



Staff Code of Conduct Agreed Behaviours

Policy Consultation & Review

This code of conduct is available on our school website and is also available on request from the school office. We inform parents and carers about this code of conduct when their children join our school.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Safeguarding Policy. In addition, all staff are provided with Part One of the statutory guidance [*'Keeping Children Safe in Education'*](#), DfE (2014).

This code of conduct will be reviewed in full by the Governing Body every four years, or more regularly if necessary. This policy was last reviewed and agreed by the Governing Body on October 2014. It is due for review on October 2018.

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

Code of conduct agreed behaviours

This document is adapted from the document “Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings”. This document sits alongside the Safeguarding policy.

1. Context

Staff working in education settings have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults establish the safest possible learning and working environments which safeguard children and young people and reduce the risk of adults working with them being falsely accused of improper or unprofessional conduct.

This means that these guidelines:

- apply to all adults working in education settings whatever their position, role, or responsibilities
- may provide guidance where an individual's suitability to work with pupils has been called into question.

2. 'Unsuitability'

The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with pupils. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with pupils or children and young people in any capacity.

This means that adults will:

- have a clear understanding about the nature and content of this document
- discuss any uncertainties or confusion with their Headteacher or line manager
- understand what behaviours may call into question their suitability to continue to work with children and young people.

3. Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from sexual, physical and emotional harm. Children have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of pupils. Failure to do so may be regarded as professional neglect.

The duty of care is, in part, exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement. The public, local authorities, employers and parents have legitimate expectations about the nature of professional involvement in the lives of pupils.

When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role. Employers have a duty of care towards their employees under the Health and Safety at Work Act 1974 which requires them to provide a safe working environment for staff and guidance about safe working practices. Thus, employers have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. Staff who are subject to an allegation should therefore be supported and the principles of natural justice applied. The Health and Safety Act 1974 also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's duty of care and the staff duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of these guidelines.

The Governing Body of a school controls the use of the school premises both during and outside school hours, except where a trust deed allows a person other than the governing body to control the use of premises, or a transfer of control agreement has been made. Where the Governing Body provides services or activities directly under the supervision or management of school staff the school's arrangements for safeguarding must be followed.

This means that adults will:

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached always act, and be seen to act, in the child's best interests avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour.

4. Confidentiality (see School Confidentiality Policy)

Members of staff may have access to confidential information about pupils in order to undertake their every day responsibilities. In some circumstances staff may be given highly sensitive or private information. They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other schools/services). Information must never be used to intimidate, humiliate, or embarrass the pupil.

Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff – See **Confidentiality and Safeguarding policies**.

Any media or legal enquiries should be passed to the Headteacher.

The storing and processing of personal information about pupils is governed by the Data Protection Act 1998. The school's policy on this is written in the Agreed User Policy.

This means that adults will:

- be clear about when information can be shared and in what circumstances it is appropriate to do so
- are expected to treat information they receive about pupils in a discreet and confidential manner
- should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- need to know to whom any concerns or allegations should be reported

5. Making a Professional Judgement

This Code of Conduct cannot provide a complete checklist of what is, or is not appropriate behaviour for adults employed at school, in all circumstances. There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists.

Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements should always be recorded and shared a member of the senior management team and with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.

Adults should always consider whether their actions are warranted, proportionate and safe and applied equitably.

This means that where no specific guidance exists adults will:

- discuss the circumstances that informed their action, or their proposed action, with the Headteacher, senior member of the team and the parent/carer.
- report any actions which could be mis-interpreted to their senior manager
- always discuss any misunderstanding, accidents or threats with a senior manager
- record any areas of disagreement about course of action taken and if necessary referred to a higher authority.
- ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken.

6. Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working in school are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

This means that adults will not:

- use their position to gain access to information for their own or others' advantage, use their position to intimidate, bully, humiliate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

7. Propriety and Behaviour

All adults working with pupils have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils or students, public in general and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with pupils. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

Adults in contact with pupils should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to pupils in the workplace.

