

St. Antony's Catholic Primary School



Our Lady Of Grace Academy Trust

Staff Safer Working Policy

Learning Together In God's Love

Reviewed by staff: Autumn 2024
Agreed by Governors: Autumn 2024
Review date: Autumn 2026

Staff Safer Working Policy



“Let Your Words Teach and Your Actions Speak”

St. Antony of Padua

Philosophy

“Education is the conduit through which we guide, direct, mould and influence young minds and Teachers have an almost divine responsibility modelled for them by the greatest teacher of all.... Christ himself. Educators in a Catholic Faith School are to ensure that their teaching covers far more than the academic influencing the Spiritual, Moral and Social Justice values” (Pope Francis). Teachers in a Catholic school must consider that every time they speak they represent Christ in their every word and deed and that their example is the greatest teacher of all as their actions always speak more profoundly than their words (St Antony of Padua). ‘Every child we have touched through our teaching is left with an indelible mark on their hearts and minds for the entirety of the lives. Let us ensure that the marks we leave particularly through prayer, praise and worship in communion with each other as The Body of Christ, please God and sets them all on a path for serving others humbly.” (Pope Francis).

“ Every Catholic and religiously centred school should have a vibrant worship life, with ample opportunities for prayer and reflection on the core Christian and moral values that nurture the faith identity of the students, staff and faith community and influences all that is done in the school.” (T. Groome).

Our Mission Statement

At St. Antony's Catholic School we celebrate our special talents as children of God:

We try to be like Jesus and always keep him in our hearts.

We work together in our homes, school and parish to share our gifts and learn together.

We understand that we are all different and we respect each other.

We look after our world so that we may share it together in peace.

By observing these we will be 'Learning Together In God's Love'

St Antony's Catholic Primary School is part of the multi-cultural London Borough of Newham.

We value our Christian ethos and therefore respect the Cultures and Faiths of all in our wider community.



Our Vision @ St. Antony's Catholic Primary School



Our vision at St Antony's sees our school with **Christ at its centre** as we work as an agent of positive, sustainable change, which engages all stakeholders inclusive of : Governors, Staff, Parents, Children, Church and The Wider Community. We inspire all our children from Nursery to Year 6 along with our staff, governors and parents to work collaboratively with all relevant agencies and to aspire to achieve to their fullest individual potential. St Antony's functions as a centre of excellence and an axis of positive transformation and development within our school and the wider community by enabling all among our school family to aspire to achieve self-actualisation through sound: Spiritual, Moral, Social and Cultural formation while embedding a love for lifelong learning, underpinned by holistic personal and shared philosophies. We take a positive, progressive and professional approach to life and living while upholding our core Christian and British Values, which drive us towards the achievement of the highest academic, socio-economic and sustainable life goals.

St. Antony's Catholic Primary School Safer Working Policy for Staff and Volunteers

The Purpose Of The Policy Is To:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist staff and adults working with children to work safely and responsibly and to monitor their own standards and practice;
- minimise the risk of misplaced or malicious allegations made against staff who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

All staff that comes into contact with children and young people in their work has a duty of care to safeguard and promote their welfare.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme, places a duty on organisations to safeguard and promote the well-being of children and young people. This includes the need to ensure that all staff who works with or on behalf of children and young people in this organisation are competent, confident and safe to do so.

The vast majority of staff who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for the children in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of staff can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and ensure that the staff's working with them is safe to do so.

The guidance contained in this document has due regard to current legislation and statutory guidance. St. Antony's Catholic Primary Designated Safeguarding Lead (DSL) is the Acting Assistant Head Miss Jenella Baptiste and Head teacher Mrs Angela Moore.

In addition to this policy, all staff are required to read the School Safeguarding policy and the statutory guidance Keeping Children Safe in Education, Part I and appendix A (Revised Sept 2021). (All school policies are available on the school website and copies of Keeping

Children Safe in Education are available from the school office or the Designated School Lead.)

What to do if you think a child is being abused?

All records of concern made by staff should be verbally checked with the PGL first unless it is a serious disclosure and the child is at risk, in which case the Deputy DSL/DSL should be informed ASAP. A Record of Concern form should be completed with the specifics and forwarded to the Designated School Lead (Jenella Baptiste) in absence of the DSL, the Head Teacher or a member of Senior Leadership Team should be approached.

Confidentiality

Staff may have access to confidential information about children in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information.

