



THE AMERICAN SCHOOL IN ENGLAND

Faculty and Staff Behaviour Policy (Code of Conduct)

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

Document

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TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

1 Purpose and application of this policy

Purpose: Relationships with fellow faculty, staff, employees, directors, trustees, contractors, visitors, volunteers, students and their parents, guardians or carers must be reasonable and mutually respectful at all times.

This Code has been produced to place the welfare of children at the centre of the School and its culture and to ensure that all those who work in the School and may have contact with children are clear on the rules of conduct and the expectations of the School. It is expected that our Code of Conduct is constantly lived, monitored and reinforced by all staff. Children place trust in those connected to the School creating obligations which we must all meet to ensure the successful outcomes achieved by the children in our care.

This Code has regard to the School's Safeguarding Children and Child Protection Policy and procedures, which are available on the School website, and the following (collectively referred to in this Code as the Guidance);

- 1.1 *Keeping children safe in education* (KCSIE) (September 2021) (KSCIE): which refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015);
- 1.2 *Disqualification under the Childcare Act 2006* (June 2018);
- 1.3 *Working together to safeguard children* (July 2018) (WT);
- 1.4 WT refers to the non-statutory advice: *Information sharing* (July 2018).
- 1.5 *Prevent Duty Guidance: for England and Wales* (2015) (Prevent). Prevent is supplemented by:
 - *The Prevent duty: Departmental advice for schools and childminders* (June 2015);
 - *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (2015);
 - *The use of social media for online radicalization* (July 2015).
- 1.6 Guidance on female genital mutilation, to include:
 - 1.6.1 *Multi-agency statutory guidance on female genital mutilation* (October 2018);
 - 1.6.2 Home Office statutory guidance *Mandatory Reporting of Female Genital Mutilation: procedural information* (October 2015);
 - 1.6.3 Guidance published by the Department for Health which provides useful information and support for health professionals which will be taken into account by the School's medical staff. Guidance on mental health, to include:
 - Preventing and Tackling Bullying (July 2017);
 - Mental Health and Behaviour in Schools (November 2018); and
 - Promoting children and young people's emotional health and wellbeing (March 2015).

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2 **The purpose of the Code is to:**

- 2.1 confirm and reinforce the professional responsibilities of all staff;
- 2.2 clarify the legal position in relation to sensitive aspects of staff/student relationships and communication including the use of social media;
- 2.3 set out the expectations of standards and behaviour to be maintained within the School; and
- 2.4 to help adults establish safe practices and reduce the risk of false accusations or improper conduct.

3 **Application:** The Code of Conduct (Staff and Faculty Behaviour Code of Conduct Policy) applies to all staff working in the School (TASIS England), whether paid or unpaid, whatever their position, role or responsibilities and Faculty and staff includes employees, directors, governors, trustees' contractors, work experience / placement students and volunteers.

4 **Your duty:** It is the contractual duty of every member of staff to observe the rules and obligations in this Code. You should also follow the guidance. TASIS England also has a duty of care to its staff, parents, guardians or carers and pupils and the implementation of the practices in this Code will help to discharge that duty.

5 **Wrongdoing:** All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff or any conduct which they may suspect to be inappropriate to the Head of School. The School operates a whistleblowing policy which is available on the policy page of the official TASIS England website.

6 **Application with other policies:** The Code must be read in conjunction with the School's policies, particularly the Safeguarding Children and Child Protection Policy and procedures and Whistleblowing policy.

7 **Guiding principles - Principles for all Staff**

7.1 All staff must put the well-being, development and progress of all pupils first by:

- 7.1.1 taking all reasonable steps to ensure the safety and well-being of pupils under their supervision;
- 7.1.2 using professional expertise and judgment for the best interests of pupils in their care;
- 7.1.3 demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;
- 7.1.4 raising concerns about the practices of teachers or other professionals where these may have a negative impact on pupils' learning or progress, or may put students at risk;
- 7.1.5 being familiar with the School's Safeguarding Children and Child Protection Policy and procedures;
- 7.1.6 reading and understanding Part 1, and where appropriate Annex A, of KCSIE (September 2021);

