

Fairfield High School for Girls

Policy for a Professional Code of Conduct for Staff



Approved by:	Full Trust Board	Date: November 2022
Last reviewed:	March 2022	
Next review due by:	November 2023	
Person Responsible:	Assistant Headteacher (Pastoral)	

Outstanding progress for all

Policy for a Professional Code of Conduct for Staff

Guidance for Safe Working Practice

1. Introduction

Adults have a crucial role to play in the lives of children. This guidance has been produced to help them establish the safest possible learning and working environments that safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.

This means that these guidelines:

- Apply to **all** adults working in school whatever their position, role or responsibilities.

2. Responsibilities

Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children.

This means that adults 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 behaviour.

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 their safety and wellbeing. Failure to do so may be regarded as professional misconduct.

The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement.

This means that employers 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 that render them particularly vulnerable.
- Ensure that all adults are aware of expectations, policies and procedures.

The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in that role.

Employers have duties towards their employees and others under Health and Safety legislation, which requires them to take steps to provide a safe working environment for staff.

*This means that Manager/Proprietors/
Governing Bodies should:*

- Ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored.

Legislation 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 Health and Safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of these guidelines.

3. Confidentiality

The Data Protection Act 1998 governs the storing and processing of personal information. Employers should provide clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

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.

Staff should never use confidential or personal information about a pupil or his/her 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. 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 the school's 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.

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. 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. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a senior leader. 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 staff:

- *Be clear about when information can be shared and in what circumstances it is appropriate to do so.*
- *Are expected to treat information they receive about children and young people in a discreet and confidential manner.*
- *Should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them.*
- *Need to know to whom any concerns or allegations should be reported.*
- *Need to know the name of their Designated Safeguarding Lead and be familiar with LSCB Child Protection procedures and guidance.*
- *Need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure.*

This means that where no specific guidance exists staff should:

- *Discuss the circumstances that informed their action, or their proposed action, with a senior leader.*
- *Report any actions that could be misinterpreted to their senior leader.*
- *Always discuss any misunderstanding, accidents or threats with a senior leader.*
- *Always record discussions and reasons why actions were taken.*
- *Record any areas of disagreement about course of action taken and, if necessary, referred to a higher authority.*

5. Power and Positions of Trust

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

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

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

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

6. Standards of Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain the confidence and respect of the general public and 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 NCTL, a bar from engaging in regulated activity or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2009 set out grounds for disqualification under the Childcare Act 2006 where the person or a person living in the same household or employed in the same household meets certain criteria set out in the Regulations.

This means that staff should not:

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

This means that staff should not:

- *Behave in a manner that 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.*
- *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.*

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.

7. Dress and Appearance

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

Staff who work with children and young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner that could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

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 and is culturally sensitive.
- Is compliant with professional standards.

8. Personal Living Space

No pupil should be in or invited into the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and senior leaders or the home has been designated by an organisation or regulatory body as a work place, e.g. child minders, foster carers.

It is not appropriate for any other organisations to expect or request that private living space be used for work with children and young people.

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

This means that staff should:

- Be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.

This means that staff should:

- Challenge any request for their accommodation to be used as an additional resource for the organisation.
- Be mindful of the need to maintain professional boundaries.
- Refrain from asking children and young people to undertake personal jobs or errands.

9. Gifts, 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 and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis of any significant value.

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

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

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria.

This means that staff should:

- *Ensure that gifts received or given in situations that may be misconstrued are declared.*
- *Generally, only give gifts to an individual person as part of an agreed reward system.*
- *Where giving gifts other than as above, ensure that these are of insignificant value.*
- *Ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff.*
- *Ensure that they do not behave in a manner that is either favourable or unfavourable to individual pupils.*

10. Infatuations and 'Crushes'

All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Headteacher or most senior leader. In this way, appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

The Headteacher (or senior leader) should give careful thought to those circumstances where the staff member, pupil and their parents/carers should be spoken to and should a plan to manage the situation is put in place.

This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan should involve all parties, be robust and regularly monitored and reviewed.

This means that staff should:

- *Report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace.*
- *Always acknowledge and maintain professional boundaries.*

This means that SLT should:

- *Put action plans in place where concerns are brought to their attention.*

11. Communication with Children and Young People (including the use of technology)

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself.

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

Communication with children in both 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, emails, 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 children other than which might be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication that could be interpreted as grooming behaviour.

Staff should not give their personal contact details to children for example, email 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 the DSL. The child should be firmly and politely informed that this is not acceptable.

Staff should, in any communication with children, also follow the guidance in section 7 'Standards of Behaviour'.

Staff should adhere to the school's policies, including those with regard to communication with parents and carers and the information they share when using the internet.

Staff should not discuss their personal political views with pupils unless necessitated by the curriculum and balanced by the views of others.

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 school or setting.*
- *Follow the school's Policy for E-safety*
- *Ensure that their use of technologies could not bring their employer into disrepute.*

12. 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.

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 school 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 on 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.

13. 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.

Pupils are protected by the same law 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.

This means that staff should:

- *Always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme.*
- *Advise senior management of any regular social contact they have with a pupil that could give rise to concern.*
- *Refrain from sending personal communication to pupils or parents unless agreed with senior leaders.*
- *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.*

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 that is, or may be considered to be, indecent.*
- *Avoid any form of communication with a pupil that 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 a part of their recognised job role.*

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 leader any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed.

14. 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 that 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, 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 would be immediately reported to the DSL and recorded. Where appropriate, the DSL should consult with the Local Authority Designated Officer (the DO).

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.

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 that 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 that may give rise to concern.*
- *Be aware of cultural or religious views about touching and be sensitive to issues of gender.*

A general culture of 'safe touch' should be adopted, where appropriate, to the individual's 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.

15. 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 or 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 a senior leader 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.

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.

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

Where pupils display difficult or challenging behaviour, staff must follow the Outstanding Conduct and Behaviour Policy and use strategies appropriate to the circumstance and situation.

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/carers 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 others can see them.*
- *Be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.*

This means that staff should:

- *Not use force as a form of punishment.*
- *Try to defuse situations before they escalate.*
- *Inform parents/carers of any behaviour management techniques used.*
- *Adhere to the school's Outstanding Conduct and Behaviour Policy.*
- *Be mindful of factors that may impact upon a child or young person's behaviour, e.g. bullying, abuse and take appropriate action where necessary.*

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties.

Corporal punishment and smacking is unlawful in all schools.

17. 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.

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

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. Where the school judges that a child's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

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 senior leader 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 that the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit school to use unlawful physical intervention or deprive a pupil of their liberty.

18. Children and Young People in Distress

For all staff working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Staff should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

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

This means that staff should:

- Adhere to the school's Policy for the Use of Force.
- 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.

This means that staff should not:

- Use physical intervention as a form of punishment.

This means that staff should:

- Consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way.
- Be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances.
- Follow professional guidance or code of practice where available.

- *Never touch a child in a way that may be considered indecent.*
- *Record and report situations that may give rise to concern from either party.*
- *Not assume that all children seek physical comfort if they are distressed.*

19. Personal Care

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:

- *Avoid any physical contact when children are in a state of undress.*
- *Avoid any visually intrusive behaviour.*
- *Where there are changing rooms, announce their intention of entering.*

This means adults should not:

- *Change in the same place as children.*
- *Assist with any personal care task that a child or young person can undertake by themselves.*

20. First Aid and Administration of Medication

All schools 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.

Staff should receive sufficient and suitable training and achieve the necessary level of competency before they take on the 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 Epi-pens.

This means that school should:

- *Ensure there are trained and named individuals to undertake first aid responsibilities.*
- *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*

This means that adults should:

- *Adhere to the school's Health & Safety and First Aid and Sickness 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.*

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 Designated Safeguarding Lead.

Adults taking medication that 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.

Risk assessment is likely to recommend that staff medication on the premises must be securely stored and out of reach of children at all times.

21. One to One Situations

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

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.

Arranging to meet with pupils from the school 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.*
- *Consider the needs and circumstances of the pupil involved.*

22. Home Visits

All work with pupils and parents should usually be undertaken in the school or other recognised workplace. 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.

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 that 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 line 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 that gives rise to concern is discussed with their manager.*

23. Transporting Pupils

In certain situations, staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.

Staff should not offer lifts to pupils unless a manager has agreed the need for this. 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 in vehicles other than 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 also 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). The school's Health & Safety Policy and/or educational visits guidelines 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.*
- *Respond sensitively and flexibly where any concerns arise.*
- *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 that is likely to impair judgement and/or ability to drive.*
- *Ensure that if they need to be alone with a pupil 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 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.*
- *Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified.*
- *Refer to local and national guidance for educational visits.*

24. Educational Visits

Staff responsible for organising educational visits should be familiar with the Department for Education's advice on health and safety.

The duties in the Health and Safety at Work Act 1974 etc. and the supporting regulations apply to activities taking place on or off the school premises (including school visits) in Great Britain. All school employers 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.

This means that staff should:

- *Adhere to school'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 Headteacher, parents and pupils.*

The Management of Health and Safety at Work Regulations (1999) impose 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 of 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/pupil ratio and suitable gender mix of staff.

25. Photography, Videos and Other Images

Many educational activities involve recording images. These 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. 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.

- *Refer to local and national guidance for educational visits, including exchange visits (both to the UK and abroad).*

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.*

Pupils who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography, filming etc. Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation.

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 school 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.

26. Exposure to Inappropriate Images

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

There are no circumstances that will justify staff: 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 at the school or on school's equipment an immediate referral should be made to the Local Authority 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 school 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 to work with children and young people.

This means staff 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 in a state of undress or semi-undress.*
- *Take images of children that could be considered as indecent or sexual.*

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.*

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. Staff 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.

27. Whistle Blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible Whistle Blowing policy that meets the terms of the Public Disclosure Act 1998. Staff who use whistle blowing procedure should be made aware that their employment rights are protected.

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.

28. Sharing Concerns and Recording Incidents

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

In the event of any allegation being made, the relevant information should be immediately recorded and reported.

A low-level concern is a behaviour towards a child by a member of staff that does not meet the harms threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'.

All staff should share any low-level concerns they have using the reporting procedures set out in our Child Protection and Safeguarding Policy. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

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

This means that staff should:

- Report any behaviour by colleagues that raises concern regardless of source.

This means that staff:

- Should be familiar with school's system for reporting and recording concerns, including low level 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 workplace, including low level concerns.

This means that school:

- Should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace.

actions of adults working with or on behalf of children and young people.