Behaviour that can be construed as bringing the school into disrepute is a disciplinary issue, which may be judged misconduct or gross misconduct. The school/Local agreed disciplinary procedures will be implemented fully if this is found to be the case.

This means that adults will not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such
- This means that adults should:

- be aware that behaviour in their personal lives may impact upon their work with pupils
- follow any codes of conduct deemed appropriate by their school/service
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with pupils

8. Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

Adults who work with pupils should ensure they are dressed appropriately for the tasks and the work they undertake. Staff are asked to dress appropriately for their professional role. Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations and be aware that their dress may be brought into question.

This means that adults should wear clothing which:

- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory and is culturally sensitive

9. The Use of Personal Living Space

No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and the Headteacher/Assistant Headteacher.

It is not appropriate for any school/service to expect or request that private living space be used for work with pupils. Neither is it appropriate for school authorities to expect or request that private living space be used to see pupils for e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling. If these activities are required, management should ensure that appropriate accommodation is found elsewhere in the school, unless agreed with Headteacher/Assistant Headteacher

Under no circumstances should pupils assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

This means that adults will:

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations
- challenge any request for their accommodation to be used as an additional resource for the school or school/service
- be mindful of the need to maintain professional boundaries
- refrain from asking pupils/students to undertake personal jobs or errands

10. Gifts, Rewards and Favouritism (see School Positive Behaviour and Reward Policy 2014) – see Positive Behaviour Policy

All adults should be aware of their school or school/service guidance on rewards including arrangements for the declaration of gifts received and given.

The giving of gifts or rewards to pupils should be part of the agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with the headteacher and the parent or carer, although there have only been a few specific instances of this to date (eg bereavement support).

It is acknowledged that there may be specific occasions when an adult working with a child or young person may consider it appropriate to give a child or young person a small personal gift of insignificant value. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the Headteacher, and the parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or 'groom' a young person.

Staff should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

This means that adults will:

- ensure that gifts received or given in situations which may be misconstrued are declared
- generally, only give gifts to an individual young person as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value
- ensure that all selection processes which concern pupils are fair and that wherever practicable these are undertaken and agreed by more than one member of staff

11. Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. Where this is known these adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with the Headteacher, senior teacher and parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that adults will:

- report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with a member of staff
- always acknowledge and maintain professional boundaries

12. Communication with Pupils/Parents (including the Use of Technology) – see Agreed User Policy, School Safe Use of Photography and Images Policy

In order to make best use of the many educational and social benefits of new technologies, pupils need opportunities to use and explore the digital world, using multiple devices from multiple locations.

It is now recognised that e-safety risks are posed more by behaviours and values than the technology itself. Adults working in this area must therefore ensure that they establish safe and responsible online behaviours. This means working to locally school agreed and national guidelines set out in the Agreed User Policy AUP. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse.

Learning Platforms are now widely established and clear agreement by all parties about acceptable and responsible use is essential. Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.

Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. It has been agreed that staff will comply with the guidelines set out by Facebook and other Social Networking sites that all “friends” associated with school should be at least 13: staff are strongly encouraged to not have “friends” associated with school under statutory school age, unless this is known to the parents/carers of this contact, as it is recognised that real friendships and family relations can be “added as friends”.

Adults should ensure that all communications are transparent and open to scrutiny. Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to pupils including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

Care and consideration about how to communicate with parents/carers and members of the school community needs to be maintained at all times. In particular staff and adults employed by the school or closely associated with the school need to be mindful of how they communicate in written form on Social Networking sites, and what is discussed verbally. Staff need to ensure that their behaviour cannot be

misconstrued or seen as bringing the school into disrepute – as the school and Local Authority disciplinary procedures will be applied: some communications can constitute misconduct, or gross misconduct.

This means that the school will:

- have in place an Acceptable Use policy (AUP) in place, agreed by all staff: (acknowledgement of which will be made on a whole school agreement sheet)
- The Agreed User Policy review will be continually reviewed in particular in the light of emerging e-safety information and in the light of new and emerging technologies
- The Agreed User Policy includes expectations relating to communication which specifies acceptable and permissible modes of Internal e-mail systems which should only be used in accordance with the school's policy.

