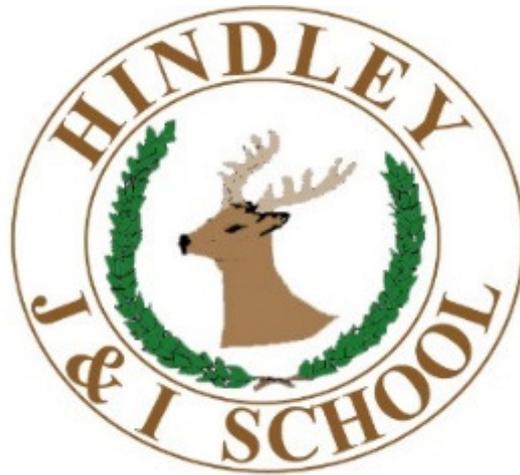


# Hindley J and I School



## Staff Code of Conduct

**Reviewed: September 2018**

**Signed by the School** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed by the Governors** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Rationale**

Adults have a crucial role to play in the lives of children. This document has been produced to help establish the safest possible learning and working environment to safeguard children and reduce the risk of being falsely accused of improper or unprofessional conduct. It seeks to ensure that all school employees are aware of their responsibilities towards the children in their care, to colleagues and themselves.

At Hindley Junior and Infant School we recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care.

This Code of Conduct should be read in conjunction with school's safeguarding policies.

## **Principles**

- ✓ The welfare of the child is paramount
- ✓ Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- ✓ All staff have a responsibility to be aware of systems within their school which support safeguarding
- ✓ 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
- ✓ Staff should acknowledge that deliberately invented/malicious allegations are 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, gender, 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 children
- ✓ 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 National College of Teaching & Leadership (NCTL).
- ✓ Staff and managers should continually monitor and review practice to ensure this guidance is followed
- ✓ Staff should be aware of and understand their establishment's Child Protection Policy, arrangements for Managing Allegations Against Staff, the school's Behaviour Policy, Whistle Blowing Procedure and their Local Safeguarding Children Board LSCB procedures.

## Responsibilities

All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure pupils' safety and well-being. Failure to do so may be regarded as professional misconduct.

When individuals accept a role working at Hindley Junior and Infant School they should understand and acknowledge the responsibilities and trust involved in that role.

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 **senior leaders and the Governing Body should:**

- ✓ promote a culture of openness and support
- ✓ ensure that systems are in place for concerns to be raised
- ✓ ensure that adults are not placed in situations which render them particularly vulnerable
- ✓ ensure that all adults are aware of expectations, policies and procedures
- ✓ ensure that appropriate safeguarding and child protection policies and procedures are updated, distributed, adopted, implemented and monitored

## Confidentiality

The storing and processing of personal information is governed by the guidelines given in the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Staff may have access to confidential information about pupils and their families which must be kept confidential at all times and only shared when 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.

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.

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

If a child or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow school procedures. The adult should not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.

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 the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

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

- ✓ need to know the name of their Designated Safeguarding Lead and be familiar with school's child protection procedures and guidance:
- ✓ are expected to treat information they receive about pupils and families in a discreet and confidential manner
- ✓ should seek advice from a senior member of staff (Designated Safeguarding Lead) if they are in any doubt about sharing information they hold or which has been requested of them
- ✓ 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 where personal information is recorded using modern technologies that systems and devices are kept secure

## **Standards of behaviour**

All staff have a responsibility to adopt high standards of personal conduct in order to maintain confidence and respect.

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 NCTL, a bar from engaging in regulated activity, or action by another relevant regulatory body.

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 to act as an appropriate role model
- ✓ use inappropriate language to or in the presence of pupils
- ✓ discuss their personal or sexual relationships with or in the presence of pupils
- ✓ 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 share a household, or others in their personal lives, may impact on their work with children
- ✓ understand that a person who provides Early Years education may be disqualified because of their "association" with a person living or employed in the same household who is disqualified.

## **Dress and appearance**

Staff, students and visitors should select a manner of dress and appearance appropriate to their role. They should ensure they are dressed decently, safely and appropriately for the tasks they undertake.

Denims should not be worn in school, hairstyles should be appropriate, and large and obvious tattoos should be covered.

## **Hot drinks**

Hot drinks should not be taken into areas occupied by children unless the drink is in a travel mug, or a similar sealed container.

## **Gifts, rewards, favouritism and exclusion**

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 pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you. However, it is unacceptable to receive gifts on a regular basis or of any significant value (£50 or more).

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

Any reward given to a pupil should be in accordance with agreed practice, consistent with the school or setting's behaviour policy, recorded and not based on favouritism.

