

Responsibilities and entitlements of all staff and volunteers

To protect our pupils, our School needs staff and volunteers who are:

- Safe – recruited through safer recruitment procedures and required to set and maintain high standards of professional behaviour
- Supportive – of pupils who may be at risk and of colleagues
- Supported – to carry out their role effectively.

Staff need to know what their child protection responsibilities are, and what help, advice and resources they should receive in order for them to meet those responsibilities. This document forms part of our safeguarding portfolio and should be read in conjunction with the child protection policy.

If you have any comments, suggestions or concerns about the information provided here, please speak to your line manager or to the designated person for child protection: David How

Staff responsibilities
Safe
<p>Provide truthful and verifiable information about yourself All applicants for posts in schools should provide evidence of their identity, qualifications and right to work in the UK. There are serious consequences for applicants who give false information. Information is also required about your previous professional history and time spent out of work. All people who work in schools complete a CRB disclosure form and are responsible for providing accurate information to enable a check to be carried out.</p> <p>Act professionally All staff are expected to conduct themselves in a professional manner. This means treating all members of the School community with respect, attending relevant training, familiarising yourself with the child protection procedures and questioning anything you disagree with or do not understand.</p> <p>Learn about positive behaviour management Dealing inappropriately with challenging behaviour could lead to an escalation of risk and possible injury. Ensure you understand the procedures for the use of reasonable force and attend any training that is offered.</p>
Supportive
<p>Be alert to the signs of abuse You cannot rely on a pupil telling you they are at risk. Around half of abused children never disclose the abuse at the time it is happening. You must remember that any child might be abused and be watchful for any signs (behaviour, injuries and so on) that might indicate the pupil is being harmed.</p>

Listen to and reassure a pupil who discloses abuse

Some children will manage to gain enough confidence to speak about abuse. If a pupil chooses you to speak to, it is because they trust you to help them. You must listen carefully, tell them they have done the right thing in speaking to you and let them know you will pass on the information to someone who can help.

Report all concerns, suspicions and disclosures to the designated person

It is not your responsibility to investigate concerns or decide whether abuse has taken place. If you are concerned about a pupil you should tell the designated person before you leave School at the end of the day. If the designated person is unavailable, speak to their deputy, the Headteacher or your line manager.

Complete a record of concern form

Use the School's 'record of concern' form to provide as much detail as possible about your concern. The form also requests details about the pupil and their family, for example information relating to ethnicity and disability. If you do not have this information, it can be completed later by the designated person. Hand the form to the designated person, their deputy, the Headteacher or your line manager by the end of the day. Do not take it home with you.

Share information on a need-to-know basis only

Once the designated person has your record of concern they will decide on a course of action and this includes identifying who needs to know about the concern. Wait for advice from the designated person before discussing your concern with anyone else.

Supported

Seek support

You alone know whether you understand your role and are confident in carrying out your duties. Speak to your line manager if you need advice and do not be afraid to ask for support.

Be responsible for your own practice

Engage with the performance management and supervision process to identify safeguarding issues and discuss the support you need to carry out your role.

Take responsibility for your own learning

Attend child protection training and identify further training needs. The training is offered to support you.

Staff entitlements
Safe
<p>Transparent recruitment When you apply for a post, the School's commitment to safeguarding should be clearly publicised.</p> <p>Comprehensive job descriptions Your job description should describe your responsibility to safeguard and promote the welfare of pupils. If the job description does not specify your child protection duties, ask for clarification of what will be expected of you.</p> <p>Management of allegations If you are the subject of an allegation, you should have the allegations management process explained and be signposted to advice and support. Your rights in terms of confidentiality and information-sharing should be explained.</p> <p>Pupil behaviour Your entitlement to use reasonable force should be explained to you. You should be offered training to help you to manage difficult behaviour and to develop your skills of managing challenging behaviour without the use of force.</p>
Supportive
<p>Policies and procedures The School has a large portfolio of policies and procedures related to child protection and safeguarding (see website www.beaverroad.org.uk). Make sure you are given copies or know where they are located.</p> <p>Involvement in policy development Ensure your views are taken into account as policies are developed. Consultation processes and timescales should be explained.</p> <p>Training opportunities Child protection training is mandatory for School staff, so make sure you are offered opportunities to learn about child protection. Training is imperative to help you to protect pupils.</p>
Supported
<p>Time and workload Listening to children and dealing with safety concerns can be exhausting as well as time consuming. If you feel you are letting down a pupil because you cannot give them enough time, talk to your line manager to find a solution.</p>

