

## **Nilai International School - Safeguarding and Child Protection Policy, 2019-20**

### Personnel and Roles:

**All members of school staff are expected to act at all times in the best interests of each individual child. This includes reporting any concerns about a child's health or wellbeing immediately and to an appropriate Designated Safeguarding Lead.**

The Designated Safeguarding Leads at NIS are: i) The Head of Boarding, ii) The Head of Preparatory School iii) The Head of PSRE (Personal, Social and Relationships Education).

Any concerns about any child should be reported to them **immediately and without fail**.

The Child Protection Officer at NIS is: iv) The Principal. Any concern about any adult or staff member's behaviour towards children should be reported to him immediately and without fail, and he should be consulted before parents or anyone outside the school is contacted on any Safeguarding matter. Child Protection procedures involving Police or other outside agencies must be initiated by him.

Any concerns about the Principal's behaviour towards children should be reported to v) the School Administrator, immediately and without fail.

For 2019 – 2020, these staff members are

- i) Ms Sarah Boyle (UK)
- ii) Ms Vicky Johnson (UK)
- iii) Ms Julie Nelson (UK)
- iv) Mr Charles Dormer (UK)
- v) Ms Wong Yee Kuai (Malaysia).

All reports must be in writing, in English, preferably by school email marked Confidential, and include the basic facts of who, what, where, when (date and time) and how, which will allow the correct person to follow up according to the following policy.

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#### **Section I: Policy**

##### **1. RATIONALE AND PRINCIPLES**

###### **a. Rationale: The importance of child protection:**

The School recognises its duty and responsibilities to protect and safeguard the interests of all children. It recognises that effective Safeguarding requires sound procedures, co-operation and a workforce that is competent and confident in responding to

situations. This document seeks to make the professional responsibilities clear to all staff.

All staff members should be aware of systems within the school which support Safeguarding. This includes the Staff Code of Conduct and the role of the Designated Safeguarding Leads.

**b. What school staff should know and do:**

1. Everyone who comes into contact with children and families has a role to play in Safeguarding. School and college staff are particularly important as they are in a position to identify concerns early and report them. All staff must be constantly aware that ***It Could Happen Here***, and avoid complacency towards Safeguarding duties.
2. NIS has Designated Safeguarding Leads who provide support to staff members to carry out their Safeguarding duties, and who liaise with teachers, Form Tutors and Parents when Safeguarding concerns arise, and a Child Protection Officer who decides when referral to authorities or outside agencies is necessary.
3. All staff have a responsibility to provide a safe environment in which children can learn.
4. All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, **neglect, abuse, exploitation or significant harm**. All staff are responsible for taking appropriate action.

**c. Guiding principles**

The school is committed to the following principles:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.

- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
  
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Personal information is confidential, and sharing must be confined to those people directly involved professionally around each child, on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Early intervention in providing support is an important principle of practice insafeguarding the welfare of children.

## 2. MEASURES

### a. **Staff recruitment** (please see **Safer Recruitment Policy** for further detail)

When recruiting new members of staff, the following checks take place;

- Employment history through standardised application forms to easily spot any gaps in employment or training
- References are taken up and obtained and qualifications are verified with original copies viewed. References are followed up with telephone calls where appropriate
- Making contact with the school at which the applicant last worked, if he or she is not currently working in a school (in order to confirm employment details and reasons for leaving)
- Obtain a medical declaration of mental and physical suitability for the post in question
- Vetting and Screening by a professional outside agency as part of pre-employment checks

A Single Central Record (SCR) shall be maintained and kept in a secure place with limited access within the Human Resources department. The SCR will remain a confidential document.

#### Other Adults in Contact with Children

In instances where children are off-site (for example, residential trips, enrichment activities and external providers) or working with volunteers, risk assessments are carried out, and children will always be accompanied by an appropriate member of school staff.