This means that adults will:

- ensure that personal social networking sites are set at private (guidance for closing down the site is available) and pupils from Reedham School are never listed as contacts/friends.
- never use or access social networking sites of pupils.
- not give their personal contact details to pupils, including their mobile telephone number
- only use equipment e.g. mobile phones, provided by school/service to communicate with children, making sure that parents have given permission for this form of communication to be used
- only make contact with children for professional reasons and in accordance with any school/service policy
- recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible
- not use internet or web-based communication channels to send personal messages to a child/young person
- not use their own equipment (eg cameras, cameras on phones) to capture images of children in school, unless express permission is sought and given by the headteacher or senior teacher, or ICT Co-ordinator.
- Where permission to use personal equipment is sought and granted, all images are to be downloaded onto a school computer and any memory device is cleared on school site.

All staff and visiting teachers/students are expected to sign the Staff/School Acceptable Use Agreement – Appendix 3 of the Agreed User Policy

13. Social Contact

It is recognised that living in a small community, where staff and adults from school have family and close friends is a challenge. However, it is agreed that adults should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen any form of relationship.

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response. There will be occasions when there are social contacts between pupils and staff, where for example the parent and teacher are part of the same social circle. These contacts however, will be

easily recognised and openly acknowledged. Nevertheless, there must be awareness on the part of those working with children and young people that some social contacts, especially where these are not common knowledge can be misconstrued as being part a grooming process. This can also apply to social contacts made through outside interests or through the staff member's own family.

It is also recognised that staff can support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the staff member for support outside their professional role. This situation should be discussed with the Headteacher or in their absence the senior teacher and where necessary referrals made to the appropriate support agency.

This means that adults will:

- have no secret social contact with pupils or their parents
- consider the appropriateness of the social contact according to their role and nature of their work
- always approve any planned social contact with children or parents with senior colleagues, where a friendship or family relationship is not widely known (if it is considered that this may cause any concerns)
- advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern
- report and record any situation, which may place a child at risk or which may compromise the school or their own professional standing
- be aware that the sending of personal communications such as birthday or faith cards and should always be recorded and/or discussed with line manager.
- understand that some communications may be called into question and need to be justified.

14. Sexual Contact – See School Safeguarding and Child Protection Policy 2014

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Any sexual activity between an adult and the child or young person with whom they work will be regarded as a criminal offence and will always be a matter for disciplinary action. All children and young people are protected by specific legal provisions in this respect regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

'Working Together to Safeguard Children,' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring

inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

This means that adults will not:

- have sexual relationships with pupils
- have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- make sexual remarks to, or about, a child/young person
- discuss their own sexual relationships with or in the presence of pupils

This means that adults will:

- ensure that their relationships with pupils clearly take place within the boundaries of a respectful professional relationship
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

15. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. This school's policy, agreed as part of the Positive Handling Training undertaken by staff states that we do NOT have a "No Touch" Policy. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

Appropriate physical contact in schools will occur most often with younger pupils. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's incident book and, if appropriate, a copy placed on the child's file.

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils 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, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to

assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. It is recognised that some children may seek inappropriate physical contact. Adults should be particularly aware of this especially when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.

This means that adults will:

- be aware that even well intentioned` physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to report and explain actions and accept that all physical contact be open to scrutiny
- not indulge in horseplay
- always encourage children, where possible, to undertake self-care tasks independently
- work within Health and Safety regulations
- be aware of cultural or religious views about touching and always be sensitive to issues of gender
- understand that physical contact in some circumstances can be easily misinterpreted

This means that the school will:

- ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management –

Staff are asked to SELF REPORT using the Safeguarding forms and discuss these with the Headteacher or senior teacher

- make adults aware of relevant professional or school guidance in respect of physical contact with children and meeting medical needs of pupils where appropriate be explicit about what physical contact is appropriate for adults working in their setting – see Physical Touch policy
- provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care
- make staff aware of most recent government guidance in respect of physical contact with pupils

16. Other Activities that require Physical Contact

Some adults who work in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and

last for the minimum time necessary. The extent of the contact should be made clear to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Guidance and protocols around safe and appropriate physical contact are provided nationally, for example sports governing bodies or major arts organisations, and the school employing service – Norfolk County Council.

Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the headteacher who will then inform any parent or carer, and if there is some ambiguity or chance that a concern will be raised about this, will inform the Child Protection Governor.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

This means that adults will:

- treat children with dignity and respect and avoid contact with intimate parts of the body
- always explain to a child the reason why contact is necessary and what form that contact will take
- seek consent of parents where a child or young person is unable to do so because of a disability.
- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact,
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others
- be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact

This means that the school will:

- have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct.
- ensure staff are able to undertake suitable training to carry out their role and support vulnerable pupils
- ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision, advice and further training opportunities are sought where appropriate.

17. Behaviour Management

All pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults will not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and is unlawful in schools. Whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of pupils.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their school or service and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up for that **individual child and agreed by all parties**. Only in these circumstances should an adult deviate from the behaviour management policy of the school.

This means that adults will:

- not use force as a form of punishment
- try to defuse situations before they escalate
- inform parents of any behaviour management techniques used
- adhere to the school's behaviour management policy
- be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action

This means that school will:

- have in place appropriate behaviour management policies
- where appropriate, develop positive handling plans in respect of an individual child or young person
- ensure staff working with children with specific behavioural issues have undertaken appropriate training, have access to advice and support and have access to regular supervision.

18. Use of Control and Physical Intervention

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and the school has regard to legislation and government guidance in the development and implementation of their own policies and practice.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice, and carried out only after appropriate training, or following advice from a suitably trained professional. Staff who are allowed to carry out nationally and

locally recognised intervention controls are recorded by the school, or techniques and approaches are agreed with the Headteacher and parents/carers.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and school/service working with pupils requires that reasonable measures are taken to prevent children being harmed.

The use of unwarranted physical force is likely to constitute a criminal offence.

Where physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the school will ensure that it has a policy on the use of such intervention, as part of a wider behaviour management policy.

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

In all cases where physical intervention is employed the incident and subsequent actions will be required to be documented and reported. This should include written and signed accounts of all those involved, including the child or young person if applicable. The parents/carers should be informed.

This means that adults will:

- adhere to the school's physical intervention policy
- always seek to defuse situations
- always use minimum force for the shortest period necessary
- record and report as soon as possible after the event any incident where physical intervention has been used.

This means that school will:

- have a policy on the use of physical intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention
- ensure that an effective recording system is in place which allows for incidents to be tracked and monitored
- ensure adults are familiar with the above
- ensure that staff are appropriately trained

19. Children and Young People in Distress

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

Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers.

This means the adult will:

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

20. Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan.

The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to Headteacher or senior managers and parents/carers. All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the school/service must be negotiated and recorded.

This means that adults will:

- adhere to the school/service's intimate care guidelines or code of practice
- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with headteacher or senior teacher or parents/carers where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents
- ensure that any changes to the agreed care plan are discussed, agreed and recorded.

21. Personal Care – see Intimate Care policy

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. It is agreed that children will change in the classroom with both sexes mixed until Year 4: where there is "suitable" provision for boys and girls to change separately at this age, then this should be offered. Staff are encouraged to remain in the class/changing environment with children to ensure supervision of behaviour. With swimming it is felt that adults should make their

presence known and choose a strategically suitable place to ensure supervision without causing embarrassment. Where possible same sex supervision is preferred, however, the staff are asked to follow intimate care guidelines/advice.

This supervision will be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils with whom they work.

This means that adults will:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering

This means that adults should not:

- change in the same place as children
- shower or bathe with children
- assist with any personal care task which a child or young person can undertake by themselves

22. First Aid and Administration of Medication – See Policy; Asthma Guidelines on Norfolk County Council Children’s Services Health and Safety pages.

