

St Michael's CE primary

Staff code of conduct



'Learning together through love, friendship, forgiveness and faith.'

Approved by: Lorna Anderton **Date:** September 2020

Last reviewed on: September 2020

Next review due by: September 2022

1. Aims, scope and principles

School Staff Code of Conduct Introduction This Code of Conduct sets out the professional standards expected and the duty upon adults to abide by it. All adults have a duty to keep students safe, promote their welfare and, to protect them from radicalisation (the Prevent duty), abuse (sexual, physical and emotional), neglect and safeguarding concerns. This duty is exercised through the development of respectful, caring and professional relationships between adults and students and behaviour by adults that demonstrates integrity, maturity and good judgement. Following this Code will help to safeguard adults from being maliciously, falsely or mistakenly suspected or accused of misconduct.

For the purposes of this Code the term and references to 'adult' means the following: all staff (paid or unpaid, employed or self-employed and whether or not employed directly by the School) governing body members, external contractors providing services to students on behalf of the School, teacher trainees and other trainees/apprentices, volunteers and any other individuals who work for or provide services on behalf of or for the School to include but not limited to all those detailed in the School's single central record. References made to 'child' and 'children' refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean any pupil at the education establishment.

This Code takes account of the most recent versions of the following guidance (statutory and non-statutory); 'Keeping Children Safe in Education' Department of Education ('DfE'), 'Working together to safeguard children' (HM Government) and 'Guidance for safer working practice for those working with children and young people in education settings'. This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for adults. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the required professional standards. There will be occasions and circumstances in which adults have to make decisions or take action in the best interests of the student where no specific guidance has

been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the students.

All adults working with students are in a position of influence/trust and are role models for students. You therefore have a duty to maintain your reputation and that of the School during, and outside of, working hours.

Any behaviour in breach of this Code by employees may result in action under our Disciplinary Procedure. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The governing body will take a strict approach to serious breaches of this Code.

Adults have a duty to act in accordance with the Safeguarding Policy which is available from:

https://www.stmichaelsprimary.co.uk/storage/secure_download/eTA4ektoVDBMbkiyd2xzMTZOObENCUT09 reporting any safeguarding, child protection, welfare or radicalisation concerns about a student to the Designated Safeguarding Lead.

Adults must raise concerns about the safeguarding or child protection practices and can follow the Whistleblowing Policy- which can be found in the Safeguarding Policy. An adult who whistle blows or makes a public interest disclosure will have the protection of the relevant legislation.

Where it is alleged that an adult 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; or,
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children;

the Headteacher/Designated Safeguarding Lead will follow the Allegations against Members of Staff Policy and the guidance set out in Part Four of Keeping Children Safe in Education (DfE).

It is not the intention that the contents of this code conflict with other statutory or professional codes of conduct. In the event you feel that there is a conflict between your Professional Code of Conduct and the school's Code of Conduct, advice should be sought from the Head Teacher.

Behaviour Management and Physical Intervention

All students have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Deliberately intimidating students by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be in accordance with the behaviour policy.

Physical intervention can only be justified in exceptional circumstances. Guidance is available from 'Use of reasonable force - advice for Head Teachers, Staff and Governing Bodies' (DfE). Adults may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order or to maintain good order and discipline. Adults should have regard to the health and safety of themselves and other students and adults. It is always unlawful to use force as a punishment, any unwarranted physical force is likely to constitute a criminal offence. Refer to the behaviour policy for the use of physical intervention.

A positive handling plan including a risk assessment should be put in place and agreed by all parties for any students who have specific needs in respect of particularly challenging behaviour. If a student's behaviour could present a serious risk to themselves or others, a robust risk assessment, regularly reviewed and a physical intervention plan, where relevant, must be put in place. All incidents and subsequent actions should be recorded and reported to a manager and the student's parents/carers. Where it is anticipated that physical intervention is likely to be required, a plan should be put in place that the student and parents/carers are aware of and agree to. Parental consent does not permit the use of unlawful physical intervention or deprive a student of their liberty. The School has separate policies on Behaviour Management and the Use of Physical Intervention.

1. Confidentiality

All schools are subject to the Data Protection Act 2018 and the General Data Protection Regulations (GDPR). Teachers owe a common law duty of care to safeguard the welfare of their students.