#### **b. Training**

Newly appointed staff will have initial training in Safeguarding as part of their induction programme. Wherever possible all teachers and other adults who come into prolonged contact with children will attend Level 1 Safeguarding training, which includes:

- Understanding broad definitions of child abuse and neglect
- Dealing appropriately with disclosures
- Having an awareness of how a child's race, culture, gender and ability inform an assessment of their needs
- Knowing how to make a report
- Acting appropriately on suspicion/knowledge that a child may be suffering or at risk of suffering harm
- Understanding the Safeguarding/Child Protection system and professional roles within it
- Understanding how discrimination can impact on children and families
- Understanding both victim and offender behaviour

Teachers should receive Level 2 training (or equivalent) and Head Teachers and Designated Safeguarding Leads will receive Level 3 training (or equivalent) to ensure:

- They develop an advanced understanding of Safeguarding issues

- They develop enhanced understanding of cultural attitudes and values with regard to safeguarding children.
- They understand that some children may see abuse as 'normal' behaviour
- They are in a position to identify good practice and reflect on their setting's policies and procedures

In addition the School will run basic safety awareness sessions for long-term adult volunteers and staff who join the school mid-year.

### **c. Dealing with Allegations of Abuse**

Any allegations or suspicions of abuse must be referred immediately to a Designated Safeguarding Lead within the School, who will initiate a case. A written record of concerns should be made using the School's internal recording forms. The Designated Safeguarding Lead will then make the decision whether the case is serious and needs to be brought to the attention of the Principal.

The Principal as the Child Protection Officer may consult with the child's parents or guardians to reach a decision on whether the matter needs referral to any outside agency.

### **d. Referrals**

The decision to refer a case to an outside agency is to be made by the Principal as the Child Protection Officer, and prior consultation with at least one member of the Board.

The school will take all reasonable measures to pass on relevant information on Expatriate teachers to the authorities in the UK and other authorities charged with ensuring that unsuitable individuals do not come into contact with children.

### **e. Child Requiring Protection**

In Malaysia, a case should be considered a Child Protection matter for referral to the Police if:

- A child is at risk or suffering significant harm.

- A child is suffering the effects of significant harm.
- Serious untreated health problems are in evidence.

It is the 'significant harm' threshold that justifies statutory intervention into family life such as referral. A professional making a child protection referral must therefore provide information that clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events that are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

#### **f. Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

**A guarantee of confidentiality should never be given to a child** as some kinds of information may need to be shared with others.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts in the UK. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law where possible locally.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information. Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

UK law requires the disclosure of confidential information necessary to safeguard a child or children. In the event of any conflict with local law in this instance the advice of the school's legal team will be sought.

#### **h. Dealing with Allegations of Abuse Against Another Pupil**

Allegations of abuse against another pupil will be dealt with in accordance with this Policy. Under no circumstances should the pupil against whom the allegations have been made be approached by the person to whom the initial disclosure has been made.

#### **i. Dealing with Allegations of Abuse Against Staff**

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously. The Principal/School Administrator must consider whether the staff member has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be handled by the Principal. If the allegation is against the Principal, then the person receiving the allegation should immediately inform the Board, via the School Administrator.

When an allegation of abuse is made against a member of staff, the Principal and Board will have a strategy meeting. The decision of the strategy meeting could be:

- Police investigation if there is a criminal element to the allegation
- Investigation completed by the school

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

In the case of teachers from the UK, the Child Protection Officer must ensure that a report is made to the Disclosure and Barring Service (DBS) within one month of leaving the school of any person (whether employed, contracted, a volunteer or student) who is considered unsuitable to work with children.

#### **j. Resources**

Safeguarding and Child Protection are matters for all members of staff, and staff must be given appropriate time and training to understand and operate these procedures.

Safeguarding and Child Protection awareness will be addressed through the PSRE curriculum as appropriate to ensure all the pupils understand how they can be safe.

#### **k. Updating**

This policy will be reviewed annually by the Principal and the Designated Safeguarding Leads.

