



WALTON & LEES HILL CE PRIMARY SCHOOL

CODE OF CONDUCT FOR STAFF AND OTHER ADULTS

<i>At the time of publishing the following roles were held:</i>	
Designated Safeguarding Lead:	Lynn Rooney, Headteacher
Allegations/low level concerns against staff and other adults must be reported to:	Lynn Rooney, Headteacher
Allegations/low level concerns against Head teacher must be reported to:	Joss Scouler, Chair of Governors

Approved by¹	
Name:	Lynn Rooney
Position:	Head Teacher
Signed:	<i>L Rooney</i>

¹ This Code of Conduct requires approval from the Governing body or Proprietor

Date:	June 2024
Review date²:	Sept 2026

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	October 2018
2	Revised to take into consideration changes made in Safer Recruitment Consortium document 'Guidance for safer working practice for those working with children and young people in education settings' issued May 2019.	July 2019
3	Updated to take account of Keeping Children Safe in Education 2019 and local suggestions.	September 2019
4	Reviewed in light of Keeping Children Safe in Education 2020 – minor addition	September 2020
5	Revised in line with 'Keeping Children Safe in Education' 2021 and included statement to take into account future pandemic situations	September 2021
6	Added model low-level concern record form	October 2021
7	Revised in accordance with Safer Recruitment Consortium document 'Guidance for safer working practice for those working with children and young people in education settings' revised February 2022.	April 2022
8	Major changes to make document easier to read and understand for staff and to bring in line with current procedures	June 2024

² Governing Body/Proprietor to determine the review period

CONTENTS

1. Objective and scope	1
2. Underpinning principles	2
3. Setting an example	2
4. Responsibilities	2
4.1 Governing Body	3
4.2 Staff and other adults (supply staff, volunteers and contractors)	3
5. Making professional judgements	4
6. Power and positions of trust and authority	4
7. Confidentiality	4
8. Standards of behaviour	5
9. Dress and appearance	6
10. Gifts, rewards, favouritism and exclusion	6
11. Infatuations and ‘crushes’	6
12. Social contact outside the workplace	7
13. Communication with children (including the use of technology)	7
14. Use of mobile phones and other mobile technology by staff and other adults in school	8
15. Physical contact	8
16. Other activities that require physical contact	8
17. Intimate/personal care	9
18. Behaviour management	10
19. The use of control and physical intervention	10
20. Sexual conduct	10
21. One-to-one situations	11
22. Home visits	11
23. Transporting pupils	12
24. Educational visits	12

25.	First aid and medication.....	12
26.	Use of technology for remote learning.....	13
27.	Photography, videos and other images	13
28.	Exposure to inappropriate images	14
29.	Personal living accommodation including on-site provision	14
30.	Curriculum.....	14
31.	Duty to report concerns about an individual’s suitability to work with children	15
31.1	What is a low-level concern?.....	15
31.2	Sharing and recording a low-level concern	15

Appendix A – Model Low Level Concern record form

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Definitions

References made to 'child' and 'children' refer to children and young people under the age of 18 years. However, the principles of this Code of Conduct apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean **any pupil** at the setting.

References made to employees, adults and staff refer to all those who work with pupils in this setting, in either a paid or unpaid capacity. This will also include, for example, volunteers and those who are not directly employed by the school e.g. Local Authority staff, sports coaches, independent supply staff and agency staff.

Wherever the term 'parent' is used, this includes any person with parental authority of the child concerned e.g. carers, legal guardians etc.

The term 'allegation' means where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

1. Objective and scope

This Code of Conduct is designed to give clear guidance on the standards of behaviour all employees and other adults working with children in our school are expected to observe. School employees are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours. The Code of Conduct will also assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them.

It is recognised that not all people who work with children at this school are paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children, including supply staff, volunteers and contractors. This Code of Conduct does not form part of any employee's contract of employment.

In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

All staff and regular volunteers have a responsibility to be aware of systems and practices in the school which support safeguarding and these are explained to them as part of staff induction and in regular staff training sessions.

Any behaviours that fall short of the guiding principles outlined in this Code of Conduct must be shared responsibly and with the right person. All concerns that do not meet the harm threshold will be recorded and dealt with appropriately as a low level concern as outlined in section 34 below.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supporting environment which secures the well-being and very best outcomes for children in their care

Unacceptable behaviour by adults in this school will not be tolerated and, where appropriate, legal or disciplinary action is likely to follow such behaviour. Once adopted, this document may be referred to in any disciplinary proceedings following unacceptable actions by staff or other adults.

2. Underpinning principles

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- Staff are responsible for their own actions and behaviour both within and outside the school and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way including self-reporting if their conduct or behaviour falls short of the principles outlined in this Code of Conduct.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should report to the Head teacher if they have low-level concerns or 'niggles' about the behaviour any member of staff, supply staff, volunteer or contractor.
- 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 are encouraged to discuss with the Head teacher or other senior manager situations where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school.
- Staff must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children. There may be specific events or situations where alcohol may be consumed, but only where authorised or permitted by the Head teacher or Governors.
- Staff should be aware that breaches of the law and other professional guidelines may result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity or, in the case of teachers, for acts of serious misconduct, prohibition from teaching by the Teaching Regulation Agency (TRA).
- Staff and managers will continually monitor and review practice to ensure this guidance is followed.
- Staff must be aware of and understand the school's Child Protection Policy and procedures, Child on child abuse Policy and procedures, Online Safety Policy and procedures, arrangements for managing allegations against staff, Whistleblowing procedure and the Cumbria Safeguarding Children Partnership (SCP) procedures.

3. Setting an example

- All individuals who work or volunteer in school set examples of behaviour and conduct which can be copied by pupils. Staff must therefore, for example, always avoid using inappropriate or offensive language.
- All staff must, therefore, demonstrate high standards of conduct to encourage our pupils to do the same.
- All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- This Code helps all staff to understand what behaviour is and is not acceptable; regard should also be given to the disciplinary rules set out in the Schools' Disciplinary Policy and Procedure.
- All staff are expected to familiarise themselves and comply with all school Policies and procedures.

4. Responsibilities

Staff and other adults are accountable for the way in which they exercise authority, manage risk, use resources and safeguard children.

All staff and other adults have a responsibility to keep pupils safe and protect them from abuse (sexual, physical and emotional) and neglect. 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.

The public, local authorities, employers and parents will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role (paid or unpaid) 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, Safety and Welfare legislation which requires them to take steps to provide a safe working environment for both staff and other visitors to the school including pupils.

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.

The following responsibilities apply in our School.

4.1 Governing Body

The Governing Body will:

- ensure that appropriate safeguarding and child protection Policies and procedures are developed, distributed, adopted, implemented and monitored;
- ensure that if there is no trained DSL on site, a senior member of staff is identified to lead on safeguarding issues;
- promote a culture of openness and support;
- ensure that systems are in place for concerns to be raised by empowering staff to share those concerns at the earliest opportunity;
- create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards;
- ensure that staff and other adults are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour in themselves and others;
- address unprofessional behaviour and support the individual to correct it at an early stage;
- provide a responsible, sensitive and proportionate handling of low level concerns when they are 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.

4.2 Staff and other adults (supply staff, volunteers and contractors)

Staff and other adults are expected to:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;

- understand how to raise a concern and contact designated staff or partner agencies if they have a concern about a child, particularly if the normal arrangements have been amended;
- read and understand their role as outlined in the Child Protection Policy and procedures and other school safeguarding Policies;
 - report any concerns including low level concerns about a pupil or colleague to the Head teacher or other senior manager at the first opportunity. In situations where the staff member believes there may be a conflict of interest in reporting the concern to the Head teacher, the issue must be reported to the Chair of Governors. Concerns about the Head teacher must be referred to the Chair of the Governors/Trust board in the first instance;
 - 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;
 - ensure that any relationships and associations both within and outside of the workplace (including online) do not have implications for the safeguarding of children in school;
 - take reasonable care of pupils under their supervision with the aim of ensuring, as far as is reasonable, their health, safety and welfare;
 - take responsibility for their own actions and behaviour.

5. Making professional judgements

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

Where no specific guidance exists, staff and other adults are expected to:

- **discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the school's DSL or Head teacher. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;**
- **always discuss any misunderstanding, accidents or threats with the Head teacher or DSL;**
- **always record discussions and actions taken with their justifications;**
- **record any areas of disagreement and, if necessary, refer to another agency/LA/Ofsted/TRA/other regulatory body.**

6. Power and positions of trust and authority

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence under the Sexual Offences Act 2003 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.

Staff and other adults in this school should not:

- **use their position to gain access to information for their own advantage and/or a pupil's or family's detriment;**
- **use their power to intimidate, threaten, coerce or undermine pupils;**
- **use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.**

7. Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). The Governors have a Data Protection Policy which contains details on confidentiality.

Staff who have access to special category information about pupils and their families must keep this confidential at all times and only share this when legally permissible to do so and in the best interest of the child.

If a child (or their parent) makes a disclosure regarding abuse or neglect, the member of staff must always take any such concerns seriously and follow the school's child protection procedures.

If a member of staff is in any doubt about whether to share information or keep it confidential, he/she should seek guidance from the DSL. Any media or legal enquiries will be passed to a senior manager.

Staff and other adults in this school are expected to:

- **know the name of the Designated Safeguarding Lead (DSL) (or deputy in the absence of the DSL);**
- **know how to access/be familiar with the Cumbria Safeguarding Children Partnership (SCP) procedures and guidance;**
- **treat information they receive about pupils and families in a discreet and confidential manner;**
- **seek advice from a senior member of staff (DSL) if they are in any doubt about sharing information they hold or which has been requested of them;**
- **be clear about when information can/must be shared and in what circumstances;**
- **know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported;**
- **know the procedures for responding to allegations made against the Head teacher;**
 - **ensure that where personal information is recorded using modern technologies that systems and devices are kept secure in accordance with the school Online Safety Policy and staff Acceptable Use Agreement.**

8. Standards of behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. Staff are expected to adopt high standards of personal conduct to maintain the confidence and respect of the general public and those with whom they work.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interest of the school nor be to a level which may contravene the Working Time Regulations or affect an individual's work performance in the school.

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendments) Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. A disqualified person is prohibited from providing relevant early or later years' childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years' childcare.

Governors and senior leaders recognise that we must create a culture and environment where staff feel comfortable to discuss matters outside of work, which may have implications for the safeguarding of children in the school.

Staff and other adults in this school must 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;**
- **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;**

- post activity online, either in or out of school, which would bring the school or professional role into disrepute.

In addition to the above, staff are expected to:

- inform the Head teacher/Principal or other specified person of any cautions, convictions, or relevant orders accrued during their employment, and/or if they are charged with a criminal offence;
- be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in the real world or online), may impact their work with children and the school's ability to safeguard pupils. Staff are expected to disclose any such relationship or association issues with the DSL or other senior leader in the first instance;
- inform the Head teacher of any name changes that they have not previously declared.

9. Dress and appearance

Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake; this also applies to online or virtual teaching.

Staff and other adults in our school are expected to wear clothing and accessories which:

- promote a positive and professional image;
- do not create a risk to either the wearer or others in the school and is appropriate to their role;
- are not likely to be viewed as offensive, revealing, or sexually provocative;
- does not distract, cause embarrassment or give rise to misunderstanding;
- is absent of any political or otherwise contentious slogans;
- is not considered to be discriminatory;
- is compliant with professional standards;
- in online engagement, is similar to the clothing they would wear on a normal school day.

10. Gifts, rewards, favouritism and exclusion

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

Staff and other adults in this school are expected to:

- be aware of and understand the school procedures on sanctions and rewards;
 - ensure that gifts received or given in situations which may be misconstrued are declared and recorded, with the exception of 'one-off' token gifts from a pupil or parent;
- 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 all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff;
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils.

11. Infatuations and 'crushes'

Staff and other adults in this school are expected to:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff;
- always maintain professional boundaries;
- in the case of senior managers, put an action plan in place to deal with any concerns which are brought to their attention.

12. Social contact outside the workplace

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

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

Staff and other adults in this school are expected to:

- **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 or parents unless agreed with senior managers;**
- **ensure that where senior staff have agreed to an exchange of mobile phone numbers, for example for safety purposes on educational visits, the numbers MUST be deleted as soon as possible following the activity for which the agreement was gained;**
- **inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship;**
- **ensure that they report to senior staff immediately any unwelcome written or visual communications from pupils, parents or others;**
- **inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring etc.**

13. Communication with children (including the use of technology)

Staff are expected to ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use agreements which detail how new and emerging technologies may be used. Staff should not give their personal contact details to children for example, email address, home or mobile telephone numbers, details of web-based identities.

Staff and other adults in this school are expected to:

- **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;**
- **not discuss your professional role in any capacity when using social media such as Facebook;**
- **not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with their professional role;**
 - **treat all pupil issues and those of other adults in school with the highest standards of confidentiality;**
- **use ICT appropriately**
- **be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;**
- **use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community;**
- **use only equipment and internet services provided by the school, unless school Policies state otherwise;**
- **only use internet-enabled personal devices in line with the school Acceptable Use Agreement;**
- **ensure that their use of technologies could not bring their employer into disrepute.**

14. Use of mobile phones and other mobile technology by staff and other adults in school

Staff and other adults in this school:

- are not permitted to make/receive calls/texts during contact time with children. Emergency contact should be made via the school office;
- must have their phones on silent and out of sight (e.g. in a drawer, handbag or pocket) during class time;
- are not permitted to use mobile communication devices in a space where children are present (e.g. classroom, withdrawal area, playground);
- are advised to protect access to functions of their phone whilst it is on school premises (Bluetooth settings should be disabled);
- should inform the Head teacher if there are exceptional circumstances (e.g. acutely sick relative) when permission will be granted to have their phone in case of having to receive an emergency call;
- are permitted to use personal devices to take images of children to be shared with family (i.e. uploaded to Tapestry) as long as the image is immediately deleted from the device, iCloud and any other area after use. The Head Teacher is allowed to request a visual check on devices to ensure this is happening.
- should report to the Head teacher any usage of mobile devices that causes them concern.

15. 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.

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.

Staff and other adults in this school are expected to:

- be aware that even well-intentioned physical contact may be misconstrued by the pupil, and 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 is 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 issue of gender.

16. Other activities that require physical contact

In certain curriculum areas, such as PE, staff may need to initiate some physical contact with children.

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.

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sport's 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 must be reported to the Head teacher/DSL and parent.

Staff and other adults in this school are expected to:

- **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 from 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.**

17. Intimate/personal care

We have clear nappy and intimate care procedures 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 are open and transparent and accompanied by recording systems.

Anyone undertaking intimate/personal care in an education setting is in regulated activity and must be checked against the relevant DBS barred list, even if the activity only happens once.

Pupils are 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 will 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.

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

Staff and other adults in this school are expected to:

- **adhere to the school's intimate care procedures;**
- **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 the agreed procedure/healthcare plan is necessary;**
- **record the justification for any variations to the agreed procedure/health care plan and share this information with the pupil and their parent;**
- **avoid any visually intrusive behaviour;**
- **where there are changing rooms – announce their intention of entering;**
- **always consider the supervision needs of the pupils and only remain in the room where their needs require this.**

Staff and other adults will not:

- **change or toilet in the presence or sight of pupils;**
- **shower with pupils;**
- **allow any adult to assist with intimate or personal care without confirmation from senior leaders that the individual is not barred from working in regulated activity;**
- **assist with intimate or personal care tasks which the pupil can undertake independently.**

18. Behaviour management

Corporal punishment and smacking are unlawful in all schools. Staff must 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 must follow the school's Whole School Behaviour Policy which includes information on when and under what circumstances it is appropriate to use.

Staff and other adults in this school are expected to:

- **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;**
- **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 school's Behaviour Management Policy and procedures;**
- **behave as a role model;**
- **avoid shouting at children other than as a warning in an emergency/safety situation;**
- **refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI);**
- **be aware of the legislation and potential risks associated with the use of isolation and seclusion;**
- **comply with legislation and guidance in relation to human rights and restriction of liberty;**
- **be clear as to the school's Policy and procedures with regard to child on child abuse and how and to whom to report concerns;**
- **be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.**

19. The use of control and physical intervention

The School has procedures for the use of physical intervention which is consistent with national guidance. Staff are regularly acquainted with the Behaviour Policy and procedures. Where required, staff are trained in appropriate physical intervention techniques.

Under no circumstances will physical force be used as a form of punishment.

In all cases where physical intervention has taken place, a record will be made of the incident and subsequent actions.

Staff and other adults in this school are expected to:

- **adhere to the school's physical intervention procedures;**
- **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.**

20. Sexual conduct

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable.

Staff and other adults in this school are expected to:

- **not have any form of sexual contact with a pupil from the school;**
- **avoid any form of touch or comment which is, or may be considered to be, indecent;**
- **avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation 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.**

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.

Arranging to meet with pupils from the school away from the work premises is not permitted unless the necessity for this is clear and approval is obtained from the Head teacher, the pupil and their parent.

Where staff are expected to work one to one with a pupil on a virtual platform, clear expectations will be set out for all those involved that are reflective of the school's safeguarding policies and procedures.

Staff and other adults in this school are expected to:

- **work one to one with a child only when absolutely necessary (both in person or online) and with the knowledge and consent of a senior leader;**
- **be aware of relevant risk assessments, policies and procedures, including child protection, behaviour management and acceptable use agreements;**
- **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;**
- **ensure, prior to any online learning, there are clear expectations of behaviour and conduct of all parties that have been agreed in advance;**
- **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 will 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.

Staff and other adults in this school are expected to:

- **agree the purpose for any home visit with the Head teacher or other senior leader;**
- **have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and/or partner agencies;**
- **adhere to agreed risk assessments;**
- **avoid unannounced visits wherever possible;**
- **understand that they should never enter a home without the parent's consent or when the parent is absent, except in an emergency;**
- **ensure there is visual access and/or an open door in one-to-one situations;**
- **always make detailed records including time of arrival and departure;**
- **ensure any behaviour or situation which gives rise to concern is discussed with the Head teacher/DSL;**
- **ensure that the child/children is/are seen in an open and observable space e.g. a living room. Where this is not possible, discuss the arrangements with a senior leader;**

- **comply with data protection regulations in relation to any personal information carried or notes made about the child and/or family.**

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 and other adults in this school are expected to:

- **plan and agree arrangements with all parties in advance;**
- **respond sensitively and flexibly where any concerns arise;**
- **take account of 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 medication which 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;**
- **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 the School procedures and national guidance for Educational visits.**

24. Educational visits

Staff responsible for organising educational visits are familiar with the School Health and Safety Policy and Educational Visits procedures. School staff are also aware of the DfE guidance available at <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits>.

Staff and other adults in this school are expected to:

- **adhere to the school's educational visits procedures and guidance;**
- **always have another adult present on visits, unless otherwise agreed with the Head teacher or other senior manager;**
- **undertake risk assessments where significant risks are identified or anticipated;**
- **have parental consent to the activity;**
- **ensure that their behaviour remains professional at all times;**
- **never share a bed with a pupil;**
- **never share a bedroom unless it involves a dormitory situation and the arrangements have been previously discussed with the Head teacher, parents and pupils;**
- **refer to local and national guidance for Educational visits including exchange visits (both to the UK and abroad).**

25. First aid and medication

The School has an adequate number of qualified first-aiders in accordance with our risk assessment and taking account of national guidance. We will regularly review and update our first aid procedures, medicines in school Policy, Emergency Plan and relevant risk assessments as necessary. Training of first aiders is updated regularly in line with statutory requirements. Where necessary, parents will be informed when first aid has been administered.

Staff and other adults in our school are expected to:

- ensure they have read and understood the school 'Supporting Pupils with Medical Conditions' Policy and procedures;
- make other staff aware of the task being undertaken;
- ensure they make themselves familiar with any individual healthcare plan which might impact on the activities being undertaken;
 - explain to the pupil what is happening and 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.

26. Use of technology for remote learning

At the outset we will consider the impact that remote learning may have on children and their parents/siblings and will only consider this provision where, in an emergency closure situation, any or all children cannot attend school in person.

Staff and other adults in our school are expected to:

- adhere to the school's Online Safety Policy and procedures;
- be appropriately dressed;
- ensure that a senior member of staff is aware that the online lesson/meeting is taking place and for what purpose;
- avoid one-to-one situations – request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the session;
- only record a lesson or online meeting with a pupil where this has been agreed with the Head teacher or other senior staff, and the pupil and their parent/carer have given explicit written consent to do so;
- be able to justify images of pupils in their possession.

Staff and other adults must not:

- contact pupils outside the operating times defined by senior leaders;
- take or record images of pupils for their personal use;
- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff);
- engage online while children are in a state of undress or semi-undress.

27. 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

Staff and other adults in our school are expected to:

- adhere to the school's procedures on the 'Use of Images';
- only publish images of pupils where they and their parent 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;
- ensure that the Head teacher or other 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.

Staff and other adults must not:

- take images of pupils for their personal use;
- take images of any individual in the school, unless they have permission to do so;
- 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 unless it is agreed by a senior manager;
- take images of children in a state of undress or semi-undress;
- take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care;
- make audio recordings of a child's disclosure;
- take images of children which could be considered as indecent or sexual.

28. Exposure to inappropriate images

Staff must take extreme care to ensure that children 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 school or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

Staff and other adults in this school are expected to:

- abide by the school's Online Safety Policy and procedures;
- ensure that children cannot be exposed to indecent or inappropriate images by checking the content of external links prior to access by children;
- ensure that any films or material shown to children are age appropriate.

29. Personal living accommodation including on-site provision

Staff should not invite any pupils into their living accommodation unless the reason to do so has been firmly established and agreed with the Head teacher and the pupil's parent.

Staff and other adults in this school are expected to:

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

30. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care will be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This will be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. The lesson plan should highlight particular areas of risk and sensitivity.

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

Staff and other adults in this school are expected to:

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

Staff and other adults in this school will not:

- **enter into, or encourage, inappropriate discussions which may offend or harm others;**
- **undermine fundamental British values;**
- **express any prejudicial views;**
- **attempt to influence or impose their personal values, attitudes or beliefs on pupils.**

31. Duty to report concerns about an individual's suitability to work with children

Staff and other adults have a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with this staff Code of Conduct including inappropriate behaviours inside, outside of work or online. Failure to report or respond to such concerns would constitute a failure in professional responsibilities to safeguard children and promote welfare.

All staff are aware of the school's safeguarding procedures including the procedures for dealing with allegations against staff and other adults. Allegations are those where the 'harm threshold' has been met. Further details of what constitutes behaviour which meets the 'harm threshold' is set out in the School's Child Protection Policy and procedures.

All staff have an individual responsibility to bring matters of concern to the attention of the Head teacher or in his/her absence, a member of the Senior Leadership team. Not to do so may result in charges of serious neglect on their part where the welfare of a child is at risk. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should utilise other whistleblowing channels such as the NSPCC professional's helpline on 0800 028 0285 and/or email help@nspcc.org.uk.

31.1 What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with this staff Code of Conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, □ using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

31.2 Sharing and recording a low-level concern

Staff should recognise their individual responsibility to raise any concerns regarding behaviour or conduct (including low level concerns) that falls short of the principles outlined in this staff Code of Conduct. It is crucial that any such concerns, including those which do not meet the harm threshold (see 'Definitions'

above), are shared responsibly and with the right person, and recorded and dealt with appropriately. Concerns that do meet the harm threshold will be reported to the local Authority appointed Designated Officer (DO) within 24 hours.

To safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children (member of staff, supply staff, volunteer or contractor) they must report this as soon as reasonably possible and, in any event, within 24 hours of becoming aware of it to the Head teacher unless the concern relates to the Head teacher, or where the individual believes that reporting to the Head teacher would result in a conflict of interest, when reports should be made to the Chair of Governors. If the Head teacher is unavailable, report the concern to another senior leader. Remember, it is never too late to share a low-level concern.

Staff and other adults in this school are expected to:

- **escalate their concerns if they believe a child or children are not being protected;**
- **report to the Head teacher any behaviour by colleagues or any other adult in school that raises concern;**
- **take responsibility for recording any incident and passing on that information where they have concerns about their own behaviour or any matter pertaining to the welfare of an individual in the school or setting.**
- **follow the school's whistleblowing procedures as appropriate;**
- **report allegations (which meet the harm threshold) against staff and volunteers to the Head teacher, or where they have concerns about the Head teacher's response, report these directly to the Designated Officer (DO) appointed by the Local Authority;**
- **report allegations (which meet the harm threshold) against the Head teacher directly to the Chair of Governors/Trust Board.**

Low-Level Concern Form

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

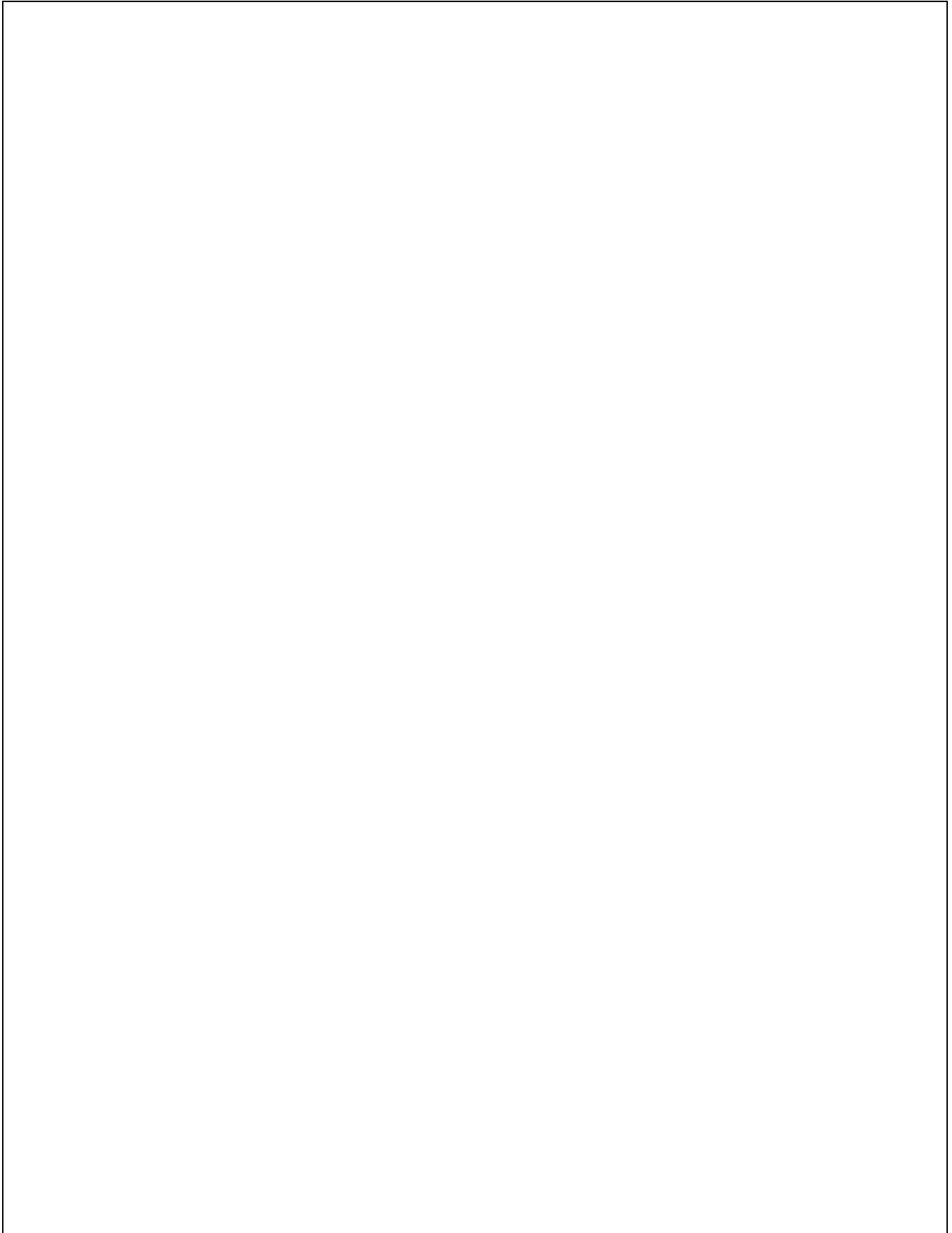
- is not consistent with Walton & Lees Hill CE Primary School Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Please keep your concerns confidential and only discuss them with your headteacher.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (please use a separate sheet if necessary). The record should be signed, timed and dated.

YOUR DETAILS	
Name (optional)	
Role	
Date and time of form completion	
DETAILS OF INDIVIDUAL WHOM THE CONCERN IS ABOUT	
Name	
Role	
Relationship to the individual reporting (e.g. manager, colleague)	

Details of the concern. Please include as much detail as possible. Think about the following: Location. Date(s) and time(s) of concern. What behaviour and/or incident are you reporting? What exactly happened? Why does the behaviour and/or incident worry you? Why do you believe the behaviour and/or incident is not consistent with our Staff Code of Conduct? Others present – children and adults.



Signed:		Date and time:	
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Name of staff receiving low level concern			
Role of staff receiving low level concern			
Date of receipt of concern			
Actions taken, with reasons:			
Signed:		Date and time:	

This record will be held securely in accordance with Walton & Lees Hill CE Primary Schools' low-level concerns policy statements. Please note that low-level concerns will be treated in confidence as far as possible, but Walton

& Lees Hill CE Primary School may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.