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- 7.1.7 knowing the role, identity and contact details of the current Designated Safeguarding Lead and their Deputies;
 - 7.1.8 knowing the role, identity and contact details of the Nominated Safeguarding Director; and
 - 7.1.9 being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the student due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten pupils.
- 7.2 All staff should demonstrate respect for diversity and take steps to promote equality by:
- 7.2.1 acting appropriately and in accordance with this Code of Conduct, towards all pupils, parents, guardians or carers and staff;
 - 7.2.2 complying with the School's Anti-Bullying, Equal Opportunities and Dignity at Work policies and this Code of Conduct;
 - 7.2.3 addressing issues of discrimination and bullying whenever they arise; and
 - 7.2.4 helping to create a fair and inclusive school environment.
- 7.3 All staff should work as part of a unified staff body by:
- 7.3.1 developing productive and supportive relationships with colleagues;
 - 7.3.2 exercising any management responsibilities in a respectful, inclusive and fair manner;
 - 7.3.3 complying with all School policies and procedures;
 - 7.3.4 participating in the School's development and improvement activities;
 - 7.3.5 recognising the role of the School in the life of the local community; and
 - 7.3.6 upholding the School's reputation and standing within the local community and building trust and confidence in it.
- 7.4 All staff should understand that the School has a legal duty to have regard to the need to prevent people from being drawn into terrorism, and consequently should to be aware of:
- 7.4.1 what extremism and radicalization means and why people - including pupils and fellow staff members - may be vulnerable to being drawn into terrorism as a consequence of it;
 - 7.4.2 what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it; and
 - 7.4.3 how to obtain support for people who may be being exploited by radicalizing influences.

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7.5 All staff should maintain public trust and confidence in the School and in their profession by:

7.5.1 demonstrating honesty and integrity;

7.5.2 understanding and upholding their duty to safeguard the welfare of children and young people;

7.5.3 understanding and demonstrating fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;

7.5.4 maintaining reasonable standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site; and

7.5.5 maintaining an effective learning environment.

7.6 All Staff should raise any concerns relating to honour-based abuse (to include female genital mutilation (FGM) and forced marriage) with the Designated Safeguarding Lead and involve children's social care as appropriate in accordance with the School's child protection and safeguarding policy and procedures. Teachers must also report to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl under the age of 18. The report should be made orally by calling 101, the single non-emergency number. It will be rare for teachers to see visual evidence, and they must not be examining pupils but those failing to report such cases will face disciplinary sanctions.

8 **Additional principles for teachers**

8.1 Teachers should take responsibility for maintaining the quality of their teaching practice by:

8.1.1 meeting the professional standards for teaching applicable to their role and position within the School;

8.1.2 reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;

8.1.3 helping pupils to become confident and successful learners; and

8.1.4 establishing productive relationships with parents, guardians or carers by:

- providing accessible and accurate information about their child's progress;
- involving them in important decisions about their child's education; and
- complying with this Code.

9 **Guidance on Staff / Student Relationships**

10 **Application:** Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of staff. This guidance applies to all faculty and staff.

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- 11 **Sexual contact:** Staff must not:
 - 11.1 have any type of sexual relationship with a pupil or pupils;
 - 11.2 have sexually suggestive or provocative communications with a pupil;
 - 11.3 make sexual remarks to or about a pupil; and
 - 11.4 discuss their own sexual relationships with or in the presence of pupil.
- 12 **Abuse of a position of trust and inappropriate relationships with School students:** Sexual relationships or sexual contact with any pupil, or encouraging a relationship to develop in a way which might lead to a sexual relationship or any relationship just considered inappropriate with any student at the School is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution. It is the criminal offence of an abuse of a position of trust to have any sexual relationship with any School pupil under the age of 18, and whilst not a criminal offence, it is a breach of this Code and considered to be gross misconduct to have a sexual relationship with any pupil of this School, even if over the age of 18.
- 13 **Inappropriate relationships with students at another school:** Forming relationships with children or young people who are pupils or students at another school will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the staff involved cannot be trusted to maintain professional boundaries with pupils and students at the School. Whilst not necessarily a criminal offence, the School considers it inappropriate for faculty and staff to form inappropriate relationships with a pupil of any school, irrespective of their age.
- 14 **General guidance:** You must be aware of the general guidance that will apply in all cases. In particular you:
 - 14.1 need to exercise professional judgment but always act within the spirit of these guidelines. If you are involved in a situation where no specific guidance exists, discuss the circumstances with the Designated Safeguarding Lead. A written record will need to be kept that includes justification for any action taken;
 - 14.2 must be aware of the risks of peer-on-peer abuse and be familiar with procedures for handling allegations against other children and bullying as set out in the School's Safeguarding Children and Child Protection Policy and procedures. Examples of peer-on-peer abuse are bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, upskirting, sexting and initiation and hazing;
 - 14.3 must be aware of indicators that children are at risk from, or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs;