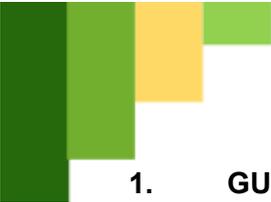
### **3. LOCAL LAW**

#### **Implications of local law on the school's child protection policy**

The school's policy on child protection draws principally from UK statutory guidelines and best practice. However, local laws and regulations may be binding on schools and schools should ensure they have consulted locally and are fully compliant and up to date on any applicable local laws. Schools should also ensure they are aware of which local agencies should be notified in cases of child protection matters.

Local laws regarding the protection of children are usually similar to those in the UK in that there is usually a statutory obligation to refer instances of abuse to the local child protection agency. Further information is available in Appendix I.

#### **Section II: Guidelines & Procedures**

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## 1. GUIDELINES

### a. Responsibility

Every member of staff at the school is responsible for contributing to the safety and wellbeing of pupils at the school. Being aware of the information below and following the guidelines contained here is a part of that responsibility. All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

### b. Recognising when a child may be at risk

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. If any member of academic staff has significant concerns about the welfare of a child they should make them known to a Designated Safeguarding Lead. These concerns may include any form of maltreatment of a child, such as

**Physical abuse:** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

**Emotional abuse:** The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and

limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including Cyber Bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect:** Neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Sexual abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact and also non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### c. **Signs and Symptoms of Child Abuse and Neglect**

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be considered if a child shows a number of these symptoms, or any of them to a marked degree.

#### **Sexual Abuse**

- Being overly knowledgeable in a sexual way inappropriate to the child's age

- ***Sexting and child-generating of pornographic/sexual media content, inappropriate filming, and upskirting or abusive behaviour towards other children***
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Bedwetting and nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

### **Physical Abuse**

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted



## **Emotional Abuse**

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-deprecation (I'm stupid, ugly, worthless, etc.)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

## **Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging / theft of food from others
- Destructive tendencies

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

### **d. Guidelines for listening and talking to children**

If a child chooses to disclose, you SHOULD:

- Be accessible and receptive;
- Listen carefully and uncritically at the child's pace;
- Take what is said seriously;
- Reassure the child that they are right to tell;
- Tell the child that you must pass this information on;
- Make a careful record of what was said verbatim
- Avoid leading the students with your questions
- Use open questions "Tell me, describe to me, show me, explain to me"

You should NEVER:

- Take photographs or examine an injury;
- Investigate or probe aiming to prove or disprove possible abuse – **never ask leading questions**;
- Make promises to children about confidentiality or keeping ‘secrets’;
- Assume that someone else will take the necessary action;
- Jump to conclusions or react with shock, anger or horror;
- Speculate or accuse anybody;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or about the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass the information on to the correct person.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

#### **e. Guidelines for Record Keeping**

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. Records should:

- State who was present, time, date and place;
- Use the child’s words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- Be written in ink and signed by the recorder;
- Be safely stored in a locked physical file on school premises with extremely limited access.

#### **f. School Staff and Allegations of Abuse**

Academic staff should ensure that personal contact with children minimises the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working with children:

- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards
- Do not give out personal mobile phone numbers or private e-mail addresses
- Do not give lone pupils lifts home in cars
- Do not arrange to meet them outside of school hours
- Do not chat to pupils on social websites
- Do not allow pupils access to your personal profiles on Facebook, Instagram, Tiktok or any other social media

Under the UK's Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil, even when the pupil is over the age of consent, and NIS applies that rule to our staff and school community.

In exceptional circumstances it may be essential to physically restrain a student to protect them from physical harm or physically harming another person. Any use of physical force or reasonable restraint against pupils **must be documented**. If it is necessary to use physical action to protect a child from causing injury to themselves or others, parents must be informed.

***Children will not be punished under any circumstances by any form of hitting, slapping, shaking or other degrading treatment, or threatened with such punishment by words or gestures.*** For more information, please see the Appendices.

