

Volunteer Policy - Whole School & EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Information

Policy	SHPA Volunteer Policy
Review schedule	Every 3 years
Statutory Policy	No
Policy owner	Exec Principal
Lead Reviewer	Exec Principal
Approver and date of last approval	Exec Principal, December 2023
Key review dates	
Changes made	
02/2016	Written by A Ashcroft
09/2020	Reviewed: code of conduct added
02/2023	DPA policy aligned to Trust branding for SHPA ahead of Sep '23 opening
December 2023	Amendments made to reflect current policy and practice
Next review due: September 2026	

Contents

Introduction	3
Sires Hill Primary Academy mission statement	3
Becoming a volunteer	4
Volunteer checks	4
References	4
Disclosure and Barring Checks (DBS)	4
Volunteer Induction	5
Security	5
Confidentiality	5
Deployment and supervision of volunteers	5
Health & Safety	6
Child Safeguarding	6
Complaints Procedure	6
Monitoring and evaluation	6
Guidance for Safe Working Practices:	11

Introduction

Volunteers at Sires Hill Primary Academy bring with them a range of skills and experience that can enhance the learning opportunities of children at our school. We welcome and encourage volunteers from the local community. Our volunteers work closely with the school in support of our mission statement “Be Kind, Be Brilliant”.

This policy makes reference to DfE guidance Keeping Children Safe in Education 2020. It is linked to our Equality, Safer Recruitment and Safeguarding and Child Protection policies.

Sires Hill Primary Academy mission statement

Be Kind, Be Brilliant

Our volunteers may include:

- parents of pupils;
- ex-pupils;
- students on work experience;
- university students;
- ex-members of staff;
- local residents.

Activities that our volunteers are engaged in may include:

- hearing children read;
- working with small groups of children;
- working alongside individual children;
- guest speaking;
- taking workshops;

- undertaking art & craft activities with children;
- running after-school clubs;
- working with children on the computers;
- assisting with PE and sports activities;
- cooking activities;
- accompanying school visits;
- tending our eco-garden;
- maintaining our library facilities.

Volunteers are excluded from the following activities:

- taking responsibility for all or some of the class (including being left on their own 1-1 with a child);
- changing children or supervising them in the toilet;
- taking the children offsite without a teacher in charge.

Becoming a volunteer

Anyone wishing to become a volunteer, either for a one off event such as a school visit or on a more regular basis, e.g. hearing children read, usually approaches the Exec Principal/Exec Vice Principal, class teacher or members of the school administration team directly.

Volunteers will be asked to complete a Volunteer Request Form (Appendix 1) with their contact details, type of activity they would like to help with, and the times they are available to help.

Once arrangements have been agreed regarding the type and frequency of work to be carried out the volunteer will be asked to sign the Volunteer Agreement Form (Appendix 2) and also read and sign the staff/volunteer code of conduct (Appendix 3).

Students on work experience have a separate policy and agreement to complete

Volunteer checks

We do not usually undertake checks for one-off volunteers who are not engaged in regulated activity (see DBS information). One-off volunteers will include, but is not exclusive to, parents/carers who escort on school trips, assist with production and performances, help the teaching staff with curriculum activities. One-off volunteers will be supervised by Sires Hill Primary Academy staff.

Volunteers who are engaged in regulated activity will have the following details entered on our Single Central Register:

- an identity check;
- an enhanced DBS check;
- further checks on people living or working outside the UK;
- a check to establish the person's right to work in the United Kingdom;
- date two references received.

References

We will seek two references for all volunteers engaged in regulated activity. We understand that referees might not be able to provide knowledge about suitability to work with children if the volunteer has not worked in a children's setting before but we will ask this question.

Disclosure and Barring Checks (DBS)

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

For new volunteers in regulated activity, who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis, we will obtain an enhanced Disclosure and Barring Scheme (DBS) certificate with barred list check.

If a new volunteer is not engaging in regulated activity, we will undertake a risk assessment and use our professional judgement and experience to decide whether to seek an enhanced DBS check. We will consider:

- the nature of the work with children;
- what we know about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check.