This means that **staff should:**

- ✓ be aware of and understand school's relevant policies, e.g. rewarding positive behaviour
- ✓ ensure that gifts received or given in situations which may be misconstrued are declared and recorded
- ✓ only give gifts to a pupil 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
- ✓ ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

## **Social contact outside of the workplace**

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship.

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

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment. 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:**

- ✓ advise senior management of any regular social contact they have with a pupil which could give rise to concern
- ✓ refrain from sending personal communication to pupils 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. babysitting, tutoring, etc.

## **Mobile Phones**

Mobile phones should be stored inside bags, desks, staff lockers or store rooms and switched to silent. Mobile phones should not be used in the presence of children and personal calls should not be made during lesson times.

If personal mobile phone calls need to be made during break times, these should be made from areas not usually accessible to children (the Head or Deputy's room, school office or staff room). These calls must not be made in the classroom as pupils may pass through. Mobile phones should not be out on staff desks during the school day, including lunch hours.

Under no circumstances should photographs of pupils be taken on personal mobile phones.

Under no circumstances should mobile phones be used to access inappropriate or offensive material via the internet.

## **Social Media**

Staff who host social media pages should recognise that their posts may be visible to parents and the wider community unless appropriate privacy settings are in place. Staff should not upload photographs that demonstrate a failure to maintain high standards of ethics and behaviour. Occasions have been reported from other settings where parents have made referrals to the local authority in response to photographs on a staff member's Facebook page. Similarly, staff should be aware of other internet-based records such as Amazon wish lists, etc. that may be accessed by parents.

Under no circumstances should social media posts be made that disparage school, colleagues, parents or pupils. In addition, posts of a sexist, homophobic, racist, and otherwise defamatory nature should not be made.

While it is recognised that staff members will have friendships among parents and these may be social media 'friends, other parents should not be accepted as 'friends'. There are no circumstances in which pupils should be accepted as 'friends'.

## **Communication with children (including the use of technology)**

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within 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. (This is not an exhaustive list.)

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their

communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'

Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web based identities. If children locate these 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.

## **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.

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, gender, 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 manager and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (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.

This means that **staff should:**

- ✓ be aware that even well intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described
- ✓ never touch a pupil 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 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 gender

This means that **senior managers should:**

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

### **Other activities that require physical contact**

In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies 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 senior manager and parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils 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 gender, cultural and religious issues that may need to be considered prior to initiating physical contact

This means that **senior managers should:**

- ✓ have in place up to date guidance and protocols on appropriate physical contact that promote safe practice and include clear expectations of behaviour and conduct.
- ✓ ensure that staff are made aware of this guidance and that it is continually promoted

### **Intimate / personal care**

Schools and settings should have clear nappy or pad changing and intimate / personal care policies which ensure that the health, safety, independence and welfare of children is promoted and their dignity and privacy are respected. Arrangements for intimate and personal care should be open and transparent and accompanied by recording systems.

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.

Pupils are entitled to respect and privacy at all times and especially when in a state of undress. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that **senior managers should:**

- ✓ have written care plans in place for any pupil who could be expected to require intimate care
- ✓ ensure that pupils are actively consulted about their own care plan

This means that **staff should:**

- ✓ adhere to their organisation's intimate and personal care and nappy changing policies
- ✓ make other staff aware of the task being undertaken
- ✓ always explain to the pupil 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 the pupil and their parents/carers
- ✓ avoid any visually intrusive behaviour

- ✓ where there are changing rooms or toilets announce their intention of entering
- ✓ always consider the supervision needs of the pupils and only remain in the room where their needs require this

This means that **adults 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

## **Behaviour management**

Corporal punishment and smacking is unlawful in all schools and Early Years settings. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where pupils display difficult or challenging behaviour, adults should follow the school's Behaviour Policy using strategies appropriate to the circumstance and situation.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan should be drawn up. This will take account of Team Teach training. No pupil should be left alone secluded or isolated in a room.

This means that staff should:

- ✓ not use force as a form of punishment
- ✓ try to defuse situations before they escalate e.g. by distraction
- ✓ keep parents informed of any sanctions or behaviour management techniques used, other than sanctions specified in school's Behaviour Policy
- ✓ be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour
- ✓ follow the establishment's behaviour management policy
- ✓ behave as a role model
- ✓ avoid shouting at children other than as a warning in an emergency/safety situation

## **The use of control and physical intervention**

The law and guidance for schools states that adults may reasonably 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.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. In all cases where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child's parents.

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.

