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# Code of Conduct

Watcombe Primary School



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# 1 Introduction

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## 1.1 Overview

Watcombe Primary School seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for children in their care.

This document clarifies what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behavior and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided.

**If a member of staff does not follow this code of conduct this may lead to disciplinary action.**

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action already taken or proposed.

## 1.2 Core Principles

- The welfare of children is paramount.
  
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
  
- Adults who work with children should work, and be seen to work in an open and transparent way.
  
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
  
- Records should be made of any such incident and of decisions made/further actions agreed.
  
- Staff should apply the same professional standards in keeping with the School's Equality Policy.
  
- All staff should know the name of their designated person for child protection in school, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect children.
  
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

The document provides a guide for adults working at Watcombe Primary School (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to protect both adults and children. All staff should read and adhere to the code of conduct at all times. It refers to and complements other policies and guidance within the school including:

- Child Protection Safeguarding Policy
- Keeping Children Safe in Education 2018
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2018
- Behaviour Policy
- Health and Safety Policy
- ICT Acceptable Use Policy
- E Safety Policy
- Equality Policy
- Whistleblowing Policy
- Safe Touch & Positive Handling Policy

**All of the above policies can be viewed via the school office and / or website**

## 2 Scope

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### 2.1 Scope

All staff and volunteers working at Watcombe Primary School are expected to adhere to this Code of Conduct.

### 2.2 Equality Statement

This policy applies equally to all School / Academy employees regardless of their age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage or civil partnership. Care will be taken to ensure that no traditionally excluded groups are adversely impacted in implementing this policy. Monitoring will take place to ensure compliance and fairness.



## 3 Safe Working Practices for the Protection of Children, Staff and Volunteers

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### 3.1 Introduction

This guidance has been produced to help all staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely

***This means that these guidelines:***

- apply to **all** adults working in education settings whatever their position, roles, or responsibilities.*

### 3.2 Duty of Care

Teachers and other 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 physical and emotional harm. This duty 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.

There are legitimate high expectations about the nature of the professional involvement of staff in the lives of children. 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 which requires them to provide a safe working environment for staff and guidance about safeguarding working practices.

***This means that staff should:***

- 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*

***This means that this school / academy should:***

- ensure that safeguarding procedures are in place and reviewed*
- ensure that systems are in place for concerns to be raised*
- ensure that adults are not placed in situations which render them particularly vulnerable*

### 3.3 Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the children 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 and in so doing, will be seen to be acting reasonably.

### 3.4 Power and Positions of Trust

All adults working with children in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a child cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff must follow reporting procedure as laid out in the Safeguarding Policy.

Where a person aged 18 or over is in a 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. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

***This means that where no specific guidance exists staff should:***

- discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted*
- always discuss any misunderstanding, accidents or threats with a senior leader*
- always record discussions and actions taken with their justifications*

***This means that staff should not:***

- use their position to gain access to information for their own advantage and/or a child's or family's detriment*
- use their power to intimidate, threaten, coerce or undermine children*
- use their status and standing to form or promote a relationship with a child, which is of a sexual nature.*
- attempt to initiate a relationship with a recent ex-pupil, which is of a sexual nature.*

### 3.5 Confidentiality

Members of staff may have access to confidential information about children in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a child or his / her family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the child.

Confidential information about children 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. Any media or legal enquiries should be passed to senior leadership.

Adults need to be aware that although it is important to listen to and support children, they must not promise confidentiality or request children to do the same under any circumstances.

Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

#### ***This means that staff:***

- are expected to treat information they receive about children in a discreet and confidential manner.*
- in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff*
  - need to be cautious when passing information to others about a child.*
- need to know to whom any concerns or allegations should be reported.*

### 3.6 Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting so it is important to exercise due care and attention when outside of the school environment.

Membership of organisations whose goals are in conflict with the values and equality policies of the school is not acceptable.