- These details must be kept confidential at all times and only shared when it is in interests of the child to do so. If in any doubt about whether to share information or keep it confidential seek guidance from a senior member of staff, the DSL (Jenella Baptiste) or the Head teacher (Mrs. Angela Moore).
- Whilst staffs need to be aware of the need to listen to and support children they must also understand the importance of not promising to keep secrets.
- Neither should they request this of a child under any Circumstances Power and Positions of Trust

Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Dress and Appearance

All staff should be suitably dressed –i.e. in professional or smart casual dress when at work. It is inappropriate for staff of any gender or disposition to wear any revealing items of clothing such as low cut tops, very short skirts and see through garments. (Our expectations from pupils are high therefore we also should have appropriate high standards.) Please note that tattoos and body piercings (excepting the ear) should be covered and not on visible display as much as is reasonably practicable in school directed time/hours. Staff should aim for moderation and modesty in this area while at work (See Staff Code of Conduct).

Gifts

It is acknowledged that there are specific occasions when staff may wish to give a child a personal gift. This is only acceptable practice where, in line with the agreed policy, the staff has first discussed the giving of the gift and the reason for it, with the senior leadership and/or parent or carer.

Care should also be taken to ensure that staffs do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. There are occasions when children, young people or parents wish to pass small tokens of appreciation to staffs e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Staff Working Late or Alone On Site

As a rule, no member of staff should be alone on the premises after hours. Occasionally, however, a member of staff may, out of necessity, by default or design find themselves working alone on the school's site. In most instances it is a senior member of staff or a member with the authority to secure the premises such as the Head, Deputy, Premises Manager/SBM or Site Manager. In the event that this happens with a member of staff without this level of access -it is the responsibility of the member of staff in question (whether they be Site Staff, Teaching Staff, Support Staff, Admin Staff or a member of the Leadership Team)-to inform the Head Teacher, Deputy Head Teacher or the School's Premises Manger/SBM. The member of staff must make contact, informing the relevant staff members listed prior (HT,DHT,SBM, Site Manager) of the fact that they are on the premises, their reason for being there and their exact location. The time that they will be vacating the premises will be agreed in this communication, so that the Site Manager, Premises Manager or HT/DHT can arrange for their secure exit and the securing of the building. Staff with the access to secure the building should also, for safety reasons inform another member of the team of their presence in the building and also register with a member of the Leadership their time of departure.

Communication with Children and Young People (including the Use of technology)

Communication between children and staff, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.

Staff should not share any personal information with a child. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. If pupils attempt to contact or befriend staff online, this should be reported to the DSL or the Head teacher. Staff should ensure that all communications are transparent and open to scrutiny. Staff should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. Email or text communications between a staff and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites. Internal e-mail systems should only be used in accordance with the school's policy. (Please also see St. Antony's ICT & E-Safety policy.)

Social Contact

If a child or parent seeks to establish social contact, or if this occurs coincidentally, the staff should exercise her/his professional judgement in making a response but should always discuss the situation with their manager or with the parent of the child. Staff should be aware that social contact in certain situations can be misconstrued as grooming.

Sexual Contact

'Working Together to Safeguard Children'18, defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening". There are occasions when staffs embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate

that relationship so sexual abuse can take place. Staff should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

This means that staff should not:

- Have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- Make sexual remarks to, or about, a child
- Discuss their own sexual relationships with or in the presence of children

Physical Contact

There are occasions when it is entirely appropriate for staff to have some physical contact with the child with whom they are working. However, it is crucial that in all circumstances, staff should only touch children in ways which are appropriate to their professional or agreed role and responsibilities. Not all children and young people feel comfortable about physical contact, and

Staffs should not make the assumption that it is acceptable practice to use touch as a means of communication.

- Permission should be sought from a child or young person before physical contact is made.
- Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.
- When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
- Staff should use their professional judgement at all times, 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 child for the minimum time necessary.
- Physical contact which occurs regularly with an individual child is likely to raise questions unless there is explicit agreement on the need for, and nature of, that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures.
- Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

If a staff member believes that their action could be misinterpreted, or if an action is observed by another as being inappropriate or possibly abusive, the incident and circumstances should be reported to the Designated School Lead or a member of the Senior Leadership Team outlined in the procedures for handling allegations and an appropriate record made. Parents/carers should also be informed in such circumstances. Staff who work in certain settings, for example sports drama or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

Behaviour Management and Physical Intervention

Where children display difficult or challenging behaviour, staff must follow the school's behaviour policy, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

In all cases where physical intervention is employed the incident and subsequent actions

should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible. The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

First aid and administration of medication

It is the duty of all staff to care for others, especially pupils, to the best of their capability. In an emergency, First Aid support and advice can be obtained from staffs who have received training and