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- 14.4 must be familiar with procedures for reporting concerns in accordance with the School's whistleblowing policy and be aware that if staff raise concerns about working practices at the School to the Designated Safeguarding Lead or an appropriate senior member of faculty or staff that they will be protected from detriment under the whistleblowing policy;
 - 14.5 must be familiar with the local reporting guidelines and the Local Safeguarding Children Board reporting threshold document in respect of any concerns relating to children;
 - 14.6 must be familiar with procedures for handling allegations against staff as set out in the School's Safeguarding Children and Child Protection Policy and procedures;
 - 14.7 must seek guidance from the Designated Safeguarding Lead if you are in any doubt about appropriate conduct; and
 - 14.8 must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or a group of students to the Designated Safeguarding Lead.
- 15 **Behaviour giving particular cause for concern:** You must take particular care when dealing with a student who:
- 15.1 appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection;
 - 15.2 appears to hold a grudge against you;
 - 15.3 acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasize, or one whose manner with adults is overfamiliar; and
 - 15.4 may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.
- 16 **Procedure to be followed in these cases:** Some of these behaviours may be indications that a child has been, or is currently being, abused and, if concerned, must be reported to the Designated Safeguarding Lead under the School's Safeguarding Children and Child Protection Policy and procedures.
- 17 **Record keeping:** Comprehensive records are essential. All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. Any incident involving children that could give cause for concern, must always be reported promptly to the Designated Safeguarding Lead in accordance with the School's Safeguarding Children and Child Protection Policy and procedures. If there is any doubt about recording requirements this must be discussed with the Designated Safeguarding Lead.
- 18 **Good order and discipline:** Staff in charge or control of pupils must maintain good order and discipline at all times when students are present on School premises and whenever students are engaged in authorised School activities, whether on School premises or elsewhere.

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General conduct

- 19 **School property:** You must take proper care when using School property and you must not use School property for any unauthorized use or for private gain.
- 20 **Use of premises:** You must not carry out any work or activity on School premises other than pursuant to your terms and conditions of employment without the prior permission of the Head.
- 21 **Behaviour of others:** You should be aware that the behaviour of your partner or other family members or any member of your household may raise concerns which could affect the welfare of a member of the School community, a member of the public, or bring the School into disrepute and you would be required to bring any such behaviour to the immediate attention of the School. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School or its reputation.

Meetings with pupils

- 22 **One-to-one meetings:** If you are teaching one pupil, or conducting a one-to-one meeting or teaching session with a pupil, you will be required to take particular care in the following ways:
 - 22.1 when working alone with a pupil is an integral part of your role, conduct and agree full risk assessments with the Designated Safeguarding Lead;
 - 22.2 use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open and ensure that colleagues are aware that the lesson / meeting is taking place;
 - 22.3 arrange the meeting during normal school hours when there are plenty of other people about;
 - 22.4 do not continue the meeting for any longer than is necessary to achieve its purpose;
 - 22.5 avoid sitting or standing in close proximity to the student, except as necessary to check work;
 - 22.6 avoid using "engaged" or equivalent signs on doors or windows;
 - 22.7 avoid idle discussion;
 - 22.8 avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
 - 22.9 avoid any conduct that could be taken as a sexual advance;
 - 22.10 report any incident that causes you concern to the Designated Safeguarding Lead under the School's Safeguarding Children and Child Protection Policy and procedures, and make a written record (signed and dated); and
 - 22.11 report any situation where a student becomes distressed or angry to the Designated Safeguarding Lead.

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- 23 **Pre-arranged meetings:** Pre-arranged meetings with pupils outside School should not be permitted unless approval is obtained from their parents, guardians or carers and the Designated Safeguarding Lead. If you are holding such a meeting, you must inform colleagues before the meeting.
- 24 **Home visits:** In some circumstances home visits are necessary. You should:
- 24.1 discuss the purpose of any visit with the Designated Safeguarding Lead and adhere to any agreed work plan / contract;
 - 24.2 follow the Risk Management Strategy/Assessment Policy and ensure appropriate risk assessments are in place. Where there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague;
 - 24.3 not visit unannounced if this can be avoided;
 - 24.4 leave the door open where you will be alone with pupils;
 - 24.5 keep records detailing times of arrival and departure, and work undertaken;
 - 24.6 ensure that any behaviour or situation that gives rise to a concern is reported and actioned;
 - 24.7 discuss with the Designated Safeguarding Lead anything that gives cause for concern in accordance with the School's Safeguarding Children and Child Protection Policy and procedures; and
 - 24.8 have a mobile telephone and an emergency contact
- 25 **The use of personal living space:**
- 25.1 Students must not be in or invited into the personal living space of any member of staff, unless agreed with the parents, guardians or carers and the Designated Safeguarding Lead and in accordance with the School's guidelines for House Parents, Deputy House Parents and House Tutors. It is accepted that children of staff (whether in School accommodation or not) may at times invite their friends to their homes. In these instances, staff are reminded to comply with this Code of Conduct, and must ensure that the Designated Safeguarding Lead is informed on advance and that any overnight visit is subject to a written risk assessment.
 - 25.2 Any overnight visit must be agreed in advance by the Designated Safeguarding Lead and is subject to a written risk assessment.
- 26 **Chores:** Pupils should not be asked to assist with chores or tasks in the personal living space. Personal living spaces must not be used as an additional resource for the School. This also applies to on-site staff accommodation.
- 27 **Boarding houses:** Boarding Houses, where the boarding employees (Houseparent's) live, may have private living quarters which include areas which current and prospective pupils and parents can be invited into under supervision. This is in order for communication between the relevant parties to be effective and at times confidential and to allow for entertaining of parents and students in line with the School's guidelines for House Parents. Students must only enter the designated public areas of the private living quarters of the House at the invitation of and with the express permission of the House Parent, Deputy House Parent or House Tutor for pastoral, academic or medical reasons.

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The designated public areas of the private side of the House will usually include the Houseparent study, sitting room and kitchen but will be specifically detailed in the School's guidelines for House Parents.

28 **Additional comments for boarding staff:** This Code of Conduct applies to all those working or volunteering within the School community; however, within the boarding context the following areas are highlighted as being of particular significance. These include:

- 28.1 having a responsibility to TASIS to fulfil their duties as outlined in their job specifications in addition to any other reasonable requests made to them by the Head of Boarding;
- 28.2 at all times conducting themselves as a role model to the pupils under their care and approaching their duties and responsibilities in a positive and friendly manner;
- 28.3 being aware that pupils are particularly vulnerable in a residential setting;
- 28.4 having a professional obligation to highlight and investigate concerns (as appropriate) raised by pupils of the School;
- 28.5 having a professional obligation to raise legitimate concerns about the conduct of colleagues or managers. In the case of raising legitimate concerns about the conduct of colleagues or senior staff, the School will seek to respect the confidentiality and anonymity of the whistle-blower and will as far as possible protect him/her from reprisals; and
- 28.6 TASIS not tolerating any attempt to victimise the whistle-blower or attempts to prevent concerns being raised which is likely to result in disciplinary action.

Language and appearance

29 **Language:** You should use appropriate language at all times. You should:

- 29.1 avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, emails etc.);
- 29.2 avoid any form of aggressive or threatening words;
- 29.3 avoid any words or actions that are over-familiar;
- 29.4 refrain from swearing, blaspheming or the use any sort of offensive language in front of pupils;
- 29.5 avoid the use of sarcasm, discriminatory or derogatory words when punishing or disciplining students and avoid making unprofessional personal comments about anyone. Any sanctions must be in accordance with the School's behaviour and discipline policies; and
- 29.6 be aware that some parts of the curriculum may raise sexually explicit subject matters. Care must be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and must always take care to avoid overstepping personal and professional boundaries.

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- 30 **Dress:** You are required to dress appropriately and in a professional manner. Dress must not be offensive, distracting, revealing, or sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed. Tattoos and body art should be covered while in school. Discreet earrings are acceptable but all other body piercings should be removed while on school premises.
- 31 **Smoking, alcohol, e-cigarettes and other substances:** The School is a non-smoking site. Staff must not smoke or use e-cigarettes on School premises or outside School gates. Any member of faculty or staff wishing to smoke or use an e-cigarette must leave the School grounds. Staff must not smoke or use an e-cigarette whilst working with or supervising students offsite. Staff must not consume or be under the influence of alcohol, illicit drugs or other illegal substances on or near School premises or otherwise whilst on duty. Staff must refrain from the consumption of alcohol and other substances at School/student events (i.e. Leaving Proms, residential visits) both within the School premises and outside the School setting.

The use of force or physical restraint

- 32 **Physical restraint:** All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. There are circumstances when it is appropriate for Staff to use force to safeguard children. This is enshrined in law and applies to any member of Staff at the School. It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- 33 **Application of the code of restraint:** It only applies where no other form of control is available and where it is necessary to intervene. The use of such force or physical contact may be reasonable and proportionate in the circumstances to prevent a student from doing, or continuing to do any of the following:
- 33.1 committing a criminal offence;
 - 33.2 injuring themselves or others;
 - 33.3 causing damage to property, including their own; or
 - 33.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom or elsewhere.
- 34 **Before intervening:** Before intervening physically you should, wherever practicable, tell the student to stop and what will happen if he or she does not. You will need to continue attempting to communicate with the pupil throughout the incident and must make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Always avoid touching or holding a pupil in a way that might be considered indecent. You will also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.
- 35 **Inform senior leadership Staff:** You should inform the Head immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. A written report will be required as soon as possible afterwards.

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This will need to include written and signed accounts of those involved, including the pupil. The parents, guardians or carers of the pupil must be informed about serious incidents involving the use of force. In the EYFS setting, the parents, guardians or carers will be informed about any use of force on the same day or as soon as reasonably practicable. The Head will advise as to when parents should be contacted.

- 36 **Action taken in self-defence or in an emergency:** The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.
- 37 **Using reasonable force:** There is no legal definition of "reasonable force". It will always depend on the circumstances. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Note that:
- 37.1 any use of force would always be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented;
 - 37.2 you are required to recognise the additional vulnerability of children with SEN, disabilities and certain medical conditions before using reasonable force;
 - 37.3 physical force could not be justified to prevent a student from committing a trivial misdemeanour;
 - 37.4 any force must always be the minimum needed to achieve the desired result; and
 - 37.5 whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

See also [Appendix 4 of the School's behaviour and discipline policy].

Physical contact in other circumstances

- 38 **When physical contact may be appropriate:** Physical contact with a student may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact must be in response to the pupils needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement regarding physical contact.
- 39 **Guidance on using physical contact:** You should observe the following guidelines (where applicable):
- 39.1 explain the intended action to the pupil;

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- 39.2 do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction;
 - 39.3 ensure the physical contact continues for as short a time as possible;
 - 39.4 ensure that doors are open to improve sight lines and if you are in any doubt, ask a colleague or another student to be present during the demonstration; and
 - 39.5 consider alternatives if it appears likely that the student might misinterpret the contact.
- 40 **Report concerns:** If you are at all concerned about any