This means that **senior managers should:**

- ✓ ensure that they have a lawful physical intervention policy consistent with local and national guidance
- ✓ regularly acquaint staff with policy and guidance
- ✓ ensure that staff are provided with appropriate training and support
- ✓ have an agreed policy for when and how physical interventions should be recorded and reported

This means that **staff should:**

- ✓ adhere to the school or setting's physical intervention policy
- ✓ always seek to defuse situations and avoid the use of physical intervention wherever possible
- ✓ where physical intervention is necessary, only use minimum force and for the shortest time needed

## **Sexual conduct**

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 and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

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.

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 or setting
- ✓ 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 e.g. verbal comments, letters, notes, by email or on social media, 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

## **One to one situations**

Staff working in one to one situations with pupils, including visiting staff from external organisations, can be more vulnerable to allegations or complaints.

One to one work should take place in clear sight of other staff, either in open resource areas, through glass panels in classrooms door, or through open doors. Staff should not work out of sight on a one to one basis with pupils.

Arranging to meet with pupils from away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

This means that **staff should:**

- ✓ ensure that wherever possible there is visual access and/or an open door in one to one situations
- ✓ 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 pupil becomes distressed or angry

## **Home visits**

All work with pupils and parents should usually be undertaken in the school. There are, however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits.

It is essential that appropriate policies and related risk assessments are in place to safeguard both staff and pupils, who can be more vulnerable in these situations.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

This means that **staff should:**

- ✓ agree the purpose for any home visit with their manager
- ✓ adhere to agreed risk management strategies
- ✓ avoid unannounced visits wherever possible
- ✓ 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 or situation which gives rise to concern is discussed with their manager

This means that **senior managers should:**

- ✓ ensure that they have home visit and lone-working policies which all adults are made aware of. These should include arrangements for risk assessment and management
- ✓ ensure that all visits are justified and recorded
- ✓ ensure that staff are not exposed to unacceptable risk
- ✓ make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent
- ✓ ensure that staff have access to a mobile telephone and an emergency contact

## **Transporting pupils**

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. A designated member of staff should be appointed to plan and

provide oversight of all transport arrangements and respond to any concerns that may arise.

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 also have Class One Business Insurance. 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). The school's health and safety policy and/or educational visits policy should set out the arrangements under which staff may use private vehicles to transport pupils

This means that **staff should:**

- ✓ plan and agree arrangements with all parties in advance
- ✓ take into account any specific or additional needs of the pupil
- ✓ 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 if they need to be alone with a pupil (emergencies only) this is for the minimum time
- ✓ be aware that the safety and welfare of the pupil 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
- ✓ 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
- ✓ ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified

## **Educational visits and after school clubs**

Staff responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety available at

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

All schools must have a Health and Safety policy. This should include policy and procedures for off-site visits, including residential visits and any school-led adventure activities.

The Management of Health and Safety at Work Regulations (1999) imposes a duty on employers to produce suitable and sufficient risk assessments. This would include assessment of any risks to employees, children or others during an educational visit, and the measures that should be taken to minimise these risks.

For regular activities, such as taking pupils to a local swimming pool, the risks should be considered under the school's general arrangements and a check to make sure that the precautions remain suitable is all that is required.

For annual or infrequent activities, a review of an existing assessment may be all that is needed.

For new higher-risk activities or trips, a specific assessment of the significant risks should be carried out. Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit where 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, 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 gender mix of staff.

This means that **staff should:**

- ✓ adhere to schools and the local authority's educational visits guidance
- ✓ always have another adult present on visits, unless otherwise agreed with senior staff
- ✓ undertake risk assessments
- ✓ have parental consent to the activity
- ✓ ensure that their behaviour remains professional at all times
- ✓ never share beds with a child/pupil
- ✓ never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Head teacher, parents and pupils
- ✓ refer to local and national guidance for Educational visits

## **First Aid and medication**

All settings should have an adequate number of qualified first-aiders. Parents should be informed when first aid has been administered.

Any member of school staff may be asked to become a qualified first-aider or to provide support to pupils with medical conditions, including the administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment<sup>8</sup> Staff should receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

Advice on managing medicines is included in the statutory guidance on supporting pupils at school with medical conditions. In circumstances where a pupil needs medication regularly, this would usually be recorded in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be administered, the correct dosage and any storage requirements.

After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures. This could include for example, the application of any ointment or sun cream, or use of inhalers or Epipens.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Learning Mentor.

Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Employers are also responsible for managing the performance of their employees and for ensuring they are suitable to work with children.