#### **This means that staff should 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.*
- drink alcohol with current pupils in public or private places, nor purchase alcohol for children. There may be exceptional circumstances where a member of staff may be personal friends with a parent which means that normal social life will bring the child into social contact with a member of staff. However, generally, if a member of staff finds themselves in a pub or other meeting place in which current pupils are drinking, the member of staff should not join the pupils and may need to draw the attention of bar staff to the age of the young people. It is difficult to determine exact regulations in this area; if a member of staff feels that there are exceptional reasons why the general restriction on drinking alcohol with students should not apply, they should discuss the matter with a senior member of staff.*
- When supervising children on school trips, the safeguarding and welfare of the children is paramount. Staff must not drink alcohol when responsible for the welfare of pupils. Members of staff may be called to act if an emergency occurs.*
- make inappropriate remarks to a pupil (including email, text messages, phone or letter etc)*
- discuss their own sexual relationships with or in the presence of pupils*
- discuss a pupil's sexual relationships in inappropriate settings or contexts*
- make (or encourage others to make) unprofessional personal comments in any form of communication (e-mail, conversations or social networking comments)*

#### **Staff must:**

- Be aware that their behaviour in their personal lives may impact upon their work with children.*

### 3.7 Dress and Appearance

Staff should consider the manner of dress and appearance appropriate to their professional role. We require children to be smart in their uniform. Smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.

Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation. Appropriate personal presentation is expected of staff

***This means that staff should ensure their appearance and clothing:***

- promotes a positive and professional image*
- is appropriate to their role*
- is not likely to be viewed as offensive, revealing, or sexually provocative*
- does not distract, cause embarrassment or give rise to misunderstanding*
- is absent of any political or otherwise contentious slogans*

### 3.8 Gifts

Staff should be aware of the school's policy regarding arrangements for the declaration of gifts received and given.

Staff need to take care that they 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 or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Headteacher / Business Manager. Members of staff should not give personal gifts to pupils. It is acceptable for staff to offer prizes of small value in certain tasks, competitions or rewards.

***This means that staff should:***

- ensure that gifts received or given in situations which may be misconstrued are declared*
- ensure that gifts of significant value 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 and given to all pupils equally.*

### 3.9 Infatuations

Staff need to be aware that it is not uncommon for a pupil to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a pupil may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

### 3.10 Personal Living Space

No pupil 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 and senior leaders or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.

### 3.11 Communication with pupils (including use of technology)

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, school e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs. Adults should not share any personal information with a pupil. They should not request, or respond to, any personal information from the pupil, other than that which might be appropriate as part of their professional role.

#### ***This means that staff should:***

- report to senior colleagues any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.*
- be mindful if they are alone in a room with a pupil. Leave the door open or be visible at all times by any passers by.*

#### ***This means that staff should:***

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- be mindful of the need to maintain professional boundaries*

#### ***This means that staff should:***

- Staff Should not give their personal contact details to pupils. Emails and telephone communication must only be through the agreed school contacts.*
- communicate with pupils in an appropriate and professional manner, making sure that parents have given permission for this form of communication to be used*
- only make contact with pupils for professional reasons*

Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with pupils so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. Staff should avoid giving personal contact details to pupils including e-mail, home or mobile telephone numbers. E-mail or text communications between an adult and a pupil outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites, such as social networking, instant messaging or gaming.

Communication with ex-pupils who are over 18 is left to staff discretion. Please be conscious of the fact that ex-pupils may be in contact with current pupils.

Be aware that actions that bring the school/ academy into disrepute could lead to disciplinary procedures being taken

- not use internet or web-based communication channels to send personal messages to a p u p i l*
- not to have images of pupils stored on personal cameras, devices or home computers.*
- not make images of pupils available on the internet, other than through the school network/website, without permission from parents and senior teachers.*
- be cautious in their contact with ex-pupils, as there is still a professional relationship and there may be contact with current pupils. Staff should avoid putting themselves in any vulnerable position*

### 3.12 Social Contact

Staff should not establish or seek to establish social contact with pupils, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a senior leader. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

Staff should not give out their personal details such as their home e-mail address; social network sites, gamer tags or web pages to students. If pupils do become aware of your gamer tag you must change it. Pupils phones must be stored safely in the front office and collected at the end of the day. Staff must only use mobile phones in the staffroom or by specific arrangement with the Head/Deputy Teacher.

### 3.13 Social Networking Sites and Online Gaming

School staff may use social networking sites for personal use. However, the school requires that profile and photos of the member of staff are 'locked down' as private so that pupils or parents do not have access to your personal data or images.

Staff must deny current or recent pupils access to your profile so you do not put yourself in a vulnerable position.

Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.

If a pupil does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior leadership should be informed immediately.

#### ***This means that staff should:***

- have no secret social contact with pupils*
- consider the appropriateness of any social contact according to their role and nature of their work*
- always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme*
- advise senior leadership of any regular social contact they have with a pupil or parent which may give rise to concern*
- report and record any situation, which they feel, might compromise the school or their own professional standing.*

#### ***This means that staff should:***

- lock down their profile to ensure that data and images are not freely available. Seek advice if you are unsure how to do this.  
do not permit current and recent pupils or parents to have access to your profile.*
- ensure all your passwords are kept strong and secure*
- be aware that images of others should be protected and be treated as carefully as you would your own*

Where relationships exist between staff and those who are also parents at the school, or personal friends who are parents at the school, social networking is acceptable but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the school.

As soon as a member of staff becomes aware that they are in an online game with a pupil of the school, the member of staff should cease to play against that student and should not knowingly enter any games containing that player as part of the group.

Under no circumstances should staff seek out pupils and/or share their own gamer tags/ID with pupils, or use school equipment to play online games.

### 3.14 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 may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact and adhere to the Safeguarding Policy.

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 made clear to senior staff. Physical contact, which occurs regularly with an individual child, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to children with SEN or physical disabilities). Any such contact should adhere to the school's Physical Contact Policy.

### 3.15 Physical Education and other activities which require physical contact.

Some staff, for example, those who teach PE and games, or who offer music tuition, will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment (see section 21, one-to-one situations, below). Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

#### ***This means that staff should:***

- be aware that even well intentioned physical contact may be misconstrued by the pupil, an observer or by anyone to whom this action is described*
- never touch a p u p i l in a way which may be considered indecent*
- always be prepared to explain actions and accept that all physical contact be open to scrutiny*

#### ***This means that the school / academy should:***

- ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior leadership.*
- provide staff, on a "need to know" basis, with relevant information about vulnerable children in their care.*

#### ***This means that staff should:***

- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable student in the demonstration.*
- always explain to a pupil the reason why contact is necessary and what form that contact will take unless their safety is at immediate risk*

### 3.16 Showers and Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard children, satisfy health & safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

#### ***This means that staff should:***

- avoid any physical contact when pupils are in a state of undress*
- avoid any visually intrusive behaviour and where there are changing rooms:*
- remain in the room when groups are changing*
- ensure sensitive pupils are offered the opportunity to change privately*

#### ***This means that staff should not:***

- change in the same place as pupils*
- shower with pupils*

### 3.17 Pupils in Distress

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior leader.

#### ***This means that staff should:***

- consider the way in which they offer comfort to a distressed pupil*
- always tell a colleague when and how they offered comfort to a distressed pupil*
- record situations which may give rise to concern.*

### 3.18 Behaviour Management

All pupils have a right to be treated with respect and dignity. Staff should not use any form of degrading treatment to punish a child. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards a pupil is not acceptable in any situation.

#### ***This means that staff should:***

- | ***not use force as a form of punishment***
- | ***try to defuse situations before they escalate***
- | ***keep parents informed of any sanctions***
- | ***adhere to the school's Behaviour policy.***

### 3.19 Care, Control and Physical Intervention

Staff may legitimately intervene to prevent a child from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

#### ***This means that staff should:***

- always seek to defuse situations*
- always use minimum force for the shortest period necessary.*

### 3.20 Sexual Contact with Pupils

Any sexual behaviour by a member of staff with or towards a pupil is both inappropriate and illegal. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust (see Section 5).