Volunteer Induction

All volunteers in school will receive induction from the Office Manager or Exec Principal/Exec Vice Principal.

Induction will include:

- emergency evacuation procedures;
- child protection training;
- a who's who of staff;
- our no smoking policy.

Security

All visitors are asked to sign in and out at Reception and wear a visitors' badge. We will provide our volunteers with a Volunteers Badge.

Confidentiality

Volunteers in school are bound by a code of confidentiality. Any concerns that Volunteers have about the children they work with or come into contact with should be voiced with the class teacher and not with the parents of the child /persons outside school.

Comments regarding children's behaviour or learning can be highly sensitive, and if taken out of context, can cause distress to the parents of a child if they hear about such issues through a third party rather than directly from the school. Volunteers who are concerned about anything another adult in the school does or says should raise the matter with the Exec Principal/Exec Vice Principal.

Deployment and supervision of volunteers

Work of volunteers should will not replace the duties undertaken by paid staff nor cover absences of paid staff.

Volunteers will be assigned to and supervised by a named member of staff. Teachers retain responsibility for children at all times, including the children's behaviour and the activity they are undertaking.

Volunteers should have clear guidance from the teacher as to how an activity is carried out/what the expected outcome of an activity is. Volunteers are encouraged to seek further advice/guidance from the teacher in the event of any query /problem regarding children's understanding of a task or behaviour.

On occasion, a volunteer may express a wish to support in their own child's classroom. If this is likely to become distracting for the child and put the teacher in an uncomfortable situation, the Exec Principal/Exec Vice Principal or class teacher reserves the right at their discretion to place the volunteer where the school needs their help most and which is seen as appropriate.

Health & Safety

Volunteers will be asked to confirm that they have read and understood our Safeguarding and Equality policies and our Fire and Evacuation procedures in their induction.

Class teachers will also ensure that volunteers are clear about all emergency procedures (e.g. fire alarm evacuation). Equally volunteers are provided with any risk assessments about any safety aspects associated with a particular task (e.g. using DT equipment /accompanying children on visits). Volunteers need to exercise due care and attention and report any obvious hazards or concerns to the class teacher or Exec Principal/Exec Vice Principal.

Child Safeguarding

The welfare of our children is paramount. To ensure the safety of our children, we adopt the following procedures:

- all Volunteers are given copies of the Safeguarding Policy and Child Protection Policy;
- all our Volunteers must have enhanced clearance by the Disclosure and Barring Service if working with children more than 3 times in any given month;
- we seek references for our volunteers.

Complaints Procedure

Any complaints made about a volunteer will be referred to the Exec Principal/Exec Vice Principal for investigation. Any complaints made by a volunteer will be referred to the Exec Principal/Exec Vice Principal.

Any complaint against a volunteer will adhere to the Complaints Policy for further investigation.

Monitoring and evaluation

The effectiveness of this policy will be analysed by the Senior Leadership Team (SLT). Evidence will be provided by feedback from line managers and comments made in each staff appraisal form. The Exec/Exec Vice Principal will also look at lesson observation records and pupil progress data.

Appendix 1

Volunteer Request Form	
Name of Volunteer	
Date of birth	
DBS certificate	Yes No
Referee 1	
Referee 2	
Outline of support you would like to give to the school	
Have you discussed volunteering at SHPA with a member of staff? If so please give details	
Date available to start	
Signed	

Appendix 2

Volunteer Agreement	
Name of volunteer	
Area of support	
Supervisor	
Start date and times you will be supporting	
Please conform that you have undertaken/understood the following	√
I have received copies of the Safeguarding and Equality policies	
I have completed Child Protection training	
I have received emergency evacuation training	
I understand that I must follow instruction from my supervisor and other school staff	
I understand my confidentiality responsibility	
ICT Please note that children should not be given any unsupervised access to the internet. All children are taught that if they see an unacceptable image on a computer screen, they must turn the screen off and report to an adult.	
Mobile Phones Please avoid using mobile phones in the school environment, particularly in the presence of the children.	
Hot Drinks Please do not bring any hot drinks into school.	
Smoking The school buildings and grounds are a no smoking environment.	
Dress Code Please note that we do not wear low cut tops or short skirts in the presence of our pupils	
Signed volunteer	
Date	

Appendix 3: Code of Conduct

Name of Contractor/Staff/ Volunteer member:	
I have read the code of conduct expected at Sires Hill Primary Academy and will abide by it at all times.	
Signed:	Date
This will be reviewed annually and if there are changes to the code you will be asked to reread and sign a new agreement.	