Adults may have access to confidential information about students in order to undertake their responsibilities. The information may be sensitive data and/or confidential. Confidential or personal information about a student or their family must never be disclosed to anyone other than in accordance with the school's Privacy Statement, where unclear or uncertain advice should be sought prior to disclosure to ensure such disclosure is in accordance with regulation. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

Information must never be used to intimidate, humiliate, or embarrass the student. Information must never be used by anyone for their own or others advantage.

An adult may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, adults have a duty to pass information on without delay to the Designated Safeguarding Lead.

Confidential information about students must be held securely and must not be held off the School site other than on security protected School equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required and then disposed of securely in accordance with the school's Privacy Statement.

If a student or parent/carer makes a disclosure regarding abuse or neglect, the adult must follow the School's procedures and the guidance as set out in Keeping Children Safe in Education (DfE). Confidentiality must not be promised to the student or parent/carer however reassurance should be given that the information will be treated sensitively.

If an adult is in any doubt about the storage or sharing of information they must seek guidance from the Designated Safeguarding Lead or Headteacher.

2. Curriculum

Some areas of the curriculum can include or raise subject matter which is sexually explicit, of a political, cultural, religious or an otherwise sensitive nature. Lesson plans should highlight particular areas of risk and sensitivity. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political, cultural, religious or otherwise sensitive nature. Adults must use careful judgement before responding to students' questions and must take guidance in these circumstances from the Designated Safeguarding Lead or Headteacher. Adults must not enter into or encourage inappropriate discussion about sexual, political or religious activity or behaviour or, discussions which may offend or harm others. Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Adults should take care to protect children from the risk of radicalisation and should act in accordance with advice given under Part 1 of Keeping Children Safe in Education (DfE) or the HM Government Revised Prevent Duty Guidance and accordingly must not express any prejudicial views or, attempt to influence or impose their personal values, attitudes or beliefs on students.

Please refer to the relevant school policies for further information.

3. Educational Visits and School Clubs

Adults should take particular care when supervising students in the less formal atmosphere of an educational visit, particularly in a residential setting,

or after-school activity. Adults remain in a position of trust and the same standards of conduct apply even in more informal settings.

Where activities include overnight stays careful consideration needs to be given to sleeping arrangements. Children, young people, adults, parents and carers 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 adult/child ratios and to the gender mix of adults especially on overnight stays.

Please refer to the School's policy on relevant and the Health and Safety policy.

4. Expected Professional Standards

All adults, as appropriate to their role and/or job description, must:

- place the well-being and learning of students at the centre of their professional practice.
- have high expectations for all students, be committed to addressing underachievement, and work to help students progress regardless of their background and personal circumstances.
- treat students fairly and with respect, take their knowledge, views, opinions and feelings seriously, valuing diversity and individuality.
- model the characteristics they are trying to inspire in students, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of students, recognising the key role that parents and carers play in students' education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.

- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
- ensure that the same professional standards are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

Teachers are required to comply with the Teachers' Standards 2012, in particular Part 2 Personal and Professional Conduct.

All adults must be familiar with and act in accordance with the most recent versions of the following documents; Part 1 of Keeping Children Safe in Education (DfE), Working Together to Safeguard Children (HM Government), Revised Prevent Duty Guidance (HM Government), 'The Prevent Duty departmental advice for schools and childcare providers' (DfE) and 'Guidance for safer working practice for those working with children and young people in education settings' (Safer Recruitment Consortium).

An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies is likely to be subject to disciplinary action.

6. First Aid and Medication

Employees should have regard to the statutory guidance 'Supporting students at school with medical conditions' (DfE), which includes advice on managing medicines. All settings must have an adequate number of qualified first aiders/appointed persons. Employees must have had the appropriate training and achieved the necessary level of competency before administering first aid or medication, or taking on responsibility to support students with medical conditions. If an adult is concerned or uncertain about the amount or type of medication being given to a student this should be discussed with the Designated Safeguarding Lead. The School has a policy on supporting students with a medical condition.

Adults taking medication that may affect their ability to care for children should seek medical advice regarding their suitability to do so and should not work with students whilst taking medication unless medical advice confirms that they are able to do so. Adult medication on the premises must be securely stored out of the reach of children.