Paediatric First Aid at Work Epilepsy

Staff Trained In First Aid At Work (QCF)	Staff Trained In Paediatric First Aid (ROF)
I.S. – Welfare C.H – Welfare	I.S. – Welfare C.H – Welfare
C.H - OOHL/PE J.S – OOHL/PE A.M – OOHL/PE	C.J.S – OOHL/PE J.S – OOHL/PE A.M -OOHL/PE
J.J - Learning Mentor	J.J. - Learning Mentor
R.M – Viridis G.C – Viridis J.J - Viridis	R.M. – Viridis G.C – Viridis J.J - Viridis
F.R – KS1 J.J – KS1 S.D – KS1 T.B – KS1	F.C – KS1 J.J – KS1 S.D – KS1 T.B – KS1
S.H – Nursery S.C – Nursery J.CM - Nursery	S.H – Nursery S.C – Nursery J.CM - Nursery
L.W – Reception R.M – Reception E.C – Reception R.DA – Reception R.M – Reception E.B – Reception J.M – Reception	L.W – Reception R.M – Reception E.C – Reception R.DA – Reception R.M – Reception E.B – Reception
E. M – KS2	E. M. –KS2

First Aid supplies are available in the following places:

- a) Minor First Aid kit is kept in the every classroom and it is the responsibility of the trained first aiders in the class to check and replenish the contents when used. A minor first aid bag point is located within each Key stage.
- b) b) Small Portable First Aid Bags are available for use on Educational Visits from the Medical Room. Teachers needing these bags should inform the trained First Aider in each class least 2 days before the visit is to take place.

Medication in School:

Parents are advised to, whenever possible to make arrangements for children to take medicines at home rather than in school. Where necessary the parent or nominated staff can come into school and administer the medication except for ones who are covered by a care plan e.g. Asthma pump, Epipen. All medicines must be securely stored in the Medical Room by the Welfare Officer. Medicines in school are usually self-administered under the supervision of staff (usually the Welfare Officer). Any variation of these arrangements must be discussed with the Head Teacher.

A record of administrations for medicines is made in the ‘Medicine file” kept by the Welfare Officer.

Whistleblowing

Matters of concern, which are deemed as placing a child or member of staff at risk must be reported to the school’s Designated Safeguarding Lead. The details of such matters must to be kept strictly confidential and therefore only told to someone in authority (HT,DHT, DSL). Failure to maintain confidentiality and discussing such matters wantonly could result in allegations of spreading unsubstantiated rumours or gossip invoking the disciplinary procedure. **As a first step, concerns about a child or staff member should always be raised with the line manager or phase lead because the issue causing concern could be immediately clarified with additional context which they may hold.**

This reporting however may depend on the seriousness and sensitivity of the issues involved and who is thought to be involved in the alleged wrongdoing or malpractice. If the staff member believes that their line manager or phase leader is involved, staff should raise their concerns with their Head Teacher or Chair of Governors. Where staff believe that the matter may be criminal in nature, they should still raise the matter as a first resort to their Head Teacher or they can raise their concerns with the Director of Children’s Services, the police or LADO who have responsibility for investigating issues. NSPCC Whistleblowing helpline: 0800 028 0285

(Please also see the Safeguarding Policy and the appendix: Allegations against staffs who work with children referral form.)

Educational Visits and After School Clubs

Staff should always take care to have another staff member present during out of school activities, unless the group of pupils is small in number and has been agreed with senior staff. Health and Safety requirements should be strictly adhered to. (Please see St. Antony's Health and Safety policy.) All teachers planning any school trip or journey must:

- Consult with their Phase Lead or Head Teacher about the timing, arrangements, activities and level of staff/children supervision required.
- Must complete an Educational Visit Approval and Risk Assessment paper work with the school's EVC
- If the visit is to an unfamiliar site, make a preliminary visit and assess the risks and requirements noting the best travel routes.
- The Newham guidance is available in the Educational Visit Co-ordinator File for further guidance.
- The teacher in charge of the visit must leave a copy of the completed "Risk Assessment School Visit" form with the Head Teacher a minimum of 2 weeks before the visit.
- Ensure a letter giving guidance to parent helpers is also available.
- Ensure First Aid kits are available in each classroom. High visibility jackets should be worn by all pupils on all visits. Photography, videos and other creative arts

Using Children's Images

The use of any images of children for publicity purposes will also require the appropriate consent of the individual concerned and their legal guardians.

Staff should:

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson or activity is concluded.
- Ensure consent is gained from the pupil and their legal guardians where being used for publicity purposes.
- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify images of children in their possession.

Staff should check with the school office regarding parents/legal guardian's permission. Permission is given via the school admission form and/or the Annual Parental Consent Form which is then updated on SIMs.



Staff Safer Working Policy Compliance Form



By order of the Governing Body of St. Antony's Catholic Primary School, I am signing to indicate that I have read and understood the responsibilities and requirements of the Safer Working Policy.

Signed: _____ Dated: _____
(Staff member)

(Signed) _____ Dated _____
(Head Teacher)

(Signed) _____ Dated _____
(Safeguarding and Inclusion Governor Team)



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