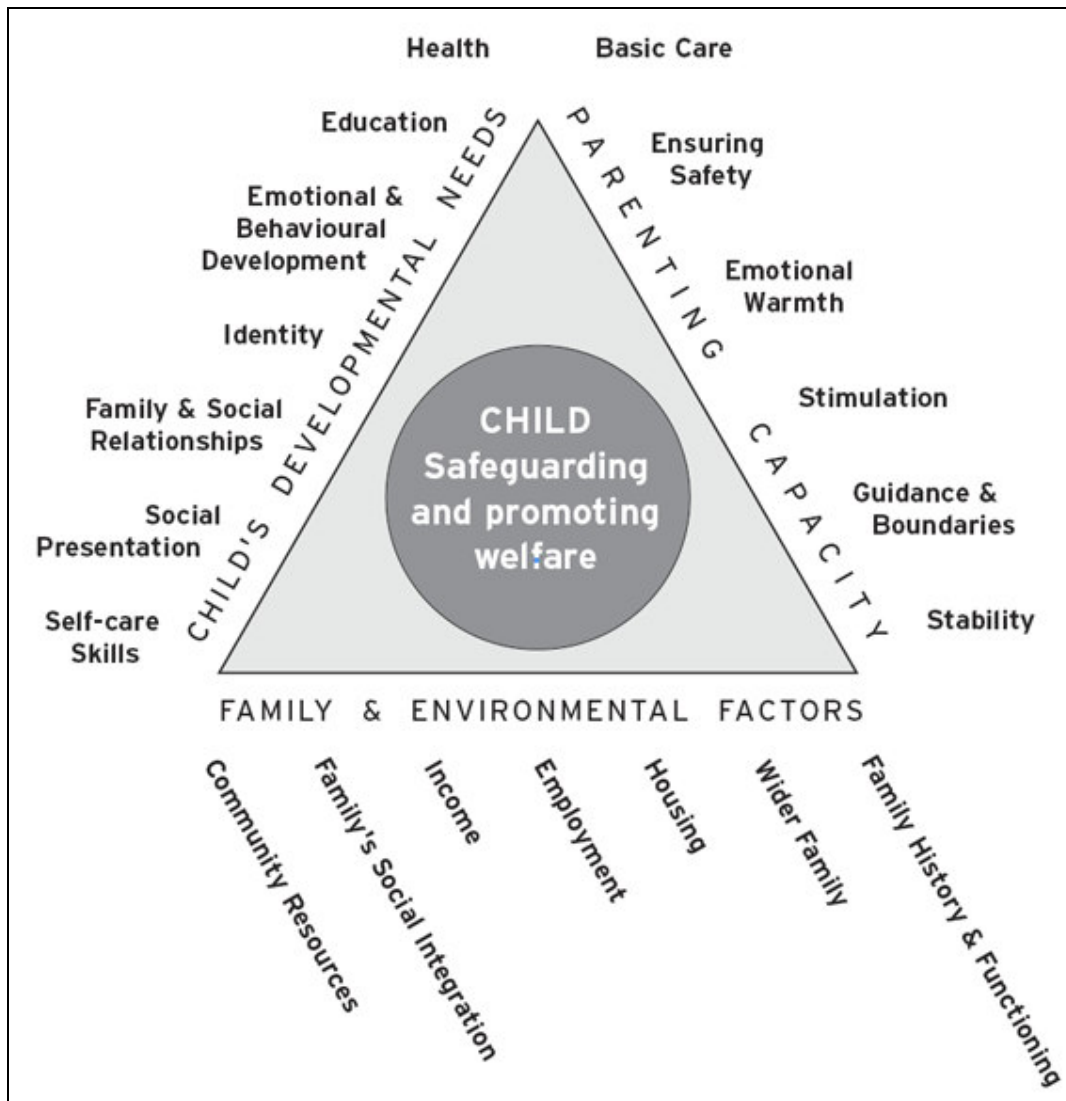
Whistleblowing

If you report the poor practice or abusive behaviour of a colleague, you have a right to confidentiality, unless a legal process ensues. You should not be victimised or harassed because you have spoken out.

Peer and managerial support

You have a right to expect practical support to help you to safeguard and promote the welfare of pupils. Your line manager provides managerial support and you should also expect your colleagues to offer help and advice when required.

The assessment framework triangle



Beaver Road Primary School

Reporting a suspicion or disclosure flowchart



Support for reporters of an allegation

Staff who are concerned about the behaviour of a colleague towards a pupil or pupils, are undoubtedly placed in a very difficult situation. You may worry that you have misunderstood the situation and you will wonder whether a report could jeopardise a colleague's career.

You must remember that the welfare of the child is paramount. The school's whistleblowing procedure enables you to raise concerns or allegations in confidence and for a sensitive inquiry to take place. All concerns of poor practice relating to possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

The poor practice information sheet in this file gives some examples of the types of conduct that might concern you. When you report a concern of this nature you can expect:

- Your concern to be taken seriously.
- Your identity to remain confidential (if this is your wish), unless you are required to act as a witness in court proceedings.
- To be protected as far as possible from victimisation or harassment.
- For an initial inquiry to take place to identify any action necessary.
- Children's social care and police to be involved if the concern relates to abuse or neglect or the commission of a crime.
- Written confirmation within the timescales given in the whistleblowing procedures that your concern has been received and is being dealt with.
- To be notified in writing of the decision of the initial inquiry. The decision could be that no action is required, internal disciplinary procedures are initiated or referral to children's social care and/or police has been made.
- To be informed of the final outcome, subject to constraints of confidentiality and legal advice.