7. Gifts, Rewards, Favouritism and Exclusion

School staff in maintained schools and academies are public servants. It is against the law for public servants to take bribes. Adults need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when students or parents/carers wish to pass small tokens of appreciation to adults e.g. at Christmas 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. Personal gifts must not be given to students or their families/carers. This could be misinterpreted as a gesture either to bribe or groom. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a student should be consistent with the School's behaviour or rewards policy, recorded, and not based on favouritism.

Care should be taken when selecting children for specific activities, jobs, privileges and when excluding students from an activity in order to avoid perceptions of favouritism or injustice. Methods of selection and exclusion should be subject to clear, fair and agreed criteria.

8. Health & Safety

You have a duty to take reasonable care of yourself and students and to cooperate with management under the Health and Safety at Work Act 1974. These responsibilities are identified in the School's Health and Safety Policy. You are required to act at all times in accordance with this policy and generally to act in such a way to ensure your own safety and that of others. Any action which potentially puts at risk the health and/or safety of yourself or others will be viewed seriously and may result in disciplinary action being taken.

9. Infatuations and Crushes

A child or young person may develop an infatuation with an adult who works with them. An adult, who becomes aware (may receive a report, overhear something, or otherwise notice a sign no matter how small or seemingly insignificant) that a student has become or may be becoming infatuated with themselves or a colleague, must report this without delay to the Headteacher or the most senior manager so that appropriate action can be taken to avoid any hurt, distress or embarrassment. This will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the student. It should also be recognised that careless and insensitive reactions may provoke false accusations.

Examples of situations which must be reported are given below:

- Where an adult is concerned that they might be developing a relationship with a student which could have the potential to represent an abuse of trust
- Where an adult is concerned that a student is becoming attracted to them or that there is a developing attachment or dependency
- Where an adult is concerned that actions or words have been misunderstood or misconstrued by a student such that an abuse of trust might be wrongly suspected by others
- Where an adult is concerned that they might be developing a relationship with a student which could have the potential to represent an abuse of trust
- Where an adult is concerned about the apparent development of a relationship by another adult, or receives information about such a relationship.

10. Media

The School's public image and reputation are affected by how it is presented in the media. All employees are therefore required to observe certain rules when liaising with journalists:

- Do not speak, write or give interviews to the media about School business without the prior permission of the Senior Leadership Team

- Do not publicise confidential information gained in the course of your work
- Do not maliciously undermine or bring the School into disrepute by passing on material that is either confidential or against the interests of the School
- Do not highlight personal issues about your employment to the media

11. One to One Situations and Meetings with Students

One to one situations have the potential to make children/young people more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with students may also be more vulnerable to unjust or unfounded allegations being made against them. Adults must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both adults and students are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each adult and student, which should be reviewed regularly. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular.

Pre-arranged meetings with students away from the premises or on the School site when the School is not in session are not permitted unless written approval is obtained from their parent/carer and the Headteacher or other member of the Senior Leadership Team.

No student should be in or invited into, the home of an adult who works with them, unless they are family members or close family friends, in which case adults are advised to notify their line manager. Students must not be asked to assist adults with jobs or tasks at or in their private accommodation or for their personal benefit.

Other than in an emergency, an adult must not enter a student's home if the parent/carer is absent. Always make detailed records including times of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with a member of the Senior Leadership

Team/Headteacher. A risk assessment should be undertaken and appropriate risk management measures put in place prior to any planned home visit taking place. In the unlikely event that little or no information is available, home visits should not be made alone.

Employees must not undertake private tutoring of School students in either a paid or unpaid capacity.

12. Photography, Videos and other Creative Arts

Please refer to the School's guidance on e-safety, the use of images and the relevant consent forms. Adults should familiarise themselves with the ICO guidance 'Taking Photographs in Schools'.

Many educational activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for displays, publicity, to celebrate achievement or, to provide evidence of the activity. The Data Protection Act 2018 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent/carer of a child before any images are used. Examples are those used for school websites, notice boards, productions or other purposes.

Adults need to be aware of the potential for such images to be taken and/or misused to create indecent images of children and/or for unauthorised purposes. Careful consideration should be given as to how these activities are organised and undertaken. The school's Privacy Statement provides further information on retention for further use, where they will be stored and who will have access to them.