#### **g. Ensuring a Secure Environment**

- ***Staff should challenge any person not showing identification or visitor badges within the school grounds.***
- Staff should report and challenge any suspicious behaviour around the school perimeters.
- All staff have a professional responsibility to report any inappropriate actions or conduct by a member of staff or school community.

## 2. PROCEDURES

Steps to take when you suspect a child may be at risk

1. Staff should report concerns and evidence to the Designated Safeguarding Lead as soon as possible.
2. Together with the Designated Safeguarding Lead, make a record of the case.

Steps to take when a child reports abuse to a member of staff

1. Speak with the child following the guidelines for talking and listening to children
2. Make a record of the conversation following the guidelines for record keeping
3. Report the instance to the Designated Safeguarding Lead with a copy of the record of your conversation.

Steps to be taken by a Designated Safeguarding Lead:

1. Collect and review evidence on the reported case. Actions may include:
  - Offer the opportunity for the child to disclose further information
  - Contact staff and / or parents to gather more information
  - Continue to gather information from further observations of behaviour
  - Evaluate evidence with other Designated Safeguarding Leads and the Principal
2. Where an external referral is deemed necessary, obtain approval from the Principal as Designated Child Protection Officer, who will consult a member of the Board.

Below is a template example form to be used for recording Safeguarding or Child Protection Incidents:



**SAFEGUARDING AND CHILD PROTECTION RECORDING SHEET**

(Please pass this form to the Designated  
Safeguarding Lead or Child Protection Officer)

Nature of incident or concern – give precise facts of who, what, where, when, how:

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Witness(es)

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Date/s and time/s



Details of who you may have already discussed your concerns with

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Name and date:

Signature

## **APPENDIX 1: LOCAL LAW**

In Malaysia, the Child Act 2001 requires any medical officer or medical practitioner, childcare provider or member of the family to notify his/her concerns, suspicions or beliefs that a child may have been abused or neglected to the appropriate child protection authority in the country. Failure to do so can result in criminal charges.

Do not hesitate to report abuse that happened in the past but was not reported. The abuser may still be active and your action can save a child.

Any concerned person can report suspicions of child abuse. You do not have to prove it. Do not turn a blind eye. It is our social and moral responsibility to get involved.

### **Child Act 2001**

#### **A PROTECTIVE ENVIRONMENT FOR CHILDREN**

Malaysia enacted the Child Act 2001 [Act 611] to fulfil its obligation under the Convention on the Rights of the Child (CRC). Act 611 repealed the Juvenile Courts Act 1947 [Act 90], the Women and Girls Protection Act 1973 [Act 106] and the Child Protection Act 1991 [Act 468].

Act 611's preamble provides that every child is entitled to protection and assistance in all circumstances without regard to distinction of any kind, such as race, colour, sex, language, religion, social origin or physical, mental or emotional disabilities or any status. The provisions of Act 611 are based on the four core principles of the CRC that is, non-discrimination, best interest of the child, the right to life, survival and development and respect for the views of the child.

In 2001, the Act also established the National Council for the Protection of Children, which advises the Government on child protection issues while the National Advisory and Consultative

Council for Children acts as a national focal point for children's wellbeing and development.

Act 611 also requires the setting up of Child Protection Teams and Child Activity Centres at both state and district levels. Aimed at mobilising community participation in the implementation of preventive and rehabilitative programs, these initiatives are targeted for children at risk or children vulnerable to all forms of abuse and exploitation.

In terms of administration of juvenile justice, Act 611 provides for a procedure before the Court for Children which is child-friendly taking into account the mental and emotional maturity of a child.

## **APPENDIX 2: Advice for Staff on Avoiding False Allegations of Inappropriate Behaviour**

Staff must avoid actions that may be interpreted as intending to abuse the pupil, including being overly friendly which may give a false impression that the member of staff is establishing an inappropriate relationship with the pupil or “grooming” them.