Reporting to the Headteacher should always be your first step. However, if you genuinely believe that your concern has not been taken seriously or that the Headteacher will not act on your concern, you can consider speaking to someone outside the School. This could be your union or professional association, a local authority officer, a solicitor or the police. You should first contact Public Concern at Work (020 7404 6609) for free advice regarding your legal position in whistleblowing to an external agency.

Statutory protection for employees who 'whistleblow' is provided by the Public Interest Disclosure Act (PIDA) 1998. The PIDA protects employees against victimisation if they make a protected disclosure within the meaning of the Act.

Concerns should be made in good faith – they should be genuine concerns and not false, malicious or simply intended to annoy or harass.

If your concern relates to your own terms and conditions of service, or your treatment by a manager or colleague, you should use the school's grievance procedure, not the whistleblowing procedure.

Support for staff who are the subject of an allegation

If an allegation relating to possible child abuse is made against you, standard procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, but misunderstandings can and do happen.

Allegations may occur because a member of staff has made a mistake, failed to follow guidelines, is inexperienced or because their actions have been misinterpreted by witnesses.

Even so, we must accept that some professionals do pose a serious risk to pupils and we are required to act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

If an allegation is made about you that suggests you have:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates you are unsuitable to work with children

You can expect:

- the Headteacher to make a very short inquiry only to ascertain that the allegation is not patently false
- the Headteacher to discuss the allegation with the named allegations officer in the local authority and a decision to be made on how to proceed
- to be informed by the Headteacher when an allegation has been made – the timing of this will depend on whether police need to conduct enquiries prior to meeting you to discuss the allegation
- to be advised to contact your union or professional association and to consider requesting that they accompany you to meetings
- to be allocated a senior member of staff to be your link person to ensure you are kept informed of developments within the School
- to be given the opportunity to answer the allegation and call witnesses
- to be offered advice about welfare support, employee assistance or counselling services, should you request it
- for any investigation to continue even if you tender your resignation and leave the School
- the record of the allegation and other documentation, for example, minutes of meetings to be given to you
- for any decision regarding suspension to take into account the possible alternatives to suspension
- for disciplinary and or child protection procedures to be closely followed and for unnecessary delays to be avoided
- for records to be kept on your confidential file

- to be given support to return to School if you were suspended and it is agreed that you should return to work
- where an allegation is thought to be malicious, for action to be taken to prevent a re-occurrence.

To be accused of being a possible risk to children can have devastating effects on your professional career and personal life.

To protect yourself from misunderstandings and misinterpretations that could result in an allegation your conduct must be totally professional. Conduct yourself in accordance with the good practice guidelines in this file and avoid behaviour which could constitute poor practice and grounds for concern.

Talk to the designated person if you need an explanation of procedure, advice about managing a particular situation or support to carry out your safeguarding role effectively.

Code of ethical practice

All School staff are valued members of the School community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All School staff should:

- place the safety and welfare of pupils above all other considerations
- treat all members of the School community, including pupils, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each pupil as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that School staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- encourage all pupils to reach their full potential
- never condone inappropriate behaviour by pupils or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the School into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff name _____

Signature _____

Date ____ / ____ / _____

Examples of good practice and poor practice

To meet and maintain our responsibilities towards pupils, we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that difficult behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Poor practice – you should avoid:

- any type of force that falls outside the guidelines for reasonable force
- any form of corporal punishment. This includes slapping, hitting or throwing something at a pupil
- using humiliation, sarcasm or bullying as a form of control
- using, or allowing pupils to use, sexual jokes or innuendo or engaging in sexual bullying or provocative games
- inviting or allowing pupils to visit you at home
- touching a pupil or behaving towards a pupil in a way that distresses them or would be considered inappropriate if observed
- offering or deliberately allowing pupils access to alcohol, cigarettes, controlled substances or pornographic material
- treating a pupil less favourably because of their ability or disability, race, religion, culture or sexuality.
- transporting pupils in your car, unless your line manager has agreed this
- working on a one-to-one basis with a pupil without the necessary risk assessment being in place
- engaging in email, text messaging or online chat with a pupil unless your line manager has agreed the circumstances
- abusing your position of trust. The Sexual Offences Act 2003 (paragraphs 16-19) makes it an offence for a person over the age of 18 to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil aged under 18 may be a criminal offence, even if that pupil is over the age of consent.

The conduct of teachers and School staff should be beyond reproach but you will sometimes find there are 'grey areas' that do not fall neatly into 'good practice' or 'poor practice'.

In these circumstances you should first refer to any relevant guidance or policies in the School.

Second, consider these questions:

- Would I do this/say this/ treat this pupil in this way if we were being observed?
- Would I be happy if someone did this/said this/ treated my own child in this way?
- Would I be concerned if I observed a colleague behave in this way?
- If challenged, can I explain my behaviour in terms of my professional duties?

Third, if you are unsure how to manage a situation, ask your line manager. If you believe you have behaved in a way that could be questioned, report it to your line manager straight away and offer an explanation.

Do not let a small incident turn into a crisis.