Code of Conduct for Staff to Promote Safer Working Practices

(From Oxfordshire County Council guidance, based on *Guidance for Safe Working Practice for the Protection of Children and Adults in Education Settings*, commissioned by the DfE)

Purpose of this Code of Conduct:

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it place them in a position of trust. This Code of Conduct provides clear guidance on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

Keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;

Assist adults working with children to work safely and responsibly and to monitor their own standards and practice;

Support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;

Support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;

Support safer recruitment practice;

Minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;

Reduce the incidence of positions of trust being abused or misused.

Fulfil requirements as a code of conduct and act as part of staff induction.

Underpinning principles:

- The welfare of the child is paramount;
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people;
- Adults who work with children 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 work, and be seen to work, in an open and transparent way. The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity;
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

Guidance for Safe Working Practices:

Aspect of work	This means that...
<p>Context</p> <p>All adults who work with children and young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults working in all settings to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.</p>	<p>...these guidelines...</p> <ul style="list-style-type: none"> • Apply to all adults working in all settings whatever their position, role, or responsibilities. • May provide guidance where an individual's suitability to work with children and young people has been called into question.
<p>'Unsuitability'</p> <p>The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with children and young people. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with children and young people.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Have a clear understanding about the nature and content of this document • Discuss any uncertainties or confusion with their line manager • Understand what behaviours may call into question their suitability to continue to work with children and young people
<p>Duty of Care</p> <p>All adults who work with, and on behalf of, children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.</p> <p>Whether working in a paid or voluntary capacity, these adults have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect.</p> <p>The duty of care is in part, exercised through the development of respectful and caring relationships between adults and children and young people. It is also exercised through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgment.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached • Always act, and be seen to act, in the child's best interests • Avoid any conduct which would lead any reasonable person to question their motivation and intentions • Take responsibility for their own actions and behaviour <p>...employers should...</p> <ul style="list-style-type: none"> • Ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored • Ensure that codes of conduct/practices are continually monitored and reviewed • Ensure that where services of activities are provided by another body, the body

<p>Everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role.</p> <p>Employers also have a duty of care towards their employees, both paid and unpaid, under the Health and Safety at Work Act 1974. This requires them to provide a safe working environment for adults and provide guidance about safe working practices. Employers also have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. The Human Rights Act 1998 sets out important principles regarding protection of individuals from abuse by state organisations or people working for those institutions. Adults who are subject to an allegation should therefore be supported and the principles of natural justice applied.</p> <p>The Health and Safety Act 1974 also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's duty of care and the adult's duty of care towards children should not conflict. This 'duty' can be demonstrated through the implementation of these guidelines.</p>	<p>concerned has appropriate safeguarding policies and procedures.</p> <ul style="list-style-type: none"> • Foster a culture of openness and support • Ensure that systems are in place for concerns to be raised • Ensure that adults are not placed in situations which render them particularly vulnerable • Ensure all adults have access to and understand this guidance and related policies and procedures
<p>Confidentiality</p> <p>Adults may have access to confidential information about children and young people 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. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.</p> <p>If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff or nominated child protection person. Any actions should be in line with locally agreed information sharing protocols.</p> <p>The storing and processing of personal information about children and young people is governed by the Data Protection Act 1998. Employers should provide clear advice to adults about their responsibilities under this legislation.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Be clear about when information can be shared and in what circumstances it is appropriate to do so • Treat information they receive about children and young people in a discreet and confidential manner. • Should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them • Know to whom any concerns or allegations should be reported