Staff medication on the premises must be securely stored and out of reach of children at all times

This means that **senior managers should:**

- ✓ ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid
- ✓ ensure training is regularly monitored and updated
- ✓ refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions that adults should:
- ✓ adhere to the school's health and safety and supporting pupils with medical conditions policies
- ✓ make other staff aware of the task being undertaken
- ✓ have regard to pupils' individual healthcare plans
- ✓ always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities
- ✓ explain to the pupil what is happening.
- ✓ always act and be seen to act in the pupil's best interest
- ✓ make a record of all medications administered
- ✓ not work with pupils whilst taking medication unless medical advice confirms that they are able to do so

## **Photography, videos and other images**

Recording of images may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting.

All settings should have arrangements with regard to the taking and use of images, which is linked to their safeguarding and child protection policy, and the guidelines given in the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. This should cover the wide range of devices which can be used for taking/recording images e.g. cameras, mobile-phones, smart phones, tablets, web-cams etc. and arrangements for the use of these by both staff, parents and visitors.

Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

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

For the protection of children, it is recommended that when using images for publicity purposes that the following guidance should be followed:

- ✓ if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames)
- ✓ if the child is named, avoid using their image
- ✓ schools and settings should establish whether the image will be retained for further use, where and for how long
- ✓ images should be securely stored and used only by those authorised to do so.

It is each staff member's responsibility to ensure that any images stored on school hardware are not used for any purpose other than in connection with school and its policies.

This means that **staff should:**

- ✓ adhere to their establishment's policy
- ✓ only publish images of pupils where they and their parent/carer have given explicit written consent to do so
- ✓ only take images where the pupil is happy for them to do so
- ✓ only retain images when there is a clear and agreed purpose for doing so
- ✓ store images in an appropriate secure place in the school or setting
- ✓ ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- ✓ be able to justify images of pupils in their possession
- ✓ avoid making images in one to one situations

This means that **adults should not:**

- ✓ take images of pupils for their personal use
- ✓ display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- ✓ take images of children using personal equipment
- ✓ take images of children in a state of undress or semi-undress
- ✓ take images of children which could be considered as indecent or sexual

## **Exposure to inappropriate images**

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 settings or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

If indecent images of children are discovered on the school's equipment, an immediate referral should be made to the Designated Child Protection Officer, (DCPO) 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 DCPO 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 that **staff should:**

- ✓ abide by the school's acceptable use and e-safety policies
- ✓ ensure that children cannot be exposed to indecent or inappropriate images
- ✓ ensure that any films or material shown to children are age appropriate

### **Personal living accommodation, including on site provision**

Generally, staff should not invite any pupils into their living accommodation unless the reason to do so has been firmly established and agreed with their manager and the pupil's parents/carers.

It is not appropriate for staff to be expected or requested to use their own private living space for any activity, play or learning. This includes seeing pupils for e.g. discussion of reports, tutorials, pastoral care or counselling. Managers should ensure that appropriate accommodation for such activities is found elsewhere within school.

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 or setting
- ✓ be mindful of the need to maintain appropriate personal and professional boundaries
- ✓ not ask pupils to undertake jobs or errands for their personal benefit

### **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.

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 judgment and staff should take guidance in these circumstances from the Designated Safeguarding Lead (Headteacher).

Care should be taken to comply with fundamental British values. Staff should also comply at all times with the policy for sex and relationships education (SRE). 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.

## **Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Education settings should have a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistle blowing procedures should have their employment rights protected.

Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

This means that **school should:**

- ✓ have a whistleblowing policy in place which is known to all
- ✓ have, as part of their safeguarding and child protection policy, clear procedures for dealing with allegations against persons working in or on behalf of the school or setting

This means that **staff should:**

- ✓ report any behaviour by colleagues that raises concern
- ✓ report allegations against staff and volunteers to their manager, or registered provider, or where they have concerns about the manager's response report these directly to the DO

## **Sharing concerns and recording incidents**

All staff should be aware of their establishment's safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers.

In the event of an allegation being made, by any person, or incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher, senior manager or Designated Safeguarding Lead as appropriate.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with or behaviour towards pupils, so that appropriate support can be provided and/or action can be taken.

In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Headteacher, or senior manager in line with the setting's procedures.

This means that **staff should:**

- ✓ be familiar with their establishment's arrangements for reporting and recording concerns and allegations
- ✓ know how to contact the LADO / DO and Ofsted/regulatory body directly if required
- ✓ 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 setting

This means that **school should:**

- ✓ have an effective, confidential system for recording and managing concerns raised by any individual regarding adults' conduct and any allegations against staff and volunteers.

**Declaration of receipt**

**I confirm that I have read Hindley Junior and Infant School's Code of Conduct and understand that any unlawful or unsafe behaviour could lead to legal or disciplinary action being taken.**

**Name (please print).....**

**Signature..... Date.....**