Adults should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take account of the wishes of the child, remembering that some children do not wish to have their photograph taken.

Adults should only use equipment provided or authorised by the School to make/take images and should not use personal equipment, including mobile phones or any other similar devices to make/take images.

The following guidance should be followed:

- if a photograph is used, avoid naming the student
- if the student is named, avoid using the photograph
- photographs/images must be securely stored and used only by those authorised to do so
- be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded
- only retain images when there is a clear and agreed purpose for doing so
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- ensure that all photographs/images are available for scrutiny in order to screen for acceptability
- be able to justify the photographs/images made
- do not take images of students for personal use.
- do-not take images of students who indicate they do not want their photograph taken
- do not take photographs in one to one situations
- do not display or distribute photographs/images of students unless there is consent to do so from the parent/carer
- only publish images of students where they and their parent/carer have given explicit written consent to do so
- do not take images of students in a state of undress or semi-undress
- do not take images of students which could be considered as indecent or sexual.

13. Physical Contact, Personal Privacy and Personal Care

There are occasions when it is entirely appropriate and proper for adults to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the student's individual needs and any agreed care plan. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender,

ethnicity, culture and background. Adults must use their professional judgement at all times. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. Adults should never touch a student in a way which may be considered indecent. If an adult believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible to a senior leader so this can be recorded, and, if appropriate, a record placed on the student's file.

Physical contact, which occurs regularly with a student or students, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities).

Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, adults should seek the student's permission before initiating contact. Adults should listen, observe and take note of the student's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the student for the minimum time necessary.

There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Adults should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Adults should always tell a colleague when and how they offered comfort to a distressed student. Where an adult has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a member of the Senior Leadership Team.

Some adults for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement. Contact under these circumstances should be for the minimum time

necessary to complete the activity and take place in a safe and open environment. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

All parties should clearly understand from the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers informed of the extent and nature of any physical contact may also prevent allegations of misconduct arising. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the Headteacher and parent/carer.

Students are entitled to respect and privacy when changing or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment. Adults who are required, as part of their role, to attend changing rooms should announce their intention of entering any student changing rooms and only remain in the room where the student/s needs require this.

Employees (or agency workers) with a job description which includes intimate care duties will have appropriate training and written guidance including a written care plan for any student who could be expected to require intimate care. No other adult should be involved in intimate care duties except in an emergency. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, include times left and returned. Employees should not assist with personal or intimate care tasks which the student is able to undertake independently. School staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. This force can be used to control or restrain students. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force should never be used as a punishment.

14. Propriety, Behaviour and Appearance

All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, students and the public in general. An adult's behaviour or actions, either in or out of the workplace, must not compromise their position within the work setting, or bring the School into disrepute.

Adults are required to notify the School immediately of any allegations of misconduct that are of a safeguarding nature made against them (or implicating them), by a child or adult in relation to any outside work or interest (whether paid or unpaid) and, of any arrest or criminal charge/conviction whether child related or not. Where employees fail to do so, this will be treated as a serious breach of this Code and dealt with under our Disciplinary Procedure.

Individuals should not behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model; make, or encourage others to make sexual remarks to, or about, a student; use inappropriate language to or in the presence of students; discuss their personal or sexual relationships with or in the presence of students; make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such. Behaving in an unsuitable way towards children may result in prohibition from teaching by the Teaching Regulation Agency, a bar from engaging in regulated activity, or action by another relevant regulatory body.

A person's dress and appearance are matters of personal choice, self-expression, religion and cultural customs. However, adults must maintain an appropriate standard of dress and personal appearance at work which promotes a positive and professional image. We expect students to be smart and well presented in their uniform and the same applies to adults. Clothing and footwear must be safe and clean and take account of health and safety considerations. Adults must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause

embarrassment or give rise to misunderstanding, should be religion and culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory.

Adults who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or, where the adult is an employee, allegations of misconduct that may lead to action under our Disciplinary Procedure.

Personal property of a sexually explicit nature or property which might be regarded as promoting radicalisation or otherwise be inappropriate such as books, magazines, CDs, DVDs or such material on any electronic media including links to such material must not be brought onto or stored on School premises or on any School equipment.

