

# PANGBOURNE

## Staff Principles of Professional Conduct

To read alongside either of the [Teaching Staff Employment Manual](#)  
[Non-Teaching Staff Handbook and Employment Manual](#)

	<b>SMT Review</b>	<b>Headmaster Review</b>
Last action	Approved by SMT Summer 2019	Approved by SMT Summer 2019
Next action	Next Review by DHA, DHP and DHC – Michaelmas 2020	Next Review by DHA, DHP and DHC – Michaelmas 2020

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## 1. Background information

This document has been created in accordance with good practice and *Keeping Children Safe in Education* (September 2019). It also reflects the requirements of the relevant sections of the *Education (Independent School Standards) Regulations (England)* (2014). The guidance recognises that the vast majority of adults working with children in education settings act professionally, seeking to provide a safe and supportive environment to secure the well-being and best outcomes for the young people in their care. Members of staff have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

## 2. Underpinning Principles

- The welfare of the child is paramount (Children's Act 1989).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their Head of Department, Line Manager or a member of the SMT over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with the College's Safeguarding and Data Protection policies.
- All staff know that the Deputy Head Pastoral is the Designated Safeguarding Lead (DSL) at Pangbourne and that the Deputy Head Co-curricular is the Deputy DSL for safeguarding and child protection. All staff should be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children. This information is contained in the Safeguarding (Child Protection) Policy, which can be found on the College website.

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. The College's Disciplinary Rules and Procedure can be found in the *Teaching Staff Employment Manual* and *Non-Teaching Staff*

*Handbook and Employment Manual*. The Safeguarding (Child Protection) Policy outlines the college's responsibilities and procedures for reporting to external agencies allegations of practices or behaviour which have put (or may have put) students at risk of significant harm.

The Network User Agreement for Staff and the Data Protection Policy provides further guidance on safe use of ICT.

### **3. Duty of Care**

All staff have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and students and behaviour by staff that demonstrates integrity, maturity and good judgement.

Employers have a duty of care towards their employees under the *Health and Safety at Work Act 1974* which requires them to provide a safe working environment for staff and guidance about safe working practices. The Act also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. In this respect, the duty of care towards both staff and children can be demonstrated through the use of these guidelines. An employer's duty of care and the staff duty of care towards children should not conflict.

Further details can be found on [this UK Government website](#): or the College's Health & Safety Policy.

### **4. Exercise of Professional Judgement and Training**

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight, however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists.

The College recognises the importance of appropriate training in informing staff's professional judgement. The Deputy Heads are responsible for ensuring that all staff who are new to the college receive training in Safe Working, Child Protection and Acceptable use of ICT and the Network as part of the induction process. This training will also include informing staff about behaviour which may constitute serious misconduct. Further details on these Procedures and Policies can be found in the *Teaching Staff Employment manual* and the *Non-Teaching Staff Handbook and Employment manual*. The Deputy Heads are also responsible for informing all

staff of any substantive changes to policies and guidelines which relate to child protection and safe working.

## **5. Power and Positions of Trust**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

## **6. Confidentiality**

Members of staff may have access to personal details about students in order to undertake their everyday responsibilities. In some circumstances, staff may be given additional highly sensitive or private information. Such information should be treated in a discreet and confidential manner.

Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed, the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, in accordance with the Safeguarding (Child Protection) Policy.

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 one of the DSLs.

The storing and processing of personal information about students is governed by the Data Protection Act 1998 - see the Data Protection Policy on Firefly.

The booklet [What To Do If You're Worried A Child Is Being Abused](#) (2015) (NSPCC) contains further guidance on sharing information to protect children. This document is due to be updated shortly.

## **7. Propriety and Behaviour**

The most recent standards (2012, updated 2013) for Trainee and Newly Qualified Teachers include a section on Personal and Professional Conduct:

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside college, by:
  - Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
  - Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
  - Showing tolerance of and respect for the rights of others;
  - Not undermining fundamental British values, which are defined as comprising: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
  - Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the college in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The standards in full are included as an Appendix and should be read by teaching staff. The full DfE Guidance is of note to school leaders and the Governing Body

Further, the [Education \(Independent Schools Standards\)\(England\) Regulations \(ISSRs\)](#) (2014) places a responsibility on the College and its staff to:

- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Not discriminate against students on the basis of protected characteristics, which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

## **8. Gifts**

A Register of Gifts and Interests is a formal record of hospitality, gifts and donations received by every individual within an organisation. It also allows for the declaration of any possible conflicts of interest while discharging professional duties. The introduction on 1 July 2011 of the main provisions of the Bribery Act 2010 means that the College must have a policy on the declaration of interests by its employees. As a consequence, the College introduced a Register of Interests and Gifts with immediate effect.

All staff are required to register their interests, and gifts and hospitality above £100 in value, on the Register. If the cumulative value of a series of small gifts, or hospitality from the same (or connected) source exceeds £200, this too must be registered. If in doubt, either ask for guidance from the DHA or simply register the gift(s).

An online form [here](#) has been created to add any gifts to the Register of Gifts; administered by the Bursar.

## **9. Social Contact**

Members of staff should not establish or seek to establish social contact with students for the purpose of securing a relationship that involves an inappropriate level of emotional dependence (on either side) or that would otherwise represent an abuse of the position of trust. If a student seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued. In particular, staff must be aware of their legal and professional responsibilities, and their duty of care, especially if invited to join students at a pub, in a restaurant or at a party where alcohol is being consumed and/or where there is no other adult supervision, even where the students involved are all over 18.

Staff are advised that there are risks in making available their personal details such as home/mobile phone number, home or personal email address to students. Internal email/direct messaging systems should be used in accordance with the College's Data Protection & Email Policy as well as the guidance in the Non-teaching Staff Handbook and Employment manual and the Teaching Staff Employment Manual.

Staff should not put themselves in a position where it might appear that they are showing favouritism to one or more students. In particular, be aware that giving presents to individual students might raise concerns about 'grooming'. As far as possible, be consistent and transparent in how you reward students or otherwise foster teacher-student relationships. In addition be aware of the potential for a student to form an unsolicited, emotionally-dependent, attachment to a teacher. In particular, if pastoral interactions with a student become inappropriate or difficult, then the relevant Head of Section or, if appropriate, the DSL, should be immediately informed and guidance sought. The circumstances should be recorded in writing and, if necessary, a note placed on the child's file.

After the Founders' Day Sunset Ceremony Upper 8th students are deemed to have left the College and to have become Old Pangbournians. Social contact between staff and OPs is not usually a matter for the College, although further professional guidance can be sought from teaching unions.

## **10. Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff 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 could be misinterpreted, the DSL should be informed of the incident and the circumstances should be recorded in writing as soon as possible and, if appropriate, a copy placed on the child's file.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open college ILP and subject to review. Where feasible, staff should seek the child's permission before initiating contact. 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 which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse.

It is recognised that some children may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries, and also inform the DSL of the incident.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs 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 child's needs, consistently applied and open to scrutiny.

#### **11. Physical Education and other activities which require physical contact.**

Some staff, for example, those who teach PE and games, or those who offer music tuition, will on occasions have to initiate physical contact with students in order to support a child so that they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement. Typically the teacher will ask the question; "*I am going to touch you now, is that ok?*" before any contact is made. This is not *informed consent* but acts as a clear statement of both the limit and intention of the subsequent contact.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment (section 17, below). Staff should remain sensitive to any discomfort expressed verbally or nonverbally by the child.

#### **12. Changing Rooms (including shower and toilet areas and drama dressing rooms and backstage areas)**

Young people are entitled to respect and privacy when changing clothes, using the toilet or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that bullying or

teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

When supervising students using changing rooms, staff should place themselves outside the main changing area, not inside the changing rooms, toilets or shower areas. Staff should enter the changing rooms, toilets or shower areas only in an emergency or when addressing genuine concerns about a child's safety or welfare. Before entering any area where a student may be in a position of undress a clear warning such as a call at the door must be given.

During production week for all drama productions, colleagues may at times have to enter dressing rooms to speak to members of the cast. They should knock, wait for permission to enter and remain in the dressing room for as little time as is necessary. If, when they enter, a student is in a state of undress, they should leave immediately. The backstage corridor areas are places where students often need to circulate half-way through dressing for a show; staff should apply their professional judgement in these areas and ensure that they are never alone with a single student in a situation which could be misconstrued or compromising.

Members of staff should not use the students' toilets during college hours, or when students are in the college building. When using external facilities for games and sports or other trips, the time spent in shared public changing rooms or toilets should be kept to a minimum. Where practicable, staff-student use of such facilities should be deliberately staggered so as not to coincide.

It is acceptable, where necessary, to check briefly that students are not loitering in the changing areas or toilets.

If a member of staff believes their actions in any of these areas could be misinterpreted, the DSL should be informed of the incident and the circumstances should be recorded in writing as soon as possible and, if appropriate, a copy placed on the child's file.

### **13. Students in distress**

There may be occasions when a distressed student needs comfort and reassurance. This may include age appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. If a member of staff believes such action could be misinterpreted, the DSL should be informed of the incident and the circumstances should be recorded in writing as soon as possible and, if appropriate, a copy placed on the child's file.

### **14. Behaviour Management**

All students have a right to be treated with respect and dignity. **Corporal punishment is unlawful in our College, as it is in all schools.** Equally, staff should not use any form of degrading treatment to punish a student. Whilst the use of humour can help to defuse a situation, the use of demeaning or insensitive comments towards students is not acceptable in any situation. Staff should be aware that the College's Anti Bullying Policy applies to all members of the College community (students, parents and staff).

Where a student's behaviour causes concern, the College's Behaviour, Rewards and Sanctions Policy should be adhered to. If a member of staff is in any doubt as to the best course of action, he or she should seek further advice from a member of SMT or the DSL.

### **15. Care, Control and Physical Intervention**

The circumstances in which staff can intervene with a student are covered by the *2011 Education Act* with DfE Guidance issued in July 2013. Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

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

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported to the Headmaster, or, in his absence, the DSL or their deputy.

### **16. Sexual Contact with Young People**

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. [\*Keeping Children Safe in Education\*](#) (2019) defines sexual abuse as: [that which] *'involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation,*

*kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education'*

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

Staff should avoid any form of communication with a child which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts or physical contact.

### **17. One to One Situations**

Staff working in one to one situations with children and young people, such as those who provide individual specialist music tuition may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and students are met.

Full details can be found in the College's Safeguarding/Child Protection Policy.

### **18. Transporting Children**

There may be some situations in which it is necessary for a member of staff to transport pupils on a one-to-one basis, for example taking them to an emergency hospital appointment or picking them up from the station. There should be a number of safety measures put in place to minimise the risk:

Parents (or the HOM acting in loco parentis) should be informed of the person who will be transporting their child, the reasons for the journey and how long it will be expected to take. However, there may be occasions when the requirement to preserve the medical confidentiality of the pupil means that this cannot be done. Where practicable, a person other than the planned driver should talk to the child about the transport arrangements to check they are comfortable with the plans. The driver should have a point of contact and mobile phone should they break down. The member of staff will ensure that their driving and supervision of the pupil is safe and the vehicle meets all legal requirements.

Where practicable, it is advised that the pupil should sit in the back. The pupil and driver should wear a seatbelt at all times.

### **19. Boarding, Educational Visits & Sports**

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or College activity.

During college activities that take place off the college site or out of college hours (including boarding), a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship, and that they maintain high standards of professional conduct at all times. In particular, it is inappropriate to be tactile with students. Any physical contact should be restricted to occasions when it is absolutely necessary (for example: when breaking up a fight between two students; dressing a wound; taking a student's temperature; or intervening to prevent a student from putting themselves in danger; or comforting a student in a state of distress) or when playing a contact sport, where the contact should be proportionate and as befits the activity and accounts for any physical mismatches between the staff member and the students.

Where out of college activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these prior to the start of the trip. Where practicable, staff should be accommodated in separate rooms to students, with access to separate washing and toilet facilities.

The following protocols apply in the Divisions and on college trips and foreign exchanges involving an overnight stay, including where Pangbourne's staff are overseeing the hosting of foreign exchange students:

- Two members of staff must be below the legal limit for driving in that country throughout any period of duty. Duty extends to being prepared to respond to an emergency during a foreign exchange as the host or hosted member of staff, even when students are being hosted by families overnight.
- A member of staff should not entertain a student or students in their own accommodation, in a pub or restaurant or in college, except as part of an organised college function or trip, for which permission should be sought in advance from the DHA. On such occasions, a minimum of two members of staff must be present throughout and the provision of any alcohol should be restricted to those students over the legal age (and any other restrictions) for the country in which the event takes place and subject to the prior consent of the students' parents. Any such provision should be

controlled by the member of staff on duty and limited to a small amount of wine or beer; no spirits.

- It is illegal in the UK to serve alcohol to students under the age of 18. An exception is that where they are 16 or 17, it is legally permissible to serve (but not sell) them beer, wine or cider with a meal.
- During intervals at college plays, musical, or other performances, the provision or sale of alcohol should be restricted to parents, staff and those students able to prove that they are over 18.
- If comforting a student in a state of distress, a member of staff should be mindful that physical contact may be misinterpreted by the student and should in all cases report any such contact to a colleague at the earliest opportunity.
- Any member of staff who is from time to time prescribed medication by a doctor should inform the doctor of their responsibilities and check whether any side effects might affect their ability to carry out these responsibilities. They should then inform the DHA so that a risk assessment can be carried out and any reasonable adjustments made to their working environment or responsibilities while they remain on the course of treatment.

In addition, the following protocols should be observed in all but emergency situations (for example: fire evacuation, immediate concern for a student's safety or state of mind or where you suspect a student or students might be consuming alcohol or using drugs):

- Members of staff should refrain from being in washrooms, changing rooms or toilets when students are, or might be, in them in a state of undress. Where it is essential to get a message to or from a student who is in a washroom, changing room or toilet, the staff member should ask another student to convey the message.
- When checking on a student in his or her room, or wishing to speak to him/her, the member of staff should always knock and wait for the student to say when s/he is happy for them to open the door. Students will have been instructed to say, "please wait" or "come in" promptly as appropriate. If a student does not answer (for example if asleep), the member of staff must identify themselves to the student as about to enter before opening the door.
- If a student is in a state of undress when a member of staff opens the door, the member of staff should promptly withdraw from the room, instructing the student to get

dressed before they return and then return after a specified period of time, sufficient to allow the student to get dressed.

As far as possible, any planned meetings with students should take place in an office, classroom or public area and the member of staff should maintain an appropriate distance from the student. In particular, a member of staff should not cross the threshold of a student's bedroom, unless the door is propped open and the student has signalled he is happy for the member of staff to come in.

On occasions when a member of staff is helping a student with his/her work or advising him/her on college matters in the student's bedroom, the member of staff should maintain an appropriate distance and sit on a chair or stand; under no circumstances should a member of staff sit or lie down on a student's bed.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of college activity. Staff must be aware of and follow the guidance in the College's policy for College Trips, Tours et al.

## **20. First Aid and Administration of Medication**

Information about students with acute allergies and/or medical needs is available on iSAMS. An updated list of these students is circulated to all academic staff at the beginning of each academic year.

In the event of an untrained member of staff finding themselves in an emergency situation requiring urgent medical attention, they should contact 999 immediately and ask for the appropriate emergency service.

Pangbourne has a number of trained first aiders (see list as the Appendix to the First Aid Policy). Teachers may volunteer to undertake this task but it is not a contractual requirement. Staff should receive appropriate training before administering first aid or medication. In particular, staff who might have to administer Emergency Medication (such as an *epipen*) should receive appropriate training before leading an off-site visit or trip involving one or more students who have to carry Emergency Medication.

Under normal circumstances in college, all medication should be administered by the Health Centre or by the child themselves in the presence of the College Nurse or Doctor. The exception to this is that students can carry and administer their own prescription medication, emergency medication or over-the-counter medication if they do so in a responsible manner, ensure that it is solely for their own personal use and follow the directions on the packet.

For college trips, explicit parental consent should be obtained before giving any medication to a student, even over-the-counter medicines such as paracetamol, ibuprofen or antihistamine. Such consent can be received by any means: letter/telephone/email/text message.

Should prescription medication be required during a college trip, the member of staff responsible for the trip should obtain a copy of the Medication Form from the College Nurse in advance of the trip.

Controlled Drugs are those which, under the *Misuse of Drugs Regulations* (2001), must be locked away appropriately and strictly monitored and recorded in a dedicated book as they are used. Should controlled drugs be required during a college trip, the staff member responsible for the trip should remain in possession of the medication and ensure that it is securely kept at all times and only administered as per the prescription.

Further information is available from the Medical and Self Medication policy which is available on the college web-site and Firefly.

When administering first aid, wherever possible, staff should ensure that another adult is present, or is aware of the action being taken. The Health Centre and the student's parents should always be informed when first aid has been administered.

## **21. The Curriculum**

Some areas of the curriculum will include or raise subject matter which is of a sexual or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified when planning lessons. Those with less experience should seek guidance from a senior member of staff, such as their Head of Department.

The curriculum will sometimes include or lead to unplanned discussion about subject matter of a sexual or otherwise sensitive nature. Responding to students' questions will require careful judgement and staff may wish to take guidance before lessons with this potential from a senior member of staff.

Be aware that such discussions might affect particular students more than others (for example, if a student has suffered a related traumatic experience). Where a discussion takes a course that makes you feel uncomfortable or appears to make a student feel uncomfortable, report it to your HoD as soon as possible. The circumstances should be recorded in writing as soon as possible and, if appropriate, a copy placed on the child's file.

Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

### **Fundamental British Values & PREVENT**

All members of staff should avoid any behaviour in the teaching of any subject which might lead any reasonable person to interpret their actions or words as promoting partisan political views in the College. At any point where political issues are brought to the attention of students, staff should take any steps as are reasonably practicable to ensure students are offered a balanced presentation of opposing views. In addition it is recognised that *Keeping children safe in education: for schools and colleges*, (2019) includes reference to schools being subject to; “ a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard<sup>107</sup> to the need to prevent people from being drawn into terrorism”.

*This duty is known as the Prevent duty.”*. Further guidance can be found in paragraph 7 of this document and within the Appendices to the Safeguarding/Child Protection Policy

## **22. Photography, Videos and other Creative Arts**

Many college activities involve recording images, which are undertaken as part of the curriculum, extra college activities, for publicity, or to celebrate achievement.

Using images of children for publicity purposes will require the consent of the parents of the individual concerned. 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 college have access.

Parental agreement to the above is sought when the child starts at the College and parents have the right to alter their consent at any time. Reception keeps a list of those parents who have provided consent and can provide confirmation to staff as required.

Staff need to be aware that there is potential for the capturing of images on a personal device (including a phone), and/or for the storing of images of students in a private location, to be misconstrued. For example, capturing and storing images of particular students in certain contexts may raise concerns about 'grooming'. Think about the images you take and where you keep them. Images of your tutor group on your phone or personal folders might be entirely reasonable, but consider carefully whether and what to store. You are advised not to *mix*

*storage* i.e. better to use a College device at all times for capturing video and still images. In particular, any images which might be considered sexually suggestive, demeaning, or otherwise inappropriate in any way should be immediately deleted.

## 23. Internet Use

As part of our Safeguarding Policy/Child Protection we expect staff and students and, where appropriate, parents, to follow this protocol when using PCs and mobile devices. All of the advice contained in other sections of this document (particularly sections 1-9, 16-18, and 22 above) applies equally in the digital realm. In addition, there are other risks, specific to the use of PCs, mobile devices, software applications and the internet, that need to be understood by those who work with children.

Staff access to the internet via the College network passes through the iBOSS filter. This will block access, flag up issues and will include staff identifies as readily as pupil identities. The reports from the software are routinely examined by the DSL and Deputy DSL to detect any patterns of inappropriate usage.

All members of staff are required to have read and to follow the Network AUP. In particular, be aware that the College policy is to advise against any closed contact with students via social media as outlined in the Teaching Staff Manual. Google Hangouts is the sole instant messaging application that should be used between pupils and staff, as this is monitored and archived by the College.

Our relevant policies and this code apply to all practice in connection with your work at Pangbourne, regardless of whether this is conducted over a College machine, a College system, on your own device or over systems belonging to you or a third party.

We encourage staff to use digital technologies but to do so in an informed, thoughtful way that is fully consistent with the position of trust we occupy. The College promotes responsible participation with students through such means and this may involve sites or apps where users create profiles, form relationships and share information. Contact of this kind can enhance learning and personal development and can help to ensure supervision and safeguarding of students, as well as encouraging them to interact appropriately in the digital realm. However, staff must ensure that any such contact does not breach the guidance provided in sections 7 (Propriety and Behaviour) and 9 (Social Contact) above.

Staff should ensure that they understand the tools they are using, the implications of any privacy and sharing settings, and, on a site-by-site basis, the terms and parameters of any connections or networks made. In particular, be sensitive to the potential for a relationship with a student to be misunderstood or misrepresented by the student, or misrepresented by the terminology or interface of a given online platform.

Certain sites and apps may lend themselves in a straightforward way to use at college, irrespective of whether this is by adults or students (eg, a social app that records running). Others may require the creation of a separate account (eg, Twitter) for teaching purposes or a thorough and careful understanding of the settings needed to ensure that students see only what you wish them to see (eg, Facebook, Flickr).

Particular awareness is necessary of issues associated with the words deployed to describe the establishment of contacts and networks on-line: there are innumerable ways, across countless sites, of defining or describing contacts and connections. For example, Facebook has distorted the usual understanding of the term “friending”, and there are “circles” on Google.

Where a site or app is used in the course of a college activity or with a class, it is recommended that the idea is talked through with the Head of ICT first: they will be able to advise and, if necessary, will take the matter to the Headmaster/DHA or DSL. Students participating in such activities must not be identifiable in any way that puts them at risk. Where contributions and/or comments are created by students, the teacher in charge accepts full responsibility for the monitoring and moderating of the site or app and will treat any issues arising appropriately.

In any professional capacity, staff must not use pseudonyms or post anonymously, nor must they claim or appear to claim to represent or speak in the name of the college except where specific permission to do so has been given by the Headmaster or a Deputy Head. A college email address should never be used for any personal use of social media.

Staff should be aware of their obligations to keep, as appropriate, records of contact with students. In particular, they should recognise the difficulties presented by certain messaging platforms, such as direct messaging. Where an interaction with a student or students indicates that records will be necessary, re-direct communication to a recordable platform, like email.

Staff may, of course, choose to use social sites and apps in a personal capacity. It remains the case that *'when you post, you have not only your own reputation to consider but also that of others and that of the college'*. You may wish to say where you work and what you do. Many people who do this include a disclaimer along the lines of, 'the views expressed here are my own and not my employer's'. Such a disclaimer in no way dispenses with the need to exercise good judgement and care in what you say and do online.

All staff must understand the standards of behaviour expected of them. Breaches of these standards may result in disciplinary action. Such breaches might include, but are not restricted to: failure to comply with the law or relevant regulatory bodies; communication of confidential or personal information; defamation or disparagement of the college or college community

and its members; harassment or bullying; failure to comply with our policy concerning the use and distribution of images.

During the college day our primary focus should be the education and welfare of students and any personal correspondence or business should not substantively inhibit or conflict with that focus.

In all things, staff should act with consideration and with an awareness of the trust invested in them for the safeguarding of students. Moreover, staff should be proactive in promoting good online practice by every member of the community. Your judgement will be informed by your experience, prior training, character and the context of any given situation, but it must also be informed by your professional obligations. Where you have concerns about a student's behaviour online, or if you believe your own actions may be misinterpreted, you should immediately inform and take guidance from the relevant Head of Section, the Head of Computing, ICT and Systems or, if appropriate, the DSL.

## 24. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. There are two aspects to whistleblowing; safeguarding and professional practice. Whistleblowing and professional practice is dealt with in the Teaching Staff Employment Manual and the Non-Teaching Staff Handbook and Employment manual. For issues of safeguarding, the College whistleblowing policy below is taken from the Guidelines for Schools, issued by **Children and Young People in West Berkshire**.

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.

**Children and Young People in West Berkshire.  
Whistle blowing Guidelines for Schools**

- Adults working in a school are often the first to realise that someone's behaviour is, or is likely to cause harm to a child or a young person.
- Research tells us that adults who target children for abuse will often seek out jobs and positions that bring them into close contact with children.
- This school is committed to safeguarding and promoting the welfare of every

child, and expects the highest possible standards of openness.

- This school recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisals from those responsible.
- This school will not tolerate harassment or victimisation and will take all possible measures to protect anyone who raises concerns in good faith.
- All concerns will be treated in confidence and we will make every effort not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness.
- If you voice a suspicion in good faith but it is not confirmed by the investigation, no action will be taken against you.
- If the investigation concludes that you have maliciously fabricated the allegations, disciplinary action may be taken against you.
- The earlier a concern is reported the easier it is to take action.
- As a first step concerns should normally be raised with the Headmaster or immediate manager, alternatively the Designated Lead for Child Protection.
- If your concerns relate to the Headmaster, then you should raise your concerns with the Chair of Governors via Mrs Caroline Bond or Mr Rupert Bancroft.
- You may wish to consider discussing your concerns with a colleague first and you may find it easier to raise the matter if there are two, or more of you who have had the same concerns.
- If you feel that you cannot approach any of these, you may wish to directly contact the Local Authority Designated Officer (LADO), Karen Pottinger on [kpottinger@westberks.gov.uk](mailto:kpottinger@westberks.gov.uk)
- Concerns are often better raised in writing. If you feel this is not possible you can telephone or meet the appropriate person.
- Your report, written or verbal, should set out the background and history of the concern, giving names, dates and places where possible, and the reason why you are concerned about the situation.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise

concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8.00 am to 8.00 pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **25. Sharing Concerns and Recording Incidents**

All staff should be aware of the college's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association. In addition colleagues should be aware of their mandatory obligation to report any FGM concerns to the Police, as detailed in the College's Safeguarding and Child Protection Policy.

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

Members of staff should feel able to discuss with their Head of Department or a member of the SMT any difficulties or problems that may affect their relationship with students so that appropriate support can be provided or action can be taken.

All staff have a duty to report any child protection concerns to the DSL, or in their absence, the Deputy DSL.

## **26. Disclosure and Barring Service checks**

All staff are subject to an enhanced Disclosure and Barring Service check before taking up their position at the College. It is the responsibility of members of staff to inform the Headmaster in confidence if they are charged with a criminal offence whilst in the employment of the College.

## APPENDIX – The Teachers’ Standards [updated June 2013] [extract](#)

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

establish a safe and stimulating environment for pupils, rooted in mutual respect

set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

be accountable for pupils’ attainment, progress and outcomes

be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

guide pupils to reflect on the progress they have made and their emerging needs

demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

impart knowledge and develop understanding through effective use of lesson time

promote a love of learning and children's intellectual curiosity

set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

reflect systematically on the effectiveness of lessons and approaches to teaching

contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

make use of formative and summative assessment to secure pupils' progress

use relevant data to monitor progress, set targets, and plan subsequent lessons

give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

make a positive contribution to the wider life and ethos of the school

develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

deploy support staff effectively

take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.