New members of staff will find that they are initially more cautious in dealing with situations and experience will bring greater confidence. The advice is to err on the side of caution if you are not comfortable with a given situation.

Early Years children and primary pupils are more likely to be touched than older pupils and this will influence the response to the following points. Consider the difference between a 4 year old child who has scraped his knee on the playground and is inconsolable until the appropriate attention has been given, and a thirteen-year-old-girl who has twisted her ankle. Both require physical attention, but the actions will be different.

### **1. Do not touch pupils inappropriately.**

Members of staff must be careful about how they comfort a distressed pupil or use physical action to warn a pupil of danger or prevent an accident. This is particularly pertinent when alone with a pupil. Generally do not put your arm around a pupil to comfort him/her, unless you are confident that your action will not be misinterpreted. Be aware that pupils can misinterpret well-meant actions. Generally physical contact with pupils should be avoided unless it is necessary to prevent harm or injury to them or to others. If it is necessary to touch a pupil in order to administer medical care it is helpful to ask the pupil if it is OK to “have a look at your arm” or to tell them exactly what you are going to do. If possible try to ensure that there is someone else with you. This could be another pupil if there is no other adult available. With older pupils it is better to ask them to do things for themselves.

**2. When dealing with a pupil alone in a room have regard to the following conditions.** Make sure that someone else knows where you are and why you are speaking to the pupil. This is important if you need to speak about a sensitive matter. Have that person waiting outside the room. Best case scenario is to have that person in the room with you. Avoid speaking to a pupil in a room with no window or where no-one else could see you if necessary. Do not place yourself between the pupil and the door. A pupil must never feel that they are trapped in the room. They must be able to get out without having to go past you. Do not do anything that might lead to misinterpretation of your action. If you are at all unsure about addressing a pupil ask another member of staff to be there as well. Report any conversation or interaction which makes you uncomfortable to the Principal immediately.

**3. Make sure you know what the procedures are for your section of the school with respect to going into the changing rooms when pupils are changing for PE or Swimming.**

- a) In Early Years and the Primary School, children go into their separate changing rooms and change, with teacher supervision.
- b) In the Senior School girls and boys go into their designated changing rooms and change on their own. PE staff of the same gender go in and out as necessary.

**4. Do not communicate with a pupil via your mobile phone or landline.** Use a school phone where it is helpful to have a phone conversation.

- Do not give your number to a pupil.
- Do not send text messages to a pupil.
- Do not give your personal e-mail address to pupils.

**5. Generally speaking it is inadvisable to give a pupil a lift in your car if that person will be the only other person in the car.**

However, if it is necessary to use your car to transport pupils make sure that parents have the exact details and have given prior permission. They should sit as far from you as possible.

**6. Be careful about the language that you use.**

Do not use “trendy” vocabulary or young people’s language that may give pupils the wrong impression that you are trying to be friendly with them. Remain professional at all times.

**7. Be wary of the pupil who asks for reassurance**, e.g. please give me a hug. Avoid this for your own sake, even though it may seem to be to reject the pupil.

**8. If you feel that you have not been wise in something that you have done, inform the Principal immediately.**

If you are not comfortable with the way in which a pupil has approached you, then again, tell the Principal. There may well be nothing to worry about, but at least you will have been open and transparent about what has happened.

**9. Under no circumstances should a member of staff enter into a physical relationship or one which could lead to a sexual relationship with a pupil.**

**10. Remember, the purpose of sanctions in school is not to hurt or humiliate a child.** Sanctions have three purposes: a) To educate the child to be a better person b) To teach the child that actions have consequences, but the consequences we teach cannot include physical harm or threat c) To set a good example to others and show justice being done, although this must be done with sensitivity to the confidentiality of the child.

A useful website: [www.teachernet.gov.uk](http://www.teachernet.gov.uk) search under “safe working in education”. This gives a very good code of conduct for teachers.

**Approved**

**Next review:**

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Charles Dormer, NIS Principal.