Health and safety legislation places duties on all employers to ensure appropriate health and safety policies and equipment are in place and an appropriate person is appointed to take charge of first-aid arrangements.

Any employee may volunteer to undertake this task but it is not a contractual requirement and appropriate training will be given before an individual takes on a role which may require administering first aid or medication.

Some pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents/carers, and where this is age appropriate, children should be encouraged to self administer medication or treatment including, for example any ointment, sun cream or use of inhalers.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another adult is present, or aware of the action being taken. Parents should always be informed when first aid has been administered.

There should be due regard to current guidance.

This means that school will:

- ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention
- ensure there are trained and named individuals to undertake first aid responsibilities
- ensure training is regularly monitored and updated
- always ensure that arrangements are in place to obtain parental consent for the administration of medication

This means that adults will:

- adhere to the school/service's policy on medication
- comply with the necessary reporting requirements
- make other adults aware of the task being undertaken
- explain to the child what is happening.
- always act and be seen to act in the child's best interests
- report and record any administration of first aid or medication
- have regard to any health plan which is in place
- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities

23. One to One Situations – see Lone Working Arrangements

All adults being asked to work in a one-to-one situation will be offered training and guidance about the expected conduct and manner for undertaking one to one work and the use of any areas of the workplace which may place themselves or children in vulnerable situations.

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are required, reasonable and sensible precautions are taken.

Every attempt will be made to ensure the safety and security of pupils and the adults who work with them. There are occasions where the Headteacher may need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments will take into account the individual needs of the child/young person and the individual worker and these arrangements will be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the school premises will not be permitted unless approval is obtained from their parent and the Headteacher or senior teacher.

This means that adults should:

- ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.
- avoid meetings with a child or young person in remote, secluded areas,
- All one-to-one tutoring should be in a room with an open door, teach with the door open so that people passing can see in - and ensure that nothing that they do in their own behaviour and conduct can be misconstrued or misinterpreted
- always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy

- always report any situation where a child becomes distressed or angry to a senior colleague
- carefully consider the needs and circumstances of the child/children when in one to one situations

24. Home Visits – see Lone Working Arrangements

All work with pupils and parents should, wherever possible, be undertaken in the school or other recognised workplace, There are however occasions, in response to urgent or specific situations where it is necessary to make one-off or regular home visits.

In these circumstances it is essential related risk assessments are in place to safeguard pupils and the adults who work with them. A risk assessment will include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. It is important that the findings and recommendations of any risk assessment are followed.

Specific consideration will be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures will be in place before visits are agreed. Where little or no information is available, visits should not be made alone.

Where a programme of work is to be undertaken in the home an appropriate works space should be provided and a written work plan/contract should be agreed with the pupil and parent. This will include: clear objectives; content; timing; and duration of sessions; ground-rules; child protection and confidentiality statements. The plan will take into account the preferences of pupil and parent. There will also be an agreement that the parent or other suitable adult will remain in the home throughout the session. Where the situation is such that changes in agreed work arrangements are required, a quick assessment will be necessary to determine if the session can continue. The Headteacher will then be informed as soon as is practically possible. Emergency situations should be reported to the police or social care and to the Headteacher.

These means that adults will:

- agree the purpose for any home visits with senior management
- adhere to agreed risk management strategies
- always make detailed records including times of arrival and departure and work undertaken
- ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken
- never make a home visit outside agreed working arrangements

This means that employers will:

- ensure that they have lone-working agreements of which all adults are made aware, these will include arrangements for risk assessment and management
- ensure that all visits are justified and recorded
- ensure that adults are not exposed to unacceptable risk
- ensure that adults have access to a mobile telephone and an emergency contact person

25. Transporting Pupils – see Educational Visits Policy; Lone Working Agreements

In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. A designated member of staff will be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded. It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

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

This means that all school/service:

- should have appropriate policies for transporting pupils within its Educational Visits Policy

This means that adults should:

- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and / or ability to drive
- be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer
- record details of the journey in accordance with agreed procedures
- ensure that their behaviour is appropriate at all times
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned

26. Educational Visits and After-School Activities – See Educational Visits Policy

Adults should take particular care when supervising pupils on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.

Where out of school activities include overnight stays, careful consideration will be given to sleeping arrangements. Children, young people, adults and parents will be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

This means that adults will:

- always have another adult present in out of workplace activities, unless otherwise agreed with the headteacher
- undertake risk assessments in line with the school EVC policy, where applicable have parental consent for the activity and each individual activity where arrangements change – a group consent may be held where similar activities and arrangements are in place.
- ensure that their behaviour remains professional at all times (see section 7)
- never share beds with a child/pupils.
- not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with the headteacher, parents and pupils

27. Photography and Videos – see Agreed Use Policy for ICT/e-safety; School permission for Photography use

Working with pupils may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of pupils. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them. Images of children taken by staff are not to be published on Social Networking sites without the express permission of parents/carers. Staff need to make it clear if they are happy for colleagues to publish their photos on Social Networking sites; as publishing means that the owner of the photo relinquishes the copyright of the image to the Network provider.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings. It is not appropriate for adults to take photographs of children for their personal use.

It is recommended that when using a photograph the following guidance is followed:

- if the photograph is used, avoid naming the pupil
- if the pupil is named, avoid using their photograph
- schools should establish whether the image will be retained for further use, if used by an external publishing source.
- images should be securely stored and used only by those authorised to do so.

This means that adults will:

- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- only use images to support learning activities or in publicity that reasonably promotes the work of the school, and for no other purpose.
- be able to justify images of children in their possession
- avoid making images in one to one situations or which show a single child with no surrounding context
- ensure the child/young person understands why the images are being taken and that they are appropriately dressed.
- only use equipment provided or authorised by the school (personal equipment needs prior express permission from Headteacher or ICT co-ordinator and adults need to follow guidelines about removal of images from storage devices)
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have parental permission to take and/or display photographs – as agreed at the beginning of the Academic Year – be aware that parents may change their mind in the year: always check

This means that adults will not:

- display or distribute images of children unless they have consent to do so from parents/carers
- use images which may cause distress
- use mobile telephones or any other similar devices to take images of children, unless in extreme circumstances eg accident evidence; and not without express permission from headteacher.
- take images 'in secret', or taking images in situations that may be construed as being secretive.

28. Access to Inappropriate Images and Internet Usage – see Agreed Use Policy:

Please note that aspects of this section are illegal – and therefore misuse will be seen as a disciplinary issue – as misconduct or gross misconduct.

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

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

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

This means that the school will:

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

This means that adults will:

- follow the school's guidance on the use of IT equipment
- ensure that children are not exposed to unsuitable material on the internet
- ensure that any films or material shown to pupils are age appropriate
- Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) will be immediately informed. Adults will not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

29. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, ie drama

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum)

This means that adults should:

- have clear written lesson plans that take care when encouraging pupils to use self expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to clearly identifiable lesson plans.

This means that adults should not:

- enter into or encourage inappropriate discussions about sexual activity or any behaviours which may offend or harm others

30. Whistle blowing – see Safeguarding and Child Protection Policy

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. The school has an accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure should be made aware that their employment rights are protected.

Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

This means that the school will:

- ensure they have appropriate whistle-blowing policies in place
- ensure that they have clear procedures for dealing with allegations against staff which are in line with their Local Safeguarding Children Board's procedures.

This means that adults should:

- report any behaviour by colleagues that raises concern regardless of source

31. Sharing Concerns and Recording Incidents

Individuals should be aware of their school's child protection procedures, including procedures for dealing with allegations against adults. All allegations **must be** taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.

In the event of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to a senior manager without delay.

Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of pupils.

This means that adults:

- will be familiar with the school's system for recording concerns
- will take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace

This means that school:

- will be an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace