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Responsibility: SMT/Head of HR

DAME ALLAN'S SCHOOLS

STAFF CODE OF CONDUCT

1. Context

All staff, helpers and volunteers at Dame Allan's Schools (hereafter staff) who work with children and young people have a crucial role to play in shaping their lives. 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 staff to establish a safe and responsive environment which safeguards pupils and reduces the risk of staff being unjustly accused of improper or unprofessional conduct. It should be read in conjunction with the DfE Guidance for Safer Working Practice document.

This code of conduct applies to all adults working in Dame Allan's Schools (hereafter the Schools), whatever their position, role, or responsibilities.

The underpinning principles of the code of conduct are:

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- Staff 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.
- Staff should work, and be seen to work, in an open and transparent way including self-reporting if their conduct or behaviour falls short of these guiding principles.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards regardless of culture, disability, sex, language, racial origin, religious belief and sexual orientation.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for pupils. There can be no defence for

intoxication while supervising pupils, in any context. On school visits, the default assumption is that staff will not consume alcohol - however - during trips of multiple days' duration, it would be acceptable for a single drink of wine or beer to be consumed with a meal, but there should be at least two members of a group of staff responsible for pupils on school trips who consume no alcohol throughout. This need not be the same staff every day. Depending on pupil numbers and the nature of the trip, it may be that more than two members of staff refrain from the consumption of alcohol. There must always be enough members of staff who have not consumed any alcohol to manage any emergency, including the driving of a minibus if required. It lies within the gift of the trip leader to decide if the trip should be alcohol free for staff.

- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed.
- Staff should be aware of and understand the Schools' policy, arrangements for managing allegations against staff, staff code of conduct, whistle blowing procedure.

2. Unsuitability

The guidance contained in this document is an attempt to identify what behaviours are expected of staff at the Schools. Staff 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 children and young people.

3. Duty of Care

All staff are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

Whether working in a paid or voluntary capacity, staff have a duty to keep children and young people safe and to protect them from abuse (sexual, physical and emotional harm and from violent extremism), neglect, and safeguarding concerns. Children and young people have a right to be treated with respect and dignity. It follows that staff are expected to take reasonable steps to promote the safety and well-being of children and young people. Failure to do so may be regarded as professional misconduct.

The duty of care is in part exercised through the development of respectful and caring relationships between staff and the children and young people in their care. It is also exercised through staff behaviour, which at all times should demonstrate integrity, maturity and good judgement.

The Schools and parents expect high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role.

As employers, the Schools also have a duty of care towards their employees, both paid and unpaid, under the Health and Safety at Work Act 1974. This requires them to provide a safe working environment for adults and to provide guidance about safe working practices. Employers also 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 will 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 adult's duty of care towards children should not conflict.

This 'duty' can be demonstrated through the use and implementation of these guidelines.

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.*
- *Understand how to raise a concern and contact designated staff or partner agencies if they have a concern about a child, particularly if the normal arrangements have been amended.*
- *Take responsibility for their own actions and behaviour.*

4. Making a Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not appropriate behaviour for staff in all circumstances. It does highlight, however, behaviour which is illegal, inappropriate, or inadvisable.

There may be occasions and circumstances in which staff 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. Staff 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, in these circumstances, should always be recorded and shared with a senior manager. In undertaking these actions individuals will be seen to be acting reasonably.

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

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 or where appropriate the Schools' designated safeguarding lead. 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 manager.*
- *Always record discussions and actions taken with their justifications.*
- *Record any areas of disagreement, and if necessary refer to another agency.*

5. Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all staff are in positions of trust in relation to all pupils of the Schools.

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 a member of staff and a child or young person 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 and also to ensure that they do not engage in bullying, harassment, victimisation and discrimination towards children and adults.

Incidents, where it has been deemed that a member of staff has been bullying a pupil, will be taken very seriously as a matter of child protection. The Principal, with the support of the governing body, will deal with this and formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff. In the event of the Principal being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

Members of staff 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. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times.

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 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 pupils.*
- *Use their status and standing to form or promote relationships with children which are of a sexual nature, or which may become so.*

6. Confidentiality

The storing and processing of personal information about children and young people is governed by the Data Protection Act 2018 and the UK General Data Protection Regulation 2018 (GDPR) and is fully described in the Schools' Data Protection Policy and Privacy Notices for Parents, Pupils, Staff, Governors, Suppliers and website users.

Members of staff may have access to confidential information about pupils and their families in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information (known as special category personal data). These details must be kept confidential at all times and only shared when it is legally permissible to do so, and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff should never use confidential or personal information about a pupil or their family for their own or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child or young person concerned. Confidential information should never be used casually in conversation or shared with any person other than on a

need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

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 or the relevant designated safeguarding lead. Any actions should be in line with locally agreed information sharing protocols. If a member of staff has any queries or concerns about the sharing of information from a data protection (rather than a safeguarding) point of view, they should seek guidance from the Data Protection Coordinator. Staff who need to share 'special category personal data' should note that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition. This allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk.

Whilst staff need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this of a child young person under any circumstances.

Additionally, concerns and allegations about staff should be treated as confidential and passed to a Designated Safeguarding Lead without delay.

The Schools' Safeguarding Policy and guidelines and the booklet "Keeping Children Safe in Education" which contain further guidance on sharing information to protect children may be obtained from the Schools' Designated Safeguarding Leads.

Staff members should never give absolute guarantees of confidentiality to pupils or to adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

All staff members receive regular training on data protection legislation and the requirements of GDPR. These Regulations set out strict time-scales for reporting breaches to the ICO within 72 hours. Staff members are reminded that they must report any breach of GDPR immediately to the Data Protection Coordinator.

This means that staff:

- *Are expected to know the name of their designated safeguarding lead and be familiar with child protection procedures and guidance.*
- *Are expected to treat Information they receive about children and young people 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 clear about when information can / must be shared and in what circumstances.*
- *Need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported.*
- *Need to ensure that personal information is recorded using modern technologies that systems and devices are kept secure.*

7. Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teacher Regulation Agency (TRA), a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare Disqualification Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years childcare.

In accordance with the Disqualification under the Childcare Act 2006 (Regulations 2018) the Schools expect any member of staff to disclose any relationship or association (in the real world or online) that may impact on the Schools' ability to safeguard pupils.

Staff are also expected to comply with the wider standards of professional conduct, communication and working relationships set out in the Staff Handbook and relevant School policies, including when communicating online or acting in another capacity connected with the Schools, such as the parent of a pupil.

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.*
- *Make, or encourage others to make sexual remarks to, or about, a pupil (including email, text messages, phone or letter).*
- *Use inappropriate language to or in the presence of pupils.*
- *Discuss their own personal or 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 which scapegoat, demean or humiliate, or might be interpreted as such.*

This means that staff should:

- *Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children.*
- *Inform the Principal/Bursar of any cautions, convictions or relevant orders accrued during their employment and/or if they are charged with a criminal offence.*

8. Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However staff 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. Staff should therefore take care to ensure they are dressed decently, safely, and appropriately for the tasks and the work they undertake. For this reason denim (of any colour), leggings (unless worn for physical activities) and casual trousers should not be worn. Flip-flops, open toed sandals, sports shoes (unless word for physical activities) Doc Martin boots and walking boots should not be worn either. Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

This dress code also applies to online or virtual teaching or when working with small groups on site.

This means that staff should wear clothing which:

- *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.*
- *Is not considered to be discriminatory.*
- *Is compliant with professional standards.*
- *Is similar in online engagement to what they would wear on a normal school day.*

9. Gifts, Rewards and Favouritism

It is inadvisable to give personal gifts to pupils or their families. This could be misinterpreted as a gesture either to bribe, or groom. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a young person should be agreed practice within the Schools, consistent with the behaviour policy, recorded and not based on favouritism.

Care should also be taken to ensure that staff 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 staff 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.

Any gift in cash or tokens to the value of £50 or above must be reported to the Bursar.

This means that staff should:

- *Ensure 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.*

- *When giving gifts other than as above, ensure that these are of insignificant value and given to all children equally.*

10. Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. 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.

A member of staff, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a senior manager or designated safeguarding lead so appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that staff should:

- *Report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff – usually to the Vice Principal (Pastoral).*

11. Social Contact

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).

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. This also applies to social contacts made through outside interests or the staff member's own family.

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

This means that staff should:

- *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 management of any regular social contact they have with a pupil which may give rise to concern.*
- *Report and record any situation, which they feel, might compromise the school or their own professional standing.*

- *Refrain from sending personal communication to pupils or parents unless agreed with senior managers.*
- *Inform senior management of any relationship with a parent where this extends beyond the usual parent / professional relationship.*
- *Inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. tutoring, babysitting.*

12. Communication with Children *(including the Use of Technology)*

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand-held devices. Given the ever changing world of technology, it should be noted that this list gives examples only and is not exhaustive.

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

Staff 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. Communication should be by the Schools' telephone and email systems. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers, details of web-based identities, unless the need to do so is agreed with senior management. Any communication with pupils should follow the above guidance on standards of behaviour.

If children locate personal contact details by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable.

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 or social e-media.

Staff should be aware of and abide by the separately published Schools' policy on acceptable use of electronic media at all times. Training on the internet and online safety for staff is delivered as part of the Schools' programme of training on safeguarding matters.

This means that staff should:

- *Not seek to communicate, make contact or respond to contact with pupils outside of the purposes of their work.*
- *Not give out their personal details.*
- *Use only equipment and internet services provided by the Schools.*
- *Only use internet-enabled personal devices in line with the Schools' acceptable use policies.*
- *Follow the Acceptable Use Policy.*
- *Ensure that their use of technologies could not bring the Schools into disrepute.*
- *Not discuss or share data relating to children/parents/carers in staff social media groups.*

13. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable *or* embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. 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 pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, sex, ethnicity and background. Adults 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 by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the relevant DSL and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (the LADO).

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with disabilities 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 pupil's needs, consistently applied and open to scrutiny.

This means that staff should:

- *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 explain actions and accept that all physical contact be open to scrutiny.*
- *Never indulge in horseplay, tickling or fun fights.*
- *Always allow / encourage pupils, where able, to undertake self-care tasks independently.*
- *Ensure the way they offer comfort to a distressed pupil is age appropriate.*
- *Always tell a colleague when and how they offered comfort to a distressed pupil.*
- *Establish the preferences of pupils.*

- *Consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact.*
- *Always explain to the pupil the reason why contact is necessary and what form that contact will take.*
- *Report and record situations which may give rise to concern.*
- *Be aware of cultural or religious views about touching and be sensitive to issues of sex.*

14. Other Activities that require Physical Contact

Staff who work in certain settings, for example sports, dance, drama or outdoor activities 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. Such contact may only be undertaken with the permission of the child/young person. Contact should be relevant to their age or understanding and staff 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 by national organisations, for example, sports governing bodies or major arts organisations and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the relevant designated safeguarding lead.

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

This means that staff should:

- *Treat pupils with dignity and respect and avoid contact with intimate parts of the body.*
- *Always explain to a pupil the reason why contact is necessary and what form that contact will take.*
- *Seek consent of parents where a pupil is unable to give this e.g. 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 sex, cultural and religious issues that may need to be considered prior to initiating physical contact.*

15. Intimate and Personal 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, which is regularly reviewed. 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 senior managers and/or parents/carers.

Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the pupil's care plan specifies the reason for this.

A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, should include times left and returned.

Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the individual pupil's care plan. The views of parents, carers and the pupil, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

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

Staff need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the children and young people with whom they work.

This means that staff should:

- *Adhere to the school's intimate care guidelines.*
- *Make other staff aware of the task being undertaken.*
- *Explain to the child what is happening before a care procedure begins.*
- *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.*
- *Avoid any physical contact when children are in a state of undress.*
- *Avoid any visually intrusive behaviour.*

And where there are changing rooms:

- *Announce their intention of entering.*
- *Avoid remaining in the room unless the needs of the pupil require it.*

This means staff should not:

- *Change or toilet in the presence or sight of pupils.*
- *Shower with pupils.*
- *Assist with intimate or personal care tasks which the pupil is able to undertake independently.*

16. Behaviour Management

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

Corporal punishment and smacking is unlawful in all schools and early years settings.

Staff should not use any form of degrading treatment to punish a child. The use of sarcasm, humiliation, inappropriate language, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Shouting and failing to employ normal rules of conversation is not acceptable either.

Staff should understand the importance of challenging inappropriate behaviours between children, including child on child sexual violence and sexual harassment. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, or “part of growing up” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Where pupils display difficult or challenging behaviour, only sanctions or rewards described in the whole school behaviour policy should be employed by staff.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.

This means that staff should:

- *Not use force, or the threat of force as a form of punishment.*
- *Try to defuse situations before they escalate.*
- *Keep parents informed of any sanctions.*
- *Be mindful of and sensitive to factors both inside and outside of the Schools which may impact on a pupil’s behaviour.*
- *Adhere to the school’s behaviour management policy.*
- *Not discriminate.*
- *Model good behaviour.*
- *Avoid shouting at children other than as a warning in an emergency / safety situation.*
- *Refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI).*
- *Be aware of the legislation and potential risks associated with the use of isolation and seclusion.*
- *Comply with legislation and guidance in relation to human rights and restriction of liberty.*
- *Be clear as to the school’s policy and procedures with regard to child on child abuse.*
- *Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.*

17. Use of Control and Physical Intervention

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 organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence.

The law states that Early Years providers, in particular, must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

The law and guidance for schools states that adults may reasonably intervene as a last resort when all efforts to diffuse the situation have failed 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.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported to the relevant DSL or Principal. This should include written and signed accounts of all those involved, including the child or young person. Parents (including those of children in EYFS) *will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable. If the use of physical force is necessary, another member of staff should, if possible, be present to act as a witness.*

Similarly, where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

This means that schools should:

- *Regularly acquaint staff with relevant school policy and DfE Guidance.*
- *Ensure that staff are provided with appropriate training.*

This means that staff should:

- *Adhere to the schools' behaviour policy with regard to the use of 'reasonable force'.*
- *Always seek to defuse situations and avoid the use of physical intervention wherever possible.*
- *Where physical intervention is necessary, always use minimum force for the shortest period necessary.*

18. Sexual Contact

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age,

including any current pupil aged 18 or over. Any sexual activity with a child could be a matter for criminal prosecution and/or disciplinary procedures.

Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.

Sexual activity involves physical contact, including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing pupils 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 purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a senior manager any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed.

This means that staff should:

- *Not have any form of sexual contact with a pupil from the school.*
- *Avoid any form of touch or comment which is, or may be considered to be, indecent.*
- *Avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative, or give rise to speculation i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.*
- *Not make sexual remarks to or about a pupil.*
- *Not discuss sexual matters with or in the presence of pupils, other than within agreed curriculum content or as part of their recognised job role.*

19. One to One Situations

One to one situations have the potential to make a 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 children and young people 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 unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.

Meetings with children and young people outside agreed working arrangements should not take place without the agreement of senior managers and parents or carers.

This means staff should:

- *Avoid meetings with pupils in remote secluded areas of school.*
- *Work one to one with a child only when absolutely necessary and with the knowledge and consent of senior leaders and parents/carers.*

- *Be aware of the relevant risk assessments, policies and procedures.*
- *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 interpretation of secrecy.*
- *Always report any situation where a child becomes distressed, anxious or angry to a senior colleague.*
- *Consider the needs and circumstances of the child/children involved.*

20. Home Visits

Visits to pupils' homes are a rare aspect of the life of the Schools. Where they are inevitable, a risk assessment should be drawn up to 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 staff more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone.

Staff undertaking welfare visits (for example, during lockdown measures) should always try to give parents/carers advance warning unless there is good reason not to; e.g. because the visit has been prompted by safeguarding concerns and/or is at the request of children's social care. In these cases, one of the staff undertaking the visit should be a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. The purpose of the visit should be clarified and staff should be aware of the circumstances in which emergency services or partner agencies should be contacted.

There will be occasions where risk assessments are not possible or not available, e.g. when emergency services are used. In these circumstances, a record must always be made of the circumstances and outcome of the home visit. Such records must always be available for scrutiny.

Under no circumstances should a member of staff visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend. If in an emergency, such a one -off arrangement is required, the adult must have a prior discussion with a senior manager and the parents or carers and a clear justification for such arrangement is agreed and recorded.

This means that staff should:

- *Agree the purpose of any home visit with their manager.*
- *Have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and/or partner agencies.*
- *Adhere to agreed risk management strategies.*
- *Avoid unannounced visits wherever possible.*
- *Except in an emergency, never enter a home without the parent or carer's consent or when the parent is absent.*
- *Observe all current regulations concerning social distancing.*

- *Ensure there is visual access and/or an open door in one to one situations.*
- *Always make detailed records including times of arrival and departure.*
- *Ensure any behaviour which gives rise to concern is discussed with their manager.*
- *Have access to a mobile phone and emergency contact.*

21. Transporting Children and Young People

In certain situations staff or volunteers may be required or offer to transport pupils as part of their work. Staff should not offer lifts to pupils unless the need for this has been agreed by a manager. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.

It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children. 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 carrying capacity is not exceeded.

Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances, the matter should be recorded and reported to both their manager and the child's parent(s).

This means that staff should:

- *Follow the Schools' policies and procedures in relation to the driving of vehicles.*
- *Plan and agree arrangements with all parties in advance.*
- *Respond sensitively and flexibly where any concerns arise.*
- *Have an appropriate licence / permit for the vehicle.*
- *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.*
- *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. This includes having proper and appropriate insurance for the type of vehicle being driven.*
- *Take into account any specific needs that the child may have.*
- *Ensure any impromptu or emergency arrangements of lifts are recorded and can be justified.*

22. Trips and Outings

Staff should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Staff 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. Full advice and guidance is available from the Schools' published policy on trips and visits.

Where out of school or setting activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe staff/child ratio and suitable sex mix of staff.

This means that staff should:

- *Follow the guidance in the Schools' policy on educational visits and trips and other local and national guidance.*
- *Always have another adult present in out of school activities, unless otherwise agreed with senior staff in school.*
- *Undertake risk assessments where required.*
- *Have parental consent to the activity.*
- *Ensure that their behaviour remains professional at all times.*
- *Never share beds with a child.*
- *Never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with the Head teacher, parents and pupils.*

23. First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not, however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication. The Schools provide staff with sufficient and suitable training, with regular refresher training. The Schools' First Aid and Medicines policies contain further detailed advice in these areas.

Staff taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and should only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Staff medication on the premises must be securely stored and out of reach of children at all times.

This means that staff should:

- *Adhere to the school's First Aid and Medicines policies.*
- *Make other staff aware of the task being undertaken.*
- *Explain to the child what is happening.*
- *Not work with pupils whilst taking medication unless medical advice confirms that they are able to do so.*

24. Photography and Videos

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, to celebrate achievement, and to provide records of evidence of the activity. Under no circumstances will staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of a school setting. This includes taking images of pupils when out on trips, visits,

sports and other fixtures. A school camera or mobile device should always be used. In the event that a school camera or mobile device is unavailable, an employee's personal device may be used where written permission has been granted; however, this will be subject to the appropriate safeguards in line with the whole school policy on the Acceptable Use of Electronic Devices and Information Technology Systems.

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. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

Children who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment. Staff should remain sensitive to any children, who appear uncomfortable and should recognize the potential for misinterpretation.

Making and using images of pupils will require age appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of public place includes areas where visitors to the school have access.

When taking or using a photograph the following guidance should be followed:

- It must only be taken/recorded onto school devices; your own smartphone or camera may only be used with permission and with a school memory stick (see guidance above on the whole school policy on the Acceptable Use of Electronic Devices and Information Technology Systems.
- Images must not be copied onto multiple storage devices. e.g. many hard drives and/or memory sticks.
- Images must NEVER be uploaded to the internet except for use on the Schools' website and social media channels, and may only be loaded onto a single school computer in such a way that it cannot be accessed from the wider network.
- The images must NEVER include names or personal details in a way which allows identification of individuals if the data is going to go beyond internal School use.
- Images must be deleted immediately the legitimate use is over.
- Coaching /visiting /peripatetic staff must obtain consent from pupils and parents to record images, and must only do this with the knowledge and consent of the HOD with whom they are working.

No member of staff working in the EYFS department may have a camera adapted mobile phone in their possession whilst working with children in the department. No member of staff should use a mobile phone in the presence of pupils except in an emergency.

Due to the presence of EYFS children, members of staff working at the Junior School must not have their mobile phone in their possession during the School day. These devices must be locked in desk drawers or in the staff room.

At both the Junior and Senior Schools, personal mobile phones should not be used in the presence of pupils except in an emergency.

A more detailed summary is available in the Schools' Taking, Storing and Using Images of Children Policy.

This means that staff should:

- *Adhere to the Schools' Taking, Storing and Using images of Children Policy and the Acceptable Use Policy.*

- *Only take images where a pupil is happy for them to do so.*
- *Only publish images of pupils for a legitimate purpose (for example on the Schools' social media channels).*
- *Only retain images when there is a clear and agreed purpose for doing so.*
- *Store images in an appropriate secure place in the School.*
- *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.*
- *Ensure that all images are available for scrutiny in order to screen for acceptability; be able to justify images of children in their possession; avoid making images in one to one situations.*
- *Lock away camera adapted mobile phones if working with EYFS children.*

This means staff should not:

- *Take, display or distribute images of children unless they have a legitimate reason to do so.*
- *Take images of pupils for their personal use.*
- *Take images of children using personal equipment.*
- *Take images of children in a state of undress or semi-undress.*
- *Take images of a child's injury, bruising or similar (for example, following a disclosure of abuse) even if requested by children's social care.*
- *Make an audio recording of a child's disclosure.*
- *Take images of children which could be considered as indecent or sexual.*

25. Access to Inappropriate Images and Internet Usage

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the Schools' or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

Staff should ensure that children and young people are not exposed to any inappropriate images or web links and should at all times follow the systems set out in the Schools' Acceptable Use policy and the guidance given below.

If indecent images of children are discovered at the Schools or on the Schools' equipment an immediate referral should be made to the Designated Officer (LADO) and the police contacted, if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also be made to children's social care in line with local arrangements.

Under no circumstances should any adult use school or setting equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace. This

will raise serious concerns about the suitability of the adult to continue working with children and young people.

Staff should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network, and the LADO contacted without delay. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility they will be at risk of prosecution themselves.

This means staff should:

- *Follow the Schools' Acceptable Use Policy, and guidance on the use of IT equipment.*
- *Ensure that children cannot be exposed to indecent or inappropriate images.*
- *Ensure that any films or material shown to children are age appropriate.*

26. Use of the Schools' social media accounts

The widespread use of social media enables the Schools to communicate and engage with students, parents, prospective parents, and members of the public in timely and exciting ways. Social media includes, but is not limited to, blogs, online discussion forums, collaborative spaces, media sharing services, 'Microblogging' applications and online gaming environments (such as Twitter, Facebook, Google Chat, Messenger, Google+, YouTube, Flickr, Xbox Live), and comment streams on public websites (such as newspaper sites).

A number of Dame Allan's accounts (including Instagram, Facebook, and LinkedIn) have been set up. It is important that each of these accounts remains professional and reflects the Schools in a positive way. The Schools need to balance the use of technology and communicating via social media with our duties to our school, the community, legal responsibilities and protecting our reputation.

In order to:

1. Protect the Schools from legal risks.
2. Ensure that the reputation of the Schools, and those associated with them, is protected.
3. Act as a reminder of safeguarding issues (more information can be found in the Safeguarding policy).
4. Help users of Dame Allan's social media accounts to follow best practice.

All members of staff using a School account, regardless of whether an account is set up by you or is linked to your email address, must ensure that the following requirements are met:

- Should staff wish to set up an account on behalf of the Schools, this must be agreed by the Communications team and Vice Principal (Pastoral).
- Once agreed, staff should set up a distinct and dedicated account. This should be entirely separate from any personal social media accounts and should be linked to an official Dame Allan's email address.
- Once set up, the username and password for the account must be sent to the Communications Team, who will keep a central register. This register will only be used in the event of an incident.

- The smaller profile image must be of the Schools' badge, as on the official Dame Allan's account, for the landscape cover image the account creator is free to use an appropriate, subject specific image.
- All images must be copyright free.
- The content on any school-sanctioned social media account should be solely professional and must reflect well on the Schools. A good test is to ask if you would say what you are posting to a prospective parent? If not, do not post it.
- If you are posting any external links, they must be relevant and professional. External links must be properly checked to ensure they are safe and do not link to any inappropriate content. It is sometimes relevant to post things that are not politically neutral, for example if it is relevant for students to consider this as part of their course. On these occasions, it should be clear that this does not reflect the views of the Schools (you may choose to include a disclaimer in the info section if you feel this would be a regular issue).
- When posting photographs of children, they must be of Dame Allan's students only, unless you have parental consent for children not at Dame Allan's. You must not photograph children whose parents have opted for their children not to be photographed. (If in doubt on this point, please contact the Communications Team in the first instance, then if necessary the Child Protection officer at the relevant school).
- When posting photographs of children, their surname must not accompany the photograph.
- Any inappropriate comments on, or abuse of, school-sanctioned social media must be immediately reported to the Communications Team.
- Staff should not engage with any direct messaging with students through social media where the message is not public. Even when publicly communicating with pupils via social media the topic of conversation should be appropriate and in relation to the Schools.

What to do if there is an issue:

- **If an offensive / spam comment is made** – Report immediately to the Communications Team, take a screenshot of the comment and then delete it.
- **DO NOT** delete a comment if it is a complaint.
- **If a complaint is made** – if possible, discuss with the Communications Team straight away. If this will not be possible in a timely manner – for example over the weekend, reply leaving a holding message. For example: *We are sorry to hear that you do not feel you had a positive experience at Dame Allan's. In order to look into this further, could you send us your contact details (privately) so we can get some more information?* Once this is done, monitor their response and speak with the Communications Team.

Follow best practice:

- Always take a screenshot of the comment.
- Never delete the comment – this will bring the Schools' integrity into question.
- Use your judgement – not all negative comments are worth a response.
- If in doubt, speak to the Communications Team.

This guidance should be read in conjunction with the Schools policies on:

- Child Protection and Safeguarding
- Pupil and Parent Social Network Guidance
- Acceptable Use Policy

- Data Protection Policy
- Taking, Storing and Using Images of Children

27. Guidance on E-Safety

The following guidelines summarise and do not supersede existing policy or national DfE or trade union advice in this area. They should be read in conjunction with the Schools' Acceptable Use Policy, the Data Protection Policy and Guidance for safer working practice for those working with children and young people in education settings (Feb 2022).

All staff must model exemplary practice in this area at all times – do not leave computers unattended and logged on. Do not give out or make public in any way your own passwords.

If a pupil misuses electronic media you may use your discretion, in minor cases (eg. a text arrives or they attempt to access a game), to issue a warning or MML, report them to the network manager who should respond to tell staff the outcome, or send them to the reception to hand in their device. They should show you their receipt from reception on their return to class. Persistent offenders will be told not to bring the device into school. If they must have it for emergencies they will check it in with reception at 08:30 and pick it up again at 15:45.

In major breaches of the Acceptable Use Policy or Pupil Guidance for Electronic Media, devices should be confiscated as soon as possible, the pupil isolated and a member of the SMT informed. This would include a pupil taking an unauthorised photograph of a member of staff or another pupil.

If you become aware of potential misuse of social network sites by Dame Allan's pupils, or that indecent images are being stored on circulated on these sites, mobile phones or other e-devices, DO NOT attempt to access the site to check up on such use using your own personal smartphone or computer. DO NOT view, print or download any suspected images, even for the purposes of preserving evidence. Immediately inform a member of SMT.

If a pupil is playing a game on a device in their form room at lunchtime or after school (or in the case of Sixth Formers only, the Queen's Building) which you consider to be inappropriate, insist that they switch their device off. You may wish to record the name of the game/site for future incidents and to enable reporting back to parents and/or pastoral staff.

Photographing and/or videoing of pupils is only permissible under the following conditions:

a. It must only be recorded onto school devices, NEVER your own smart-phone or camera without the express permission granted for a legitimate reason and only with a school's memory stick.

b. Images must not be copied onto multiple storage devices. e.g. many hard drives and/or memory sticks

c. Images must NEVER be uploaded to the internet, and may only be loaded onto a single school computer in such a way that it cannot be accessed from the wider network.

d. Images must NEVER include names or personal details in a way which allows identification of individuals if the data is going to go beyond internal School use.

e. Images must be deleted immediately after the legitimate use is over.

f. Coaching /visiting /peripatetic staff must obtain consent from pupils and parents to record images, and must only do this with the knowledge and consent of the HOD with whom they are working. Separate guidance is issued by the Bursar for these staff.

The use of social networks by staff in their own personal capacity outside school is covered in the Guidance for safer working practice documents, and forms part of the Induction Training and regular Safeguarding training for all new staff. Staff are advised not to "friend" those under the age of 18 to whom they are not related on social networking sites and to avoid making comments that are detrimental to the school, staff or its pupils. Staff need also to be aware that children currently in the school may be related to former students or have them as "friends". This means that posts by members of staff on social media may be sharable or viewable by current students. Staff are not to comment on the business of the school in any other respect on social media.

28. Guidance on the use of technology for online/virtual teaching

There has been a sharp increase in the use of technology for remote learning since March 2020 and this section provides some basic guidelines for staff.

Virtual lessons should be timetabled and senior staff, DSL and / or heads of department should be able to drop in to any virtual lesson at any time – the online version of entering a classroom. Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents.

The following points should be considered:

- Think about the background; photos, artwork, identifying features, mirrors.
- Staff and pupils should be in living / communal areas; if a bedroom has to be used, the setting must be appropriate and professional.
- Staff and pupils should be fully dressed.
- Filters at a child's home may be set at a threshold which is different to the school.
- Resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content.
- Pupils should be visible to the member of staff and should not use avatars or switch off their camera.

All lessons must be recorded and pupils should be reminded that the lesson is being recorded at the start of it. It is the responsibility of the staff member to raise any issues of suitability (of dress, setting, behaviour) with the child (and/or their parent, if appropriate) immediately and to end the online interaction if necessary. If a staff member believes that a child or parent is recording the lesson, they should be asked to leave the lesson or transaction immediately. Further guidance can be found in the Schools' Acceptable Use Policy.

If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil / parent is not able to identify the staff member's personal contact details

This means that staff should:

- *Adhere to the Schools' policy.*
- *Be fully and appropriately dressed.*
- *Record every online lesson or meeting.*
- *Be able to justify images of pupils in their possession.*

- *Contact pupils during normal school hours only.*

This means that staff should not:

- *Take or record images of pupils for their personal use.*
- *Record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff).*
- *Engage online while children are in a state of undress or semi-undress.*

<u>One to One Virtual Meetings</u>

It is recognised that some virtual interactions between staff and pupils are best conducted in a one to one setting, just as they are in the physical school environment.

These may include but are not limited to:

- Lessons where only one pupil is in the class
- Language tuition sessions
- SEN support
- Pastoral support
- Counselling sessions
- Individual feedback on eg coursework, EPQ

One to one virtual interactions should only be used when strictly necessary - consider first whole class or small group interactions or use of email and google classroom comments.

If any one to one interactions are planned but not included in the above list, and involve a pupil at the Senior Schools, they must be approved by SMT. Any one to one virtual meetings with a Junior School pupil (including those in the above list) must be approved by the Head of the Junior School. Approval by SMT would cover sessions on an ongoing basis and does not need to be sought on an individual meeting basis. The session must be recorded and the pupil must be aware that the session is recorded. All protocols for virtual meetings must be followed by both staff and pupils in one to one meetings (see points above).

Any one to one meetings should be arranged beforehand and parents should be notified that these are taking place. In the case of purely academic contact with sixth form pupils, it is acceptable to copy a parent/carer into the pupil invitation.

Staff must be aware of the potential for a pupil to become distressed in such settings and should consider their knowledge of the pupil concerned and the likelihood of such a response. If staff feel that any pupil is likely to respond in a negative way (for example to feedback on work) then they should request that a parent is available in the room with the student. Staff should also consider having another member of the department on the call. Particular care must be taken with pastoral / counselling sessions if the pupil is likely to become distressed. In such circumstances a parent or carer should be available to support the pupil and this must be organised before the scheduled meeting. If a pupil becomes distressed unexpectedly in any other session, staff should contact a parent / carer immediately to seek support for the pupil.

29. Personal Living Space

No child or young person (other than those directly related to staff such as children of staff) should be in or invited into the home of a member of staff, unless the reason for this has been firmly established and agreed with parents/carers and/or senior managers.

Under no circumstances should pupils be asked to assist adults with jobs or tasks, either for or without reward, at or in their private accommodation.

This guidance should also apply to all other persons living in or visiting the private accommodation.

This means that staff should:

- *Be vigilant in maintaining their privacy.*
- *Be mindful of the need to avoid placing themselves in vulnerable situations.*
- *Refuse any request for their accommodation to be used as an additional resource for the school.*
- *Be mindful of the need to maintain appropriate personal and professional boundaries.*
- *Not ask pupils to undertake jobs or errands for their personal benefit.*

30. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or 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 can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. 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 e.g. drama.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead.

Care should be taken to comply with the Schools' policy on spiritual, moral, social, cultural matters which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for relationships and sex education (RSE). It should be noted that parents have the right to withdraw their children from all or part of any sex education provided, but not from the National Curriculum for Science.

This means that staff should:

- *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 lessons plans.*

This means that staff should not:

- *Enter into or encourage inappropriate discussions which may offend or harm others.*
- *Undermine fundamental British values.*
- *Express any prejudicial views.*
- *Attempt to influence or impose their personal values, attitudes or beliefs on pupils.*

31. Duty to Report Concerns about an Individual's suitability to work with children

There is a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with the organisation's staff code of conduct including inappropriate behaviours inside, outside of work or online.

Staff should recognise their individual responsibility to raise any concerns regarding behaviour or conduct (including low level concerns) that falls short of the principles outlined in this document and the setting's staff behaviour policy. It is crucial that any such concerns, including those which do not meet the harm threshold (see KCSiE), are shared responsibly and with the right person, and recorded and dealt with appropriately. Failure to report or respond to such concerns would constitute a failure in professional responsibilities to safeguard children and promote welfare.

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This means that staff should:

- *escalate their concerns if they believe a child or children are not being protected*
- *report any behaviour by colleagues that raises concern*
- *where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should utilise other whistleblowing channels that are open to them as outlined in KCSiE.*

32. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The Schools' policy explains how this may be done and all staff 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 staff should:

- *Report any behaviour by colleagues that raises concern, in accordance with the procedures set out in the Schools' Whistleblowing Policy.*

33. Sharing Concerns and Recording Incidents

All staff should be aware of the Schools' child protection procedures, including procedures for dealing with allegations against staff. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Staff, 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.

Staff should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children and young people 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 staff working with or on behalf of children and young people.

Staff must refer to the Safeguarding Policy and report any concerns they have about the welfare of any child. This includes FGM and radicalisation and all issues covered by the Prevent Duty Guidance 2015.

This means that staff:

- *Should be familiar with the Schools system for reporting and recording concerns.*

- *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.*

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Acceptable Use Policy
- Taking, Storing and Using Images of Children Policy
- Complaints Policy
- Equal Opportunities Policy
- Whistleblowing Policy
- Trips Policy
- Health and Safety Policy
- First Aid and Medicines Policy
- Data Protection Policy

The policies above can be found on the Staff Portal.