



North Walney Primary, Nursery & Pre-School

"The Place to be - where Children are at our Heart"

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Care and Control of Pupils Policy

The adults working at North Walney Primary School seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for the children in their care.

Staff have a crucial role to play in shaping the lives of children. This policy aims to help staff establish the safest possible learning and working environment which safeguards children and reduces the risk of staff being falsely accused of improper or unprofessional conduct.

Equality in School

North Walney Primary School is proud that it fully supports equality in all aspects of its work - for pupils, staff, governors and parents as well as for visitors and other community members linked with the school.

Equality is integral to all schools and workplaces and the promotion of equality of opportunity for all pupils underpins North Walney school life. We ensure that high quality provision meets the diverse needs of our pupils, staff, governors and parents and promotes not just equality of opportunity but improving outcomes for all pupils regardless of background.

Duty of care

Adults should:

- Understand the responsibilities, which are part of their employment 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.
- Discuss the circumstances that informed their action, or proposed action, with a senior colleague.
- Always discuss any misunderstanding, accidents or threats with a Senior Manager.
- Record discussions and actions taken with their justifications.
- Report any indications that suggest a pupil may be infatuated with a member of staff.

"Creative Learning, Quality Education, Achieving Dreams"

Ofsted 2017: 'Early Years continues to be strong and the management of teaching is stronger and more effective having transformed in a surprisingly short period of time. Everyone has faith in the school which has strong pupil welfare and safeguarding with great sensitivity and caring shown to all pupils.'

Employers should:

- Foster a culture of openness and support.
- Ensure that systems are in place for concerns to be raised.
- Ensure that staff are not placed in situations which render them vulnerable.
- Ensure that all staff are aware of expectations, policies and procedures.

Governors should;

- Ensure that appropriate safeguarding and Child Protection Policies and Procedures are adopted, implemented and monitored in school.
- Ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures.

Positions of Trust

Adults should not:

- Use their position to gain access to information for their own advantage and/or a child's or family's detriment
- Use their power to intimidate, threaten, coerce or undermine pupils.
- Use their status and standing to form or promote relationships with pupils, which are of a sexual nature, or which may become so.

Confidentiality

Staff:

- Are expected to treat information they receive about children 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.
- Need to be cautious when passing information to others about a child.
- Need to know the procedures for handling allegations against staff and report allegations to the Head Teacher.
- Should report child protection issues to the Head teacher.

Property and behaviour

Adults should not:

- Behave in a manner that would lead any reasonable person to question their suitability to work with children or act as a role model.
- Make sexual remarks to, or about, a pupil.
- Discuss their own sexual relationships with or in the presence of pupils.
- Make unprofessional personal comments that scapegoat, demean or humiliate, or might be interpreted as such.

Dress and appearance

Adults should wear clothing which:

- Promotes a positive and professional image.
- 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.

Gifts, rewards and pupil selection

Adults should:

- Ensure gifts received or given in situations which may be misconstrued are declared.
- Generally, only give gifts to an individual as part of an agreed reward system.
- Where giving gifts other than the above, ensure that these are of insignificant value and given to all children equally.
- Ensure all selection processes are fair and that wherever practicable these are undertaken and agreed by more than one member of staff.

Social contact

Adults should:

- Always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.
- Advise Senior Management of any social contact they have with a pupil which may give rise to concern.
- Report and record any situation which they feel might compromise the school or their own professional standing.
- Refrain from sending personal communication to pupils.
- Only make contact with pupils for professional reasons.
- Recognise that text messaging is rarely an appropriate response to a child in a crisis situation.

Physical contact

Adults should:

- 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 that may be considered indecent.
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny.
- Never indulge in horseplay, tickling or fun fights.
- Always encourage children, where possible, to undertake self-care tasks independently.
- Record incidents and keep these in the Incident File.

Pupils in distress

Adults should:

- Consider the way in which they offer comfort to a distressed pupil.
- Always tell a colleague when and how they offered comfort to a distressed child.

Physical education

Adults should;

- Consider carefully how to deliver physical demonstrations and avoid using vulnerable pupils.
- Follow DfES guidance on the delivery of PE lessons.
- Always explain to pupils why contact is necessary first and what form it will take.
- Avoid physical contact when children are in a state of undress.
- Not change in the same place as children.

Behaviour Management

Adults should:

- Not use force as a form of punishment.
- Try to defuse situations before they escalate
- Keep parents informed of any sanctions
- Adhere to the school's Behaviour Policy.
- Have the opportunity to access accredited physical intervention training
- Use minimum force when needed for the shortest period of time necessary.
- Avoid meetings with pupils in remote, secluded areas of the school.
- Ensure there is visual access and/or an open door in one to one situations.
- Inform colleagues of meetings beforehand, assessing the need for another to be present.
- Avoid engagement of making secrets.

Home visits

Adults should:

- Agree the purpose with the Senior Management.
- Adhere to Risk Assessment Procedures.
- Avoid unannounced visits.
- Make detailed records of visits.
- Report any concerns to Head Teacher after visit.

Governors should:

- Ensure visits are justified
- Ensure staff are not exposed to unacceptable risk
- Ensure staff have access to an emergency contact person.

Administration of medicines.

Adults should:

- Make other staff aware of the task
- Explain to the child what they are doing.
- Act in child's best interest
- Sign and countersign the Medical Register.

Photography and videos

Adults should:

- Be clear about the purpose
- Ensure Senior Managers are aware of activity.
- Ensure all images are readily available for scrutiny.
- Avoid making images in one to one situations.
- Follow the ICT policy on use of equipment.