<p>Whilst adults need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this of a child or young person under any circumstances.</p> <p>Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.</p>	
<p>Making a Professional Judgment This guidance cannot provide a complete checklist of what is or is not inappropriate behaviour for adults in all circumstances. There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists.</p> <p>Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a senior manager or, if the adult does not work for an organisation, with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.</p>	<p>...in the absence of specific guidance, adults should...</p> <ul style="list-style-type: none"> • Discuss the circumstances that informed their action, or their proposed action, with a senior manager, or with the parent/carer if not working for an organization • Report any actions which could be misinterpreted to their senior manager • Always discuss any misunderstanding, accidents or threats with a senior manager • Always record discussions and reason why actions were taken. • Record any areas of disagreement about course of action taken and if necessary referred to a higher authority
<p>Power and Positions of Trust As a result of their knowledge, position and/or authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.</p> <p>A relationship between an adult and a child or young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Adults should always maintain appropriate professional boundaries and</p>	<p>...adults should not...</p> <ul style="list-style-type: none"> • Use their position to gain access to information for their own or others' advantage • Use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people • Use their status and standing to form or promote relationships which are of a sexual nature, or which may become so

<p>avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.</p> <p>Where a person aged 18 or over is in a specified 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.</p>	
<p>Propriety and Behaviour</p> <p><i>All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.</i></p> <p>There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.</p> <p>Adults in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.</p> <p>The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.</p>	<p>...adults should not...</p> <ul style="list-style-type: none"> Behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such <p>...adults should...</p> <ul style="list-style-type: none"> Be aware that behaviour in their personal lives may impact upon their work with children and young people Follow any codes of conduct deemed appropriate by their organization Understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people
<p>Dress and Appearance</p> <p>A Person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.</p> <p>Adults who work with children and young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake</p>	<p>...adults should wear clothing which is...</p> <ul style="list-style-type: none"> 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 and is culturally sensitive

<p>Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.</p>	<ul style="list-style-type: none"> Keeps shoulders covered (no cold shoulder tops/dresses, no spaghetti straps)
<p>Personal Living Space</p> <p>No child or young person should be invited into the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and senior managers or the home has been designated by the organisation or regulatory body as a work place e.g. child minders, foster carers.</p> <p>It is not appropriate for any other organisations to expect or request that private living space be used for work with children and young people.</p> <p>Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> Be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations Challenge any request for their accommodation to be used as an additional resource for the organization. Be mindful of the need to maintain professional boundaries Refrain from asking children and young people to undertake personal jobs or errands
<p>Gifts, Rewards and Favouritism</p> <p>The giving of gifts or rewards to children or young people should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer. It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the senior manager and/or parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware, however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom a young person.</p> <p>Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.</p> <p>Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.</p> <p>There are occasions when children, young people or parents wish to pass small tokens of appreciation to</p>	<p>...adults should...</p> <ul style="list-style-type: none"> Be aware of their organisation's policy on the giving and receiving of gifts Ensure that gifts received or given in situations which may be misconstrued are declared Generally, only give gifts to an individual young person as part of an agreed reward system Where giving gifts other than as above, ensure that these are of insignificant value Ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff



<p>adults 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.</p>	
<p>Infatuations Occasionally, a child or young person may develop an Infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.</p> <p>An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a senior manager or parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace • Always acknowledge and maintain professional boundaries
<p>Communication with Children and Young People (including the Use of Technology) Communication between children and adults, 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. Adults should not share any personal information with a child or young person. 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. Adults should ensure that all communications are transparent and open to scrutiny.</p> <p>Adults 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. E-mail or text communications between an adult 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.</p>	<p>...the organisation should... Have a IT Useage Policy which specifies acceptable and permissible modes of communication</p> <p>...adults should...</p> <ul style="list-style-type: none"> • Not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal websites • Only use equipment e.g. mobile phones, provided by organisation to communicate with children, making sure that parents have given permission for this form of communication to be used • Only make contact with children for professional reasons and in accordance with any organization policy • Recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible • Not use internet or web-based communication channels to send