Employees must not:

- Report for duty less than fully competent due to drinking alcohol
- Report for duty under the influence of illegal drugs
- Drink alcohol whilst on School premises, or in any School vehicle, regardless of whether on duty at the time
- Drink alcohol whilst at work/on duty, including when on call
- Smoke, or vape on School premises or whilst in the company of students
- Be in possession of, consume, or supply any controlled drug (other than appropriately prescribed medication) on School premises or in any School vehicle

15. Reporting Concerns and Recording Incidents

All adults must report concerns and incidents in accordance with the guidance set out in Keeping Children Safe in Education (DfE) and the Allegations against Staff Policy. In the event of an allegation being made, or incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher, Senior Manager or Designated Safeguarding Lead as appropriate. An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies will be subject to disciplinary action.

Female Genital Mutilation (FGM) – All staff should speak to the Designated Safeguarding Lead with regards to any concerns about FGM. There is an additional legal duty on teachers – if a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

In addition to behaviours outlined elsewhere in this Code and, the types of abuse and neglect set out in Keeping Children Safe in Education (DfE), the following is a non-exhaustive list of some further behaviours by adults which would be a cause for concern and could lead to disciplinary action:

- Allows a student/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat students fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses their position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a student or students
- Appears to have special or different relationships with a student or students
- Seems to seek out unnecessary opportunities to be alone with a student

16. Sexual Contact with Children and Young People and Abuse of Trust

A relationship between an adult and a child or young person is not a relationship between equals; the adult has a position of trust, power or influence. There is potential for exploitation and harm of children or vulnerable young people and all adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Adults must not use their status or position to form or promote relationships with children (whether current students or not), that are of a sexual nature, or which may become so. Adults should maintain appropriate professional

boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.

Any sexual behaviour or activity by an adult with or towards a child/student or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it 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.

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children.

'Working Together to Safeguard Children' (DfE), Appendix A defines sexual abuse as "...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..."

Adults must not have sexual relationships with students or 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, texts, email, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or young person or discuss their own sexual relationships with or in the presence of students. Adults should take care that their attitude, language or conduct does not give rise to comment or speculations.

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 or young person, and manipulate that relationship so that sexual abuse can take place. Adults should be aware that conferring special attention without good reason or favouring a student has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

17. Social Contact and Social Networking

Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as emails, messages, websites, social media such as Facebook, Twitter, Instagram, chat-rooms, forums, blogs, apps and gaming sites etc., using PCs, laptops, mobile phones, tablets, digital cameras, videos, web-cams and other devices. Adults should not share any personal information with students and they should not request, or respond to requests regarding any personal information from the child/young person, other than that which might be appropriate as part of their professional role. They should ensure that all communications are transparent and avoid any communication that could be interpreted as 'grooming behaviour'.

Adults must not give their personal contact details such as personal phone number; personal e-mail address or social networking details to students unless the need to do so is agreed in writing with a member of the Senior Leadership Team. If, for example, a student attempts to locate an adult's personal contact details and attempts to contact or correspond with them the adult should not respond and must report the matter to a member of the Senior Leadership Team.

It is recommended that adults ensure that all possible privacy settings are activated to prevent students from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.

Adults are personally responsible for what they communicate on social media and must bear in mind that what is published might be read by management, colleagues, students, parents and carers, the general public, future employers and friends and family at the current time and in the future. Adults must ensure that their online profiles are consistent with the professional image expected by the School and must not post material which damages the reputation of the School or themselves or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or, in the case of an employee, allegations of misconduct which may be dealt with under the Disciplinary Procedure. Even

where it is made clear that the writer's views on such topics do not represent those of the School, such comments are inappropriate.

Adults are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Adults are advised not to have online friendships with parents or carers of students, or members of the governing body. Where such online friendships exist, adults must ensure that appropriate professional boundaries are maintained.

It is acknowledged that adults may have genuine friendships and social contact with parents or carers of students, independent of the professional relationship. Adults should, however, inform senior management of any relationship with a parent/carer where this extends beyond the usual parent/carer/professional relationship; advise senior management of any regular social contact they have with a student or parent/carer, which could give rise to concern; inform senior management of any requests or arrangements where parents/carers wish to use their services outside of the workplace e.g. babysitting, and adults should always approve any planned social contact with students or parents/carers with senior colleagues, for example when it is part of a reward scheme for the students. If a parent/carer seeks to establish social contact, or if this occurs coincidentally, the adult should exercise their professional judgment and should ensure that all communications are transparent and open to scrutiny.

Some adults may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the employee or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

18.0 Transporting Students

In certain situations e.g. out of school activities, adults may agree to transport students. Transport arrangements should be made in advance by a designated employee who will be responsible for planning and overseeing all transport arrangements and respond to any concerns that may arise. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements, driver and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. The driver should be aware of the current legislation concerning the use of car seats for younger children where applicable. It is illegal to drive using hand-held phones or similar devices and the driver must ensure that they adhere to all driving regulations. The driver must hold a valid licence, business insurance and be accompanied by a second member of staff.

Adults must not offer lifts to a student, unless the need has been agreed with the Headteacher and, if this falls outside their normal working duties e.g. they are employed as a driver, has been agreed with parents/carers and there are two members of staff present.

For the benefit of doubt, where staff have appropriate personal relationships with parents i.e. friend or relative, in most cases the Headteacher will agree to private arrangements being made to assist students with transport to and from school. Please ensure however that you secure written permission from the parent and provide a copy to your line manager when seeking permission. Your line manager will confirm with you in writing whether the arrangements are acceptable.

There may be occasions where a student requires transport in an emergency situation or where not to give a lift may place a student at risk. Such circumstances must always be recorded and reported to the Headteacher and parents/carers.

19. Unacceptable Use of ICT Facilities and Monitoring

This section should be read in conjunction with the KCSIE and behaviour policy. Posting, creating, accessing, transmitting, downloading, uploading or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result (where the adult is employed) in summary dismissal (this list is not exhaustive):

- a) pseudo-images of children (child abuse images), pornographic or sexually suggestive material or images of children or adults which may be construed as such in the circumstances (that is, writing, texting, pictures, films and video clips of a sexually explicit or arousing nature),
- b) any other type of offensive, obscene or discriminatory material, criminal material or material which is liable to cause distress or embarrassment to the School or others.

If indecent images of children are discovered at the premises or on the School's equipment/devices, an immediate referral should be made to the Designated Safeguarding Lead and Head Teacher (unless he or she is implicated) and the Local Authority Designated Officer (LADO). If relevant the LADO will contact the police. The images/equipment should be secured, should not be used by others and should be isolated from the network. There should be no attempt to view, tamper with or delete the images as this could jeopardise any necessary criminal investigation. If the images are of a child/children known to the School, a referral should also be made to children's social care in accordance with local arrangements.

The contents of our ICT resources and communications systems are School property. Therefore, adults should have no expectation of privacy in any message, files, data, document, telephone conversation, social media post or conversation, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on school electronic information and communications systems.

The school reserves the right to monitor, intercept and review, without prior notification or authorisation from adults. Usage of the school's IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and

activities is monitored to ensure that the school's rules are being complied with and for the following purposes:

- a) to monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code:
- b) to assist in the investigation of alleged wrongful acts; or
- c) to comply with any legal obligation

Adults consent to monitoring by acknowledgement of this Code and the use of the school's resources and systems. We may store copies of data or communications for a period of time after they are created, and may delete such copies from time to time without notice. If necessary information may be handed to the police in connection with a criminal investigation.

A CCTV system monitors the School 24 hours a day. This data is recorded and may be used as evidence of any alleged wrong doing.

Cyber-bullying can be experienced by adults as well as students. Adults should notify the Designated Safeguarding Lead if they are subject to cyber-bullying. The School will endeavour to protect adults and stop any inappropriate conduct.

Communication of guidance note.

This guidance note is available to staff on the staff intranet.

Review of guidance note

This guidance note will be reviewed every year by the School Senior Leadership Team and Governing Body.

Useful links

Keeping Children Safe in Education -
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

HM Government Revised Prevent Duty Guidance
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Working Together to Safeguard Children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The Prevent Duty departmental advice for schools and childcare providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Guidance for safer working practice for those working with children and young people in education settings' (Safer Recruitment Consortium)

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

Supporting students at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

ICO guidance 'Taking Photographs in Schools - <https://ico.org.uk/your-data-matters/schools/photos/>