting judges that a child's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan. Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty. Where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child's parents.

Minster School will:

- a) ensure that they have a lawful physical intervention policy consistent with local and national guidance
- b) regularly acquaint staff with policy and guidance
- c) ensure that staff are provided with appropriate training and support
- d) have an agreed policy for when and how physical interventions should be recorded and reported

Minster School safer working practice guidance V3

Dee Cooley, CSA. Sept 2019

## **18. Sexual conduct**

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.

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.

## **19. One to one situations**

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.

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.

## **20. Home visits**

All work with pupils and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits.

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. This should take into consideration all factors which may increase or reduce the risk including: information about the pupil, parents/carers and others in the household; circumstances which may increase vulnerability to an allegation e.g. hostility, child protection concerns, complaints or grievances; timing of the visit e.g. outside of 'office hours'; and, the location.

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.

Minster school will:

- a) ensure there are home visit and lone-working policies which all adults are made aware of. These should include arrangements for risk assessment and management

- b) ensure that all visits are justified and recorded
- c) ensure that staff are not exposed to unacceptable risk
- d) make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent
- e) ensure that staff have access to a mobile telephone and an emergency contact

## 21. Transporting pupils

Employers have a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks. Staff should not offer lifts to pupils unless the need for this has been agreed by a manager. 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 not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the child's parent(s). The school's health and safety policy and/or educational visits policy should set out the arrangements under which staff may use private vehicles to transport pupils

School and staff should be aware of the [OAEP \(2018\) Transporting Young People in Private Cars guidance](#)

## 22. Educational visits

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>

Guidance for outdoor activities is available from the Outdoor Education Advisers Panel at:

<https://oeapng.info/>

The school must have a Health and Safety policy, including policy and procedures for off-site visits, residential visits and any school-led adventure activities; and, under the Management of Health and Safety at Work Regulations (1999) must produce suitable and sufficient risk assessments.

Risk assessments must 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 where a more relaxed discipline or informal dress and language code may be acceptable. However, 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.

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.

### **23. First Aid and medication NEED TO CHECK**

The Minster School has a **First Aid Policy** and **Medicines Administration Form** on the school website. Staff should refer to these documents.

All settings should have an adequate number of qualified first-aiders. Parents should be 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 should 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”](#) (2015), DfE. In circumstances where a pupil needs medication regularly, this would usually be recorded in their individual healthcare 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.

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

Minster School will:

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

## **24. Photography, videos and other images (see section 12)**

Many educational activities involve recording images e.g. for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Staff must not be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting.

All adults and staff should be aware of the school's policies and procedures relating to photography and images, including guidance on the devices which can be used for taking/recording images. Adults need to be aware of the potential for images to be misused or manipulated for malign 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. Staff should remain sensitive to any pupil who appears uncomfortable for any reason, 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 setting have access.

For the protection of children, it is recommended that when using images for publicity purposes that the following guidance should be 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
- schools and settings should 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.

## **25. Exposure to inappropriate images (refer to ICT 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 setting'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 or setting's equipment an immediate referral should be made to the Local Authority Designated Officer, (LADO) and the police contacted 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 or setting 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 LADO 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.

## **26. Personal living accommodation**

Staff should not invite any pupils into their living accommodation unless the reason to do so has been firmly established and agreed with their manager 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.

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 guidance should also apply to all other persons living in or visiting the private accommodation.

## **27. Overnight supervision for examinations and other purposes**

Occasionally (in some settings) a staff member is asked to supervise a child overnight, e.g. to take an examination, etc. This is not common practice, and not practised at Minster School, as it is fraught with difficulty and should be avoided wherever possible. However, where arrangements are made for a staff member to supervise a pupil overnight then this must be discussed and risk assessed with the DSL, and all necessary safeguards should be in place.

Minster School will:

- a) ensure that all arrangements reflect a duty of care towards pupils and staff

## **28. Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama

Care should be taken to comply with the setting's policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for sex and

relationships education (SRE). It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science.

## **29. 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 whistle blowing procedures should have their employment rights protected.

Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

Minster School governors and managers will:

- a) have a whistleblowing policy in place which is known to all
- b) 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

## **30. Sharing concerns and recording incidents**

All staff should be aware of their establishment's safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers. In the event of a disclosure, an allegation being made or incident being witnessed, the relevant information should be immediately recorded and reported to the Head teacher, senior manager or Designated Safeguarding Lead as appropriate. Where there are concerns about someone who works with children they should be immediately reported to the Head teacher, governor or senior manager in line with the setting's procedures.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with or behaviour towards pupils, so that appropriate support can be provided and/or action can be taken.

Minster School will:

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