<p>Internal e-mail systems should only be used in accordance with the organisation's policy.</p>	<p>personal messages to a child/young person</p> <ul style="list-style-type: none"> • Ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum
<p>Social Contact</p> <p>Adults who work with children and young people should not seek to have social contact them or their families, unless the reason for this contact has been firmly established and agreed with senior managers, or where an adult does not work for an organisation, the parent or carers.</p> <p>If a child or parent seeks to establish social contact or if this occurs coincidentally, the adult should exercise her/his professional judgment in making a response but should always discuss the situation with their manager or with the parent of the child or young person. Adults should be aware that social contact in certain situations can be misconstrued as grooming.</p> <p>Where social contact is an integral part of work duties, e.g. pastoral work in the community, care should be taken to maintain appropriate personal and professional boundaries. This also applies to social contacts made through interests outside of work or through the adult's own family or personal networks.</p> <p>It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Have no secret social contact with children and young people or their parents • Consider the appropriateness of the social contact according to their role and nature of their work • Always approve any planned social contact with children or parents with senior colleagues, • Advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern • Report and record any situation which may place a child at risk or which may compromise the organisation or their own professional standing • Be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager. • Understand that some communications may be called into question and need to be justified.
<p>Sexual Contact</p> <p>Adults should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.</p>	<p>...adults should not...</p> <ul style="list-style-type: none"> • Have sexual relationships with children and young people • <i>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</i> • Make sexual remarks to, or about, a child/young person

<p>Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action.</p> <p>Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children' 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".</p> <p>There are occasions when adults 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. Adults 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.</p>	<ul style="list-style-type: none"> • <i>Discuss their own sexual relationships with or in the presence of children or young people</i> <p>...adults should...</p> <ul style="list-style-type: none"> • <i>Ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship</i> • <i>Take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.</i>
<p>Physical Contact</p> <p>Many jobs within the children's workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.</p> <p>Not all children and young people feel comfortable about physical contact, and adults 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.</p> <p>When physical contact is made with a child this should be in response to their needs at the time, of</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described • Never touch a child in a way which may be considered indecent • Always be prepared to report and explain actions and accept that all physical contact be open to scrutiny • Not indulge in "horseplay" • Always encourage children, where possible, to undertake self-care tasks independently • Work within Health and Safety regulations • Be aware of cultural or religious views about touching and always be sensitive to issues of gender • Understand that physical contact in some circumstances can be easily misinterpreted



limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Adults, nevertheless, 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 or young person 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.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If an adult 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 senior manager outlined in the procedures for handling allegations and an appropriate record made. Parents/carers should also be informed in such circumstances.

Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration must be given to the needs of the child and advice and support given to the adult concerned.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person

...organisations 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
- Make adults aware of relevant professional organisational guidance in respect of physical contact with children and meeting medical needs of children and young people where appropriate
- Be explicit about what physical contact is appropriate for adults working in their setting.

<p>initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.</p>	
<p>Other Activities that require Physical Contact Adults 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.</p> <p>Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.</p> <p>Guidance and protocols around safe and appropriate physical contact are provided by national organisations, for example sports governing bodies or major arts organisations, or the employing organisation, 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.</p> <p>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, children and young people informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Treat children with dignity and respect and avoid contact with intimate parts of the body • Always explain to a child the reason why contact is necessary and what form that contact will take • Seek consent of parents where a child or young person is unable to do so because of a disability. • Consider alternatives, where it is anticipated that a child might misinterpret any such contact • Be familiar with and follow recommended guidance and protocols • Conduct activities where they can be seen by others • Be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact <p>...organisations should...</p> <ul style="list-style-type: none"> • Have up-to-date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct. • Ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training
<p>Behaviour Management All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Not use force as a form of punishment • Try to defuse situations before they escalate

<p>Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.</p> <p>The use of corporal punishment is not acceptable and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.</p> <p>Where children display difficult or challenging behaviour, adults must follow the Behaviour Policy outlined by their place of work, 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. Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the Behaviour Management Policy of the organisation</p>	<ul style="list-style-type: none"> • Inform parents of any behaviour management techniques used • Adhere to the organisation's behaviour management policy • Be mindful of factors which may impact upon a child or young person's be e.g. bullying, abuse and where necessary take appropriate action <p>...organisations should...</p> <ul style="list-style-type: none"> • Have in place appropriate behaviour management policies • Where appropriate, develop positive handling plans in respect of an individual child or young person.
<p>Use of Control and Physical Intervention</p> <p>There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and organisations must have regard to government guidance and legislation and the policies and practice of their specific organisation.</p> <p>The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.</p> <p>The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Adhere to the organisation's physical intervention policy • Always seek to defuse situations • Always use minimum force for the shortest period necessary • Record and report as soon as possible after the event any incident where physical intervention has been used <p>...organisations should...</p> <ul style="list-style-type: none"> • Have a policy on the use of physical intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention • Ensure that an effective recording system is in place which allows for incidents to be tracked and monitored • Ensure adults are familiar with the above • Ensure that staff are appropriately trained



techniques deployed in line with recommended policy and practice.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy.

Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.

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.

Children and Young People in Distress

There are some settings, where adults are involved in managing significant or regular occurrences of distress and emotional upset in children, for example in mental health services, residential care provision etc. In these circumstances professional guidance should be followed and adults should be aware of what is and what is not acceptable behaviour when comforting a child or diffusing a situation. This is particularly important when working on a one-to-one basis.

For all other adults working with children, there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

...organisations should...

- Consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way
- Be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances
- Follow professional guidance or code of practice where available
- Never touch a child in a way which may be considered indecent
- Record and report situations which may give rise to concern from either party
- Not assume that all children seek physical comfort if they are distressed



<p>Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers.</p>	
<p>Intimate Care</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>...adults should...</p> <ul style="list-style-type: none">• adhere to the organisation's intimate care guidelines or code of practice• make other staff aware of the task being undertaken• explain to the child what is happening• consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary• record the justification for any variations to the agreed procedure/ procedure/care plan and share this information with parents• ensure that any changes to the agreed care plan are discussed, agreed and recorded
<p>Personal Care</p> <p>Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.</p> <p>Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the children and young people with whom they work.</p>	<p>...adults should...</p> <ul style="list-style-type: none">• Avoid any physical contact when children are in a state of undress• Avoid any visually intrusive behaviour• Where there are changing rooms announce their intention of entering <p>...adults must not...</p> <ul style="list-style-type: none">• Change in the same place as children• Shower or bathe with children• Assist with any personal care task which a child or young person can undertake by themselves



<p>First Aid and Administration of Medication</p> <p>It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.</p> <p>When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.</p> <p>In circumstances where children need medication regularly, a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should, where appropriate, be encouraged to self-administer medication or treatment including, for example any ointment, use of inhalers.</p>	<p>...organisations should...</p> <ul style="list-style-type: none">• Ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention• Ensure there are trained and named individuals to undertake first aid responsibilities• Ensure training is regularly monitored and updated• Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication <p>...adults should ...</p> <ul style="list-style-type: none">• Adhere to the organisation's policy for administering first aid or medication• Comply with the necessary reporting requirements• Make other adults aware of the task being undertaken• Explain to the child what is happening.• Always act and be seen to act in the child's best interests• Report and record any administration of first aid or medication• Have regard to any health plan which is in place• Always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities
<p>One to One Situations</p> <p>All organisations working with or on behalf of children and young people should consider one to one situations when drawing up their policies.</p> <p>It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. This also applies to those adults who do not work as part of an agency or organisation but owe a duty of care to the child or young person because of the nature of their work.</p>	<p>...adults should ...</p> <ul style="list-style-type: none">• Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.• Avoid meetings with a child or young person in remote, secluded areas;• Always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by• Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy

	<ul style="list-style-type: none"> • Always report any situation where a child becomes distressed or angry to a senior colleague • Carefully consider the needs and circumstances of the child/children when in one to one situations
<p>Home Visits</p> <p>There are workers for whom home visits are an integral part of their work. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard children and young people and the adults who work with them.</p> <p>A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone. There will be occasions where risk assessments are not possible or not available, e.g. when emergency services are used. In these circumstances, a record must always be made of the circumstances and outcome of the home visit. Such records must always be available for scrutiny.</p> <p>Under no circumstances should an adult visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend. If in an emergency, such a one-off arrangement is required, the adult must have a prior discussion with a senior manager and the parents or carers and a clear justification</p>	<p>...adults should ...</p> <ul style="list-style-type: none"> • Agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. social worker • Adhere to agreed risk management strategies • Always make detailed records including times of arrival and departure and work undertaken • Ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken <p>...employers should ...</p> <ul style="list-style-type: none"> • Ensure that they have home visit and lone-working policies of which all adults are made aware. These should include arrangements for risk assessment and management • Ensure that all visits are justified and recorded • Ensure that adults are not exposed to unacceptable risk • Ensure that adults have access to a mobile telephone and an emergency contact person
<p>Transporting Children and Young People</p> <p>There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.</p> <p>It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation</p>	<p>...organisations should ...</p> <ul style="list-style-type: none"> • Have appropriate policies for transporting children and young people • This means that adults should: • Ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgment and/or ability to drive • Be aware that the safety and welfare of the child is their responsibility until they



<p>and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV, staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.</p> <p>It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.</p> <p>There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.</p>	<p>are safely passed over to a parent/carer</p> <ul style="list-style-type: none"> • Record details of the journey in accordance with agreed procedures • Ensure that their behaviour is appropriate at all times • Ensure that there are proper arrangements in place to 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 if questioned
<p>Trips and Outings</p> <p>Adults should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.</p> <p>Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.</p> <p>Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.</p>	<p>...adults should ...</p> <ul style="list-style-type: none"> • Always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager • Undertake risk assessments in line with their organisation's policy where applicable • Have parental consent to the activity • Ensure that their behaviour remains professional at all times • Never share beds with a child/children or young people. • <i>Not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.</i>
<p>Photography and Videos</p> <p>Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded • <i>Be able to justify images of children in their possession</i> • Avoid making images in one to one situations or which show a single child with no surrounding context

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

- *Ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.*
- *Only use equipment provided or authorised by the organisation*
- *Report any concerns about any inappropriate or intrusive photographs found*
- *Always ensure they have parental permission to take and/or display photographs*

...adults should not...

- *Display or distribute images of children unless they have consent to do so from parents/carers*
- *Use images which may cause distress*
- *Use personal mobile telephones to take images of children*
- *Take images in 'secret', or taking images in situations that may be construed as being secretive.*

Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Adults should not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that children and young people are not exposed to any inappropriate images or web links. Organisations and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.

...organisations should...

- *have clear e-safety policies in place about access to and use of the internet*
- *make guidance available to both adults and children and young people about appropriate usage.*

...adults should...

- *Follow their organisation's guidance on the use of IT equipment*
- *Ensure that children are not exposed to unsuitable material on the internet*
- *Ensure that any films or material shown to children and young people are age appropriate*

<p>Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.</p>	
<p>Whistle blowing</p> <p>Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure should be made aware that their employment rights are protected.</p> <p>Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.</p>	<p>...organisations should...</p> <ul style="list-style-type: none"> • Ensure they have appropriate whistle-blowing policies in place • Ensure that they have clear procedures for dealing with allegations against staff which are in line with their Local Safeguarding Children Board's procedures. <p>...adults should...</p> <ul style="list-style-type: none"> • Report any behaviour by colleagues that raises concern regardless of source
<p>Sharing Concerns and Recording Incidents</p> <p>Individuals should be aware of their organisation's child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.</p> <p>In the event of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to a senior manager without delay.</p> <p>Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children and young people so that appropriate support can be provided or action can be taken. It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of children and young people.</p>	<p>...adults should...</p> <ul style="list-style-type: none"> • Be familiar with their organisation's system for recording concerns • 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 workplace <p>...organisations should...</p> <ul style="list-style-type: none"> • Should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace