

Policy	01-05a	Staff Behaviour and Code of Conduct Procedure	
Responsible Member of staff	Andy Nuttall		
Responsible Governor	Pennie Francis		
Approved	June 2022	Next Review Date	August 2023
Last Technical Review	August 2022		

PART 1 - STATEMENT OF GENERAL POLICY

CODE OF CONDUCT FOR ALL STAFF

The purpose of this Code is to ensure that relationships between Staff (as defined below), employees, governors, contractors, visitors, volunteers, pupils and their parents, guardians or carers are reasonable and mutually respectful at all times.

This Code has been produced to:

- place the welfare of children at the centre of the School and its culture;
- confirm and reinforce the professional responsibilities of all Staff;
- clarify the legal position in relation to sensitive aspects of Staff / pupil relationships and communication including the use of social media;
- set out the expectations of standards and behaviour to be maintained within the School; and
- help adults establish safe practices and reduce the risk of false accusations or improper conduct.

This Code has regard to the School's child protection and safeguarding policy and procedures and the following (collectively referred to in this Code as the **Guidance**):

- *Keeping children safe in education* (September 2022) (**KCSIE**) (which refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015));
- *Disqualification under the Childcare Act 2006* (August 2018);
- *Working together to safeguard children* (July 2018, updated December 2020) (**WT**):

WT refers to the non-statutory advice: *Information sharing* (July 2018).

- *Revised Prevent Duty Guidance: for England and Wales* (April 2021) (**Prevent**).

Prevent is supplemented by:

- *The Prevent duty: Departmental advice for schools and childminders* (June 2015);
- *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (February 2021);
- *The use of social media for online radicalisation* (July 2015).

Guidance on female genital mutilation, to include:

- *Multi-agency statutory guidance on female genital mutilation* (October 2018);
- Home Office statutory guidance *Mandatory Reporting of Female Genital Mutilation: procedural information* (October 2015);
- Guidance published by the Department for Health which provides useful information and support for health professionals which will be taken into account by the School's medical staff.

Guidance on mental health, to include:

- *Preventing and Tackling Bullying* (July 2017);
- *Mental Health and Behaviour in Schools* (November 2018); and
- *Promoting children and young people's emotional health and wellbeing* (March 2015).

Application: The Code of Conduct (**Code**) applies to all Staff working in or on behalf of the School (**School**), whether paid or unpaid, whatever their position, role or responsibilities and Staff includes employees, governors, contractors, work experience / placement students and volunteers (**Staff**). All Staff will receive training in relation to this Code.

Application with other policies: The Code should be read in conjunction with the School's safeguarding policy and procedures, the low level concerns policy and the Whistleblowing Policy.

Your duty: It is the duty of every member of Staff to understand and observe the rules and obligations in this Code. You should also follow the Guidance.

Duty to report wrongdoing: All Staff are under a duty to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of Staff or any conduct which they may suspect to be inappropriate. This duty applies even if the concern is no more than one which causes a sense of unease or a nagging doubt. Staff are under a duty to report suspected, known or proposed wrongdoing in conjunction with the School's policies including the raising allegations and concerns section contained in the School's safeguarding policy, and the Low Level Concerns policy. This includes suspected, known or proposed wrongdoing brought to the attention of a member of Staff by a pupil, parent or other adult.

Duty to report potential abuse: Some of the behaviours contained in this Code (and in particular at Appendix 2) may indicate that a child has been, or is currently being, abused, exploited or neglected. Any incident involving children that could give cause for concern, must always be reported promptly in accordance with the School's child protection and safeguarding policy and procedures.

Record keeping: Comprehensive records are essential. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome. Information should be kept confidential and stored securely. Any incident involving children that could give cause for concern, must always be reported promptly to the Designated Safeguarding Lead in accordance with the School's child protection and safeguarding policy and procedures. If there is any doubt about recording requirements this should be discussed with the Designated Safeguarding Lead.

Guiding principles

Principles: The School prioritises the welfare of children, its diverse and inclusive culture, and the maintenance of positive and professional relationships between Staff and fellow Staff, pupils and their parents, guardians and/or carers. All Staff should follow the guiding principles set out in this paragraph (**Principles**) and refer to the Appendices for further detail of the application of the Principles.

Public trust and confidence

All Staff should maintain public trust and confidence in the School and in their profession by:

- demonstrating honesty and integrity;
- understanding and upholding their duty to safeguard the welfare of children and young people;
- understanding and demonstrating fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;
- maintaining reasonable standards of behaviour whether inside or outside of normal school hours and whether on or off the School's site; and
- maintaining an effective learning environment.

Appropriate pupil relationships

All Staff should put the well-being, development and progress of all pupils first by:

- taking all reasonable steps to ensure the safety and well-being of pupils under their supervision, taking particular account of the detailed guidance at Appendix 2;
- using professional expertise and judgment to protect the best interests of pupils in their care;
- following the guidance at Appendix 3 to ensure they maintain appropriate, professional and effective pupil-staff relationships at all times;
- following the guidance at Appendix 4 to ensure all communication with pupils (including where technology is used) remains appropriate and professional at all times;
- ensuring all interactions with pupils about political matters are conducted in a balanced and impartial way without promoting partisan political views, taking into account the guidance at Appendix 4;
- following the guidance at Appendix 5 in any situation where you are taking photo or video camera footage of a pupil or pupils;
- demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;

- following the guidance at Appendix 6 in respect of the use of force or physical restraint on pupils, and Appendix 7 in respect of physical contact with pupils in other circumstances;
- raising concerns about the practices of teachers or other professionals where these may have a negative impact on pupils' learning or progress, or may put pupils at risk;
- being familiar with the School's child protection and safeguarding policy and procedures and the Promoting Good Behaviour and Discipline policy;
- reading and understanding Part 1, and where appropriate Annex A, of KCSIE (September 2022);
- knowing the role, identity and contact details of the current Designated Safeguarding Lead and their Deputies;
- knowing the role, identity and contact details of the Safeguarding Governor; and
- being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the pupil due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten pupils.

Diversity, equality and inclusion

All Staff should demonstrate respect for diversity and take steps to promote equality by:

- acting appropriately and in accordance with this Code and other relevant policies including the School's anti-bullying policy, equality, diversity and inclusion policy and harassment and bullying policy;
- addressing issues of discrimination and bullying whenever they arise; and
- helping to create a fair and inclusive school environment for all.

United Staff body

All Staff should work as part of a united Staff body by:

- developing productive and supportive relationships with colleagues;
- exercising any management responsibilities in a respectful, inclusive and fair manner;
- complying with all School policies and procedures;
- participating in the School's development and improvement activities;
- recognising the role of the School in the life of the local community; and
- upholding the School's reputation and standing within the local community and building trust and confidence in it.

Language and appearance

Language: You should use appropriate language at all times. You should:

- avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, emails etc);
- avoid any form of aggressive or threatening words;
- avoid any words or actions that are over-familiar;
- not swear, blaspheme or use any sort of offensive language in front of pupils;
- avoid the use of sarcasm, discriminatory or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about

- anyone. Any sanctions should be in accordance with the School's behaviour and discipline policies; and
- be aware that some parts of the curriculum may raise sexually explicit subject matters. Care should be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.

Dress: You should dress appropriately and in a professional manner. Dress must not be offensive, distracting, revealing, sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed.

Additional Principles for Teachers

Teachers should take responsibility for maintaining the quality of their teaching by:

- meeting the professional standards for teaching applicable to their role and position within the School;
- reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;
- helping pupils to become confident and successful learners; and
- establishing productive relationships with parents, carers or guardians by:
 - i. providing accessible and accurate information about their child's progress;
 - ii. involving them in important decisions about their child's education;
 - iii. complying with this Code.

General conduct

- **School property:** You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain.
- **Use of premises:** You must not carry out any work or activity on School premises other than pursuant to your terms and conditions of employment without the prior permission of the Headmaster.
- **Behaviour of others:** You should be aware that the behaviour of your partner or other family members or any member of your household may raise concerns which could affect the welfare of a member of the School community, a member of the public, or bring the School into disrepute and you should bring any such behaviour to the immediate attention of the School. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School or its reputation.

Gifts and rewards

Anti-bribery and corruption policy

Before accepting or giving any gifts or rewards, staff must familiarise themselves with the Anti-Corruption and Bribery Policy.

If a gift is received

If you receive a gift from a pupil or parent, you should:

- If you receive a gift or any other benefit arising from or in connection with your employment, you should declare the gift to the Head where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £100. Monetary gifts will not be permitted. The Head has absolute discretion to require you to decline the gift.
- decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents, guardians or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value.

Giving gifts and rewards

Where you are thinking of giving a gift or reward:

- it should only be provided as part of an agreed reward system;
- In all cases except the above, the gift or reward should be of little monetary value and limited to those occasions such as a tutee's birthday in which case no pupil should be singled out;
- Selection processes should be fair and where possible should be agreed by more than one member of Staff and
- gifts should be given openly and not based on favouritism.

Allocation of gifts and rewards

Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

Breach of this Code

Consequences of breach: The School will take appropriate action in accordance with its policies and procedures in the event of a breach of this Code.

Reporting obligations: In the event that a breach of this Code places the School under any reporting obligations, the guidance contained at Appendix 9 will apply.

Author: Kate Tripp, Director of Human Resources

Date: September 2022

Review: No later than September 2023

A. Relevant policies and guidance

This Code has regard to the School's child protection and safeguarding policy and procedures and the following guidance (collectively referred to in this Code as the **Guidance**):

1. *Keeping children safe in education* (September 2022) (**KCSIE**) (which refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015));
2. *Disqualification under the Childcare Act 2006* (August 2018);
3. *Working together to safeguard children* (July 2018, updated February 2022) (**WT**):
4. WT refers to the non-statutory advice: *Information sharing* (July 2018).
5. *Revised Prevent Duty Guidance: for England and Wales* (April 2021) (**Prevent**). Prevent is supplemented by:
6. *The Prevent duty: Departmental advice for schools and childminders* (June 2015);
7. *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (February 2021);
8. *The use of social media for online radicalisation* (July 2015).
9. Guidance on female genital mutilation, to include:
10. *Multi-agency statutory guidance on female genital mutilation* (July 2020);
11. Home Office statutory guidance *Mandatory Reporting of Female Genital Mutilation: procedural information* (October 2015);
12. Guidance published by the Department for Health which provides useful information and support for health professionals which will be taken into account by the School's medical staff.
13. Guidance on mental health, to include:
14. *Preventing and Tackling Bullying* (July 2017);
15. *Mental Health and Behaviour in Schools* (November 2018); and
16. *Promoting children and young people's emotional health and wellbeing* (September 2021)
17. *Political impartiality in schools* (February 2022).

B. Protecting children from abuse, exploitation or neglect

All Staff should know what to do if they suspect or are told a child is being abused, exploited or neglected. This Appendix provides more information on the kinds of abuse children may suffer both within and outside the home, and how Staff should respond.

The School encourages an open and transparent culture in which it may identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse and ensure that all Staff working in or on behalf of the School are clear about professional boundaries and act within these boundaries. All Staff should be aware of their responsibility in relation to even low level concerns which should be reported in accordance with the School's raising allegations and concerns section contained in Part 5 of the School's safeguarding policy and procedures and the guidance in Part 1 of KCSIE, September 2022.

If you are involved in a situation where no specific guidance exists, you should discuss the circumstances with the Designated Safeguarding Lead but always act within the spirit of these guidelines. A written record should be kept that includes justification for any action taken.

General guidance

You should be aware of the general guidance that will apply in all cases. In particular you:

1. must be familiar with procedures for reporting concerns in accordance with the School's whistleblowing policy and be aware that if Staff raise concerns about working practices at the School to the Designated Safeguarding Lead or an appropriate senior member of Staff that they will be protected from detriment under the whistleblowing policy;
 2. must be familiar with the local reporting guidelines and the Local Safeguarding Partners reporting threshold document in respect of any concerns relating to children;
 3. must be familiar with procedures for handling allegations against Staff as set out in the School's Safeguarding and child protection policy and procedures;
 4. must seek guidance from the Designated Safeguarding Lead if you are in any doubt about appropriate conduct; and
 5. must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or a group of pupils to the Designated Safeguarding Lead.
1. **You** should take particular care when dealing with a pupil who:
 1. appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection;
 2. appears to hold a grudge against you;
 3. acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over familiar; and
 4. may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.
 1. **Procedure to be followed in these cases:** Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under the School's safeguarding policy and procedures.

Disclosures of abuse, exploitation or neglect

1. All Staff should know what to do if a child tells them that they are being abused, exploited or neglected. All Staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
1. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

1. Staff should follow the appropriate School procedure, including the safeguarding and child protection policy, and/or the whistleblowing policy, in order to report a concern or an allegation that has been made.

Suspicious of abuse, exploitation or neglect

1. Staff may from time to time suspect a child is suffering abuse exploitation or neglect within or outside the home. Staff should follow the appropriate School procedure, including the safeguarding and child protection policy (and particularly the raising allegations and concerns section within the safeguarding policy), and/or the whistleblowing policy, in order to report any such concerns.

Child-on-child abuse

1. Staff must be aware of the risks of child-on-child abuse and be familiar with procedures for handling allegations against other children and bullying as set out in the School's child protection and safeguarding policy and procedures. Examples of child-on-child abuse are bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, upskirting, the consensual and non-consensual sharing of nudes and semi nudes images and videos (also known as sexting or youth produced sexual imagery) and initiation and hazing (which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element especially around chat groups, and the sharing of abusive images and pornography).

Mental health concerns

1. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
1. It is key that Staff are aware of how experiences such as abuse, neglect or other potentially traumatic adverse childhood experiences can impact on a child's mental health, behaviour and education. All Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
1. If Staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the School's child protection and safeguarding policy and procedures.

Extra-familial harm

1. All Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of the School environment. All Staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
1. All Staff must be aware of indicators that children are at risk from, or are involved with serious violent crime. These may include being male, increased absence from school or having been frequently absent or permanently excluded from school, a change in

friendships or relationships with older individuals or groups, a significant decline in performance, having experienced child maltreatment, having been involved in offending such as theft or robbery, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Terrorism and extremism – The duty of Prevent

1. All Staff should understand that the School has a legal duty to have regard to the need to prevent people from being drawn into terrorism, and consequently should be aware of:
 1. what extremism and radicalisation means and why people - including pupils and fellow Staff members - may be vulnerable to being drawn into terrorism as a consequence of it;
 2. what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it; and
 3. how to obtain support for people who may be being exploited by radicalising influences.

Honour based abuse and female genital mutilation (FGM)

1. All Staff should raise any concerns relating to honour-based abuse (to include FGM and forced marriage) with the Designated Safeguarding Lead and involve children's social care as appropriate in accordance with the School's child protection and safeguarding policy and procedures. Teachers must also report to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl under the age of 18. The report should be made orally by calling 101, the single non-emergency number. It will be rare for teachers to see visual evidence, and they should not be examining pupils but those failing to report such cases will face disciplinary sanctions.

C. Guidance on Staff / pupil relationships

- General guidance on Staff / pupil relationships

1. Application: Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of Staff. This guidance applies to all Staff.
1. **Staff / pupil rapport: the School supports and encourages the establishment and maintenance of positive working relationships between Staff and pupils in order to maintain a healthy school environment. Staff should build good rapport with pupils, whilst at the same time always maintaining professional boundaries by following the guidance in this Code.**
1. **Good order and discipline:** Staff in charge or control of pupils must maintain good order and discipline at all times when pupils are present on School premises and

whenever pupils are engaged in authorised school activities, whether on School premises or elsewhere.

- **Meetings with pupils**

1. **One-to-one meetings on site:** If you are teaching one pupil, or conducting a one-to-one meeting or teaching session with a pupil, you should take particular care in the following ways:
 1. when working alone with a pupil is an integral part of your role, conduct and agree full risk assessments with the Designated Safeguarding Lead;
 2. use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place;
 3. arrange the meeting during normal school hours when there are plenty of other people about;
 4. do not continue the meeting for any longer than is necessary to achieve its purpose;
 5. avoid sitting or standing in close proximity to the pupil, except as necessary to check work;
 6. avoid using "engaged" or equivalent signs on doors or windows;
 7. avoid idle discussion;
 8. avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
 9. avoid any conduct that could be taken as a sexual advance;
 10. report any incident that causes you concern to the Designated Safeguarding Lead under the School's child protection and safeguarding policy and procedures, and make a written record (signed and dated); and
 11. report any situation where a pupil becomes distressed or angry to the Designated Safeguarding Lead or Deputy Head Pastoral,

- **Contact with pupils outside school**

1. **Pre-arranged meetings:** Pre-arranged meetings with pupils outside school should not be permitted unless approval is obtained from their parents, guardians or carers and the Deputy Head Pastoral or Designated Safeguarding Lead. If you are holding such a meeting, you should inform colleagues before the meeting.
1. **Contact outside school:** You should avoid unnecessary contact with pupils outside School. You should:
 1. not give pupils your home address, home telephone number, mobile telephone number or email address;
 2. not send personal communications (such as birthday cards or faith cards, text messages etc) to children unless agreed with the Deputy Head Pastoral;
 3. not make arrangements to meet pupils, individually or in groups, outside School other than on School trips authorised in advance by the Educational Visits Co-Ordinator or Deputy Head Pastoral;
 4. avoid contacting pupils at home unless this is strictly necessary, and you should keep a record of any such occasion;
 5. not give a pupil a lift in your own vehicle other than on School business and with permission from the Deputy Head Pastoral;
 6. avoid inviting pupils (groups or individuals) to your home;
 7. This prohibition also applies if you have on site accommodation;
 8. report and record any situation which may place a child at risk or which may compromise the School's or your professional standing;

9. ensure that pupils do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour; and
 10. never engage in secretive social contact with pupils or their parents, guardians or carers.
1. **Home visits:** In limited circumstances, home visits may be necessary. You should:
 1. discuss the purpose of any visit with the Deputy Head Pastoral and adhere to any agreed work plan / contract;
 2. follow the risk management strategy and ensure appropriate risk assessments are in place. Where there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague;
 3. not visit unannounced if this can be avoided;
 4. leave the door open where you will be alone with pupils;
 5. keep records detailing times of arrival and departure, and work undertaken;
 6. ensure that any behaviour or situation that gives rise to a concern is reported and actioned;
 7. discuss with the Designated Safeguarding Lead anything that gives cause for concern in accordance with the School's safeguarding policy and procedures; and
 8. have a mobile telephone and an emergency contact.
 1. **The use of personal living space:** Pupils should not be in or invited into the personal living space of any member of Staff, unless agreed in exceptional circumstances with the parents, guardians or carers and the Deputy Head Pastoral or Designated Safeguarding Lead. It is accepted that children of Staff (whether in School accommodation or not) may at times invite their friends to their homes. In these instances, Staff are reminded to comply with this Code, must ensure that the Deputy Head Pastoral or Designated Safeguarding Lead is informed in advance and that any overnight visit is subject to a written risk assessment.
 1. **Chores:** Pupils should not be asked to assist with chores or tasks in the personal living space. Personal living spaces should not be used as an additional resource for the School. This also applies to on site Staff accommodation.
 1. **Boarding house:** The Boarding house, where the houseparent lives in, may have private living quarters which include areas which current and prospective pupils and parents can be invited into under supervision. This is in order for communication between the relevant parties to be effective and at times confidential and to allow for entertaining of parents and pupils in line with the School's guidelines for houseparents and NMS. Pupils may only enter the designated public areas of the private living quarters of the house at the invitation of and with the express permission of the houseparent and with their parents for pastoral, academic or medical reasons but only in exceptional circumstances and in line with NMS. The designated public areas of the private side of the house will usually include the houseparent's study, sitting room and kitchen.
 1. **Social contact:** You should be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as inappropriate, an abuse of a position of trust or as grooming. Any social contact that could give rise to concern should be reported to the Deputy Head Pastoral.
 1. **Friendships with parents, guardians or carers and pupils:** Members of Staff who are friends with parents, guardians or carers of pupils or who, for example, are voluntary workers in youth organisations attended by pupils, will of course have contact with those pupils outside school. However, members of Staff should still

respect the above advice wherever possible and should keep the Deputy Head Pastoral informed of such relationships.

1. **Scope of application:** The same guidelines should be applied to after School clubs, School trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for School trips in the educational visits policy. The principles of this guidance also apply to contact with children or young people who are pupils at another school.

Transport, after School activities and educational visits

1. **Transporting pupils:** There may be some situations when Staff are required to transport pupils. You should:
 1. ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive;
 2. be aware that until the pupil is passed over to a parent / carer, you have responsibility for that pupil's health and safety;
 3. record the details of the journey;
 4. record, be able to justify impromptu or emergency lifts and notify the Deputy Head Pastoral;
 5. ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc; and
 6. wherever practicable, you should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort.

If you are asked to use your own car for school business during the course of your employment, ad hoc use is covered by the School's Occasional Business Use Policy, with the following conditions:

Material facts to be disclosed to the COO's office operationsoffice@malverncollege.org.uk or ext. 507:

- Details of any motoring convictions or pending prosecutions relating to motoring offences (other than parking)
- If you have at any time been refused insurance, been quoted an increased premium or had special terms imposed
- Details of any medical conditions, such as diabetes, fits, heart complaint or any other disease or physical or mental infirmity that renders you incapable of driving a vehicle
- Been regularly taking any prescribed medication that might affect your driving unless approved by the DVLA.

If you are not sure whether a fact is material, you should always check with the Operation's Office so that it can be considered by the insurers.

1. **Educational visits:** When taking part in educational visits, you should:
 1. follow the School's educational visits policy;
 2. be accompanied by another adult unless otherwise agreed with the Educational Visits Co-Ordinator or Deputy Head Pastoral;
 3. undertake a risk assessment; and
 4. obtain parental consent.

Overnight supervision

1. **Overnight supervision:** Where overnight supervision is required:
1. you should ensure that a risk assessment has been undertaken and that all members of the household have had the appropriate checks;
2. arrangements should be made with and agreed by parents, guardians or carers and the pupil;
3. one to one supervision should be avoided where possible;
4. choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the School's guidelines;
5. whenever possible, independent oversight of the arrangements should be made; and
6. any misinterpretation, misunderstanding or complaint should be reported.

Scope of application of code on contact outside school

The same guidelines should be applied to school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are pupils at another school.

The Insured Vehicle must be maintained in a roadworthy condition and have a current M.O.T.

Inappropriate relationships

1. **Sexual contact:** Staff must not:
 1. have any type of sexual relationship with a pupil or pupils;
 2. have sexually suggestive or provocative communications with a pupil;
 3. make sexual remarks to or about a pupil; and
 4. discuss their own sexual relationships in the presence of pupils.
1. **Abuse of a position of trust and inappropriate relationships with pupils of the School:** Sexual relationships or sexual contact with any pupils, or encouraging a relationship to develop in a way which might lead to a sexual relationship or any relationship just considered inappropriate with any pupil at the School is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution. It is the criminal offence of an abuse of a position of trust to have any sexual relationship with any School pupil under the age of 18, and whilst not a criminal offence, it is a breach of this Code and considered to be gross misconduct to have a sexual relationship with any pupil of this School, even if over the age of 18.
1. **Inappropriate relationships with pupils at another school:** Forming relationships with children or young people who are pupils or students at another school will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with pupils and students at the School. Whilst not necessarily a criminal offence, the School considers it inappropriate for

Staff to form inappropriate relationships with a pupil of any school, irrespective of their age.

- D. Communication with pupils (including the use of technology)
1. Communicating with children and parents, guardians or carers: All communication with children or parents, guardians or carers should conform to School policy and be limited to professional matters. Except in an emergency communication should only be made using School property.
 1. **Application:** These rules apply to any form of communication including new technologies (including 3G / 4G technologies) such as mobile telephones, web-cameras, social networking websites and blogs. You should also ensure you comply with the more detailed Staff ICT Security and Acceptable Use policy and Social Media policy.
 1. **Dealing with "crushes":** Crushes, fixations or infatuations are part of normal adolescent development. However they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a pupil has a crush on you or on another colleague you should bring it to the attention of the Designated Safeguarding Lead at the earliest opportunity. Suggestions that a pupil may have developed a crush should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to the Deputy Head Pastoral or Designated Safeguarding Lead and recorded.
 1. **Acceptable use:** Adults must establish safe and responsible online behaviours and must comply with the Staff ICT Security and Acceptable Use policy and Social Media policy.
 1. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the IT acceptable use policy. Local and national guidelines on acceptable user policies should be followed. Staff should also:
 1. ensure that your own personal social networking sites are set as private and ensure that pupils are not approved contacts;
 2. ensure that you do not use any website or application, whether on a School or personal device, which publicly identifies your location while on School premises or otherwise in the course of your employment;
 3. never use or access social networking sites of pupils and do not use internet or web-based communication channels to send personal messages to pupils;
 4. never use your own equipment (e.g. mobile telephones) to communicate with pupils - use equipment provided by the School and ensure that parents, guardians or carers have given permission;
 5. only make contact with pupils for professional reasons; and
 6. recognise that text messaging should only be used as part of an agreed protocol and only when other forms of communication are not possible.

1. **Personal details:** Adults should not give their personal contact details to pupils, including email addresses, home or mobile telephone numbers, unless the need to do so is agreed with Deputy Head Pastoral] and parents, guardians or carers.
1. **Personal mobile telephones and electronic devices:** It is understood that Staff may need to check text messages and / or personal emails in the case of an emergency or during break times. Personal use must not interfere with your work commitments (or those of others). It is a privilege and not a right. Staff shall set an example and shall never use their own mobile telephones or other electronic devices whilst they are on duty (whether in a classroom or otherwise) and any such mobile devices should be switched off except in the case of an emergency and be kept out of sight of parents or pupils.

Staff should remain aware of the low level concerns procedures and self-refer themselves to the Designated Safeguarding Lead where necessary.

1. **Communicating outside the agreed protocols:** Email or text communications between an adult and any pupil outside agreed protocols may lead to a report to external agencies in accordance with the School's child protection and safeguarding policy and procedures, disciplinary action and / or criminal investigations. This also includes communications through internet based websites.
1. **Political impartiality:** you must not promote partisan political views to pupils, whether as part of the curriculum, in any extra-curricular activity or in general conversation or other interaction inside or outside school. This means you must not encourage pupils to support or adopt particular political views and must present any political views in a balanced way that ensures opposing views are aired.
1. **Communicating about shared principles that underpin society:** although you must not promote partisan political views to pupils, there are some concepts and views that are shared principles that underpin our society, rather than political views. These shared values include fundamental rights, tolerance and challenging discrimination and prejudice. Shared values must be reinforced by all staff.
1. **Questions about political impartiality:** if you are in any doubt about whether a particular topic is a political issue or a shared value, you should seek guidance from your line manager or Head of Department in the first instance.

E. Photographs and videos

Please refer to the Managing Images of Children Policy.

F. The use of force or physical restraint

Please refer to the Positive Handling policy for more information.

G. Physical contact with pupils

- You are referred to Appendix 6 for specific guidance on the use of force or physical restraint against pupils. The guidance in this Appendix concerns physical contact in other circumstances.
1. When physical contact may be appropriate: Physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact should be in response to the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.
 1. **Guidance on using physical contact:** You should observe the following guidelines (where applicable):
 1. explain the intended action to the pupil;
 2. do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction;
 3. ensure the physical contact continues for as short a time as possible;
 4. ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration; and
 5. consider alternatives if it appears likely that the pupil might misinterpret the contact.
 1. **Report concerns:** If you are at all concerned about any instance of physical contact, inform the Deputy Head Pastoral or Designated Safeguarding Lead without delay, and make a written record by reporting low level concern or using the positive handling proforma, whichever is the most appropriate, and on the pupil's file if necessary.
 1. **Offering comfort to distressed pupils:** Touching may be appropriate where a pupil is in distress and needs comforting. You should use your own professional judgement when you feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. You should always notify the Deputy Head Pastoral when comfort has been offered, record the action and should seek guidance if unsure whether it would be appropriate in a particular case.
 1. **Administering first aid:** When administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's health and safety at work rules and intimate care guidelines, and parents, guardians or carers should be informed. Staff should:
 1. adhere to the School's policies on first aid and administering medication;
 2. comply with the necessary reporting requirements;
 3. make other adults aware of the task that is being undertaken;
 4. explain what is happening;
 5. report and record the administration of first aid;
 6. have regard to any health plans; and
 7. ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.
 1. **Pupils' entitlement to privacy:** Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:
 1. avoid physical contact or visually intrusive behaviour when children are undressed;
 2. announce yourself when entering changing rooms and avoid remaining unless required;

3. not shower or change in the same place as children; and
4. not assist with any personal care task which a pupil can undertake themselves.
1. **Where a child has been abused:** Where a child has previously been abused, Staff should be informed on a "need to know" basis, and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the pupil and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Designated Safeguarding Lead and where appropriate parents, guardians or carers.
1. **Children with special educational needs or disabilities:** Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny. The Designated Safeguarding Lead and SENDCO will establish whether any reasonable adjustments are required for such pupils.

H. Childcare disqualification

1. **Offence:** The Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 state that it is an offence for the School to employ anyone to provide childcare in connection with our early years provision (EYP) or later years provision (LYP) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP (a Relevant Role).
1. EYP includes usual school activities and any other supervised activity for a "young child" which takes place on the school premises during or outside of the normal school day (a child is a "young child" during the period between birth and up to 1 September following their fifth birthday).
1. LYP includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.
1. "Childcare" means any form of care for a child, which includes education and any other supervised activity for a "young child". "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.
1. **Grounds for disqualification:** The grounds on which a person will be disqualified from working in connection with EYP or LYP are set out in the School's recruitment, selection and disclosure policy and procedure. Staff are required to familiarise themselves with this document.
1. **Duty of disclosure:** Staff in a Relevant Role are under an on-going duty to immediately notify the School if their circumstances change so that they meet any of the criteria for disqualification at any point during their employment with the School. Any failure to disclose relevant information will be treated as a serious disciplinary matter.
1. **Ofsted:** Where the School receives disqualification information about a member of Staff working in a Relevant Role and is satisfied that the member of Staff may be disqualified as a consequence, the School is under a duty to report the circumstances of the disqualification to Ofsted.

1. **Waiver:** A member of Staff who discloses information which appears to disqualify them from working in a Relevant Role may apply to Ofsted for a waiver of the disqualification.

- I. Reporting obligations
 1. The School's position: It is a contractual requirement as well as in your interests to follow the Code of Conduct so as to maintain appropriate standards of behaviour and your own professional reputation. A breach of this Code may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.
 1. **Exit interviews:** All staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of pupils, the conduct of staff or other matters, during the course of their employment in accordance with the School's policies (including the whistleblowing policy, the child protection and safeguarding policy and procedures and this Code). Safeguarding children is at the centre of the School's culture and is accordingly considered formally during staff performance development reviews and appraisal and finally at exit interviews which are held with all leavers.
 1. **Childcare disqualification:** The School is prohibited from employing anyone to provide childcare in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP. You are referred to Appendix 8 for more information on childcare disqualification.
 1. **Termination of employment:** If the School ceases to use the services of a member of Staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay. The School may also need to consider a referral to the Disclosure and Barring Service if a member of Staff is suspended, or deployed to another area of work that is not regulated activity.
 1. **Resignation:** If a member of Staff tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met.
 1. **Teaching Regulation Agency (TRA):** Separate consideration will also be given to making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