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.

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 that sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

#### ***This means that staff should:***

- not pursue sexual relationships with children and young people either in or out of school.*
- avoid 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.*

### 3.21 One to One Situations

Staffs working in one to one situations with children and young people are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. The role of some staff means that it will be necessary for them to have considerable amount of one to one work and will balance privacy and confidentiality with transparency and accessibility. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parents and the headteacher or other senior colleague with delegated authority.

### 3.22 Transporting Children

In certain situations, for example out of school activities, staff or volunteers may agree to transport children. The SBM 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. **The driver must also have appropriate insurance.**

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

#### ***This means that staff should:***

- avoid meetings with children in remote, secluded areas of the school*
- ensure there is visual access and/or an open door in one to one situations*
- inform other staff of the meeting 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*
- consider the needs and circumstances of the child/children involved.*

#### ***This means that staff should:***

- plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements*
- ensure that they are alone with a child for the minimum time possible*
- be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer*
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures*
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety*
- take into account any specific needs that the child may have*

### 3.23 Extra-curricular activities

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

### 3.24 First Aid and Administration of Medication

The school has an administration of medication policy, which must be adhered to at all times.

### 3.25 Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

#### ***This means that staff should:***

- always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school*
- undertake a risk assessments*
- have parental consent to the activity*
- ensure that their behaviour remains professional at all times.*

#### ***This means that staff should:***

- make other staff aware of the task being undertaken*
- explain to the child what is happening*
- consult with colleagues 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.*

Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents and the organisation must be negotiated, agreed and recorded.

### 3.26 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.

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) Parents are also legally entitled to remove their children from RE lessons. In both situations this should be requested in writing.

#### ***this means that staff should:***

- have clear written lesson plans.*

#### ***This means that staff should not:***

- enter into or encourage inappropriate or offensive discussion about sexual activity.*

### 3.27 Photography, Video and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, out of school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.

Using images of children for the school's publicity purposes has already had the consent of parents through the Home-School Agreement. Images should not be displayed on other websites, in publications or in a public place without additional consent.

#### ***This means that staff should:***

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded*
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose. Staff should ensure school resources and equipment are used.*
- ensure that all images are available for scrutiny in order to screen for acceptability*
- be able to justify images of children in their*
- avoid making images in one to one situations.*

#### ***This means that staff should be aware and should avoid putting themselves in vulnerable situations;***

- staff are discouraged from having images of pupils stored on personal cameras, devices or home computers.*
- staff should not make images of pupils available on the internet, other than through the school network/website with permission from parents and senior teachers.*

### 3.28 Internet Use

This school / academy has a clear policy about access to and the use of the Internet. Please refer to the acceptable use policy for further guidance.

Under no circumstances should adults in the school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, would normally lead to disciplinary action, particularly if as a result children might be exposed to inappropriate or indecent material.

### 3.29 Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Please refer to the School's Whistle Blowing Policy. Staff should follow procedures as laid out in the Whistleblowing policy. This is particularly important where the welfare of children may be at risk.

Ofsted's dedicated Whistleblowing Hotline (0300 1233155) was launched in April 2009. It is staffed from 8am to 6pm, Monday to Friday. Whistleblowing disclosures can also be submitted to Ofsted by email to The Ofsted Whistleblowing team **whistleblowing@ofsted.gov.uk** or by post to: WBHL Ofsted Piccadilly Gate Store Street Manchester M1 2WD

#### ***This means that staff should:***

- report any behaviour by colleagues that raises concern.*

### 3.30 Sharing Concerns and Recording Incidents

All staff should be aware of the School's child protection safeguarding policy which includes full details on procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and / or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent could avoid any misunderstanding.

Members of staff should 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.

#### ***This means that staff:***

- should be familiar with the school's Child Protection arrangements*
- Must read** the DfE publication 'Keeping Children Safe in Education' – 2016 should
- 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 school or workplace – see Child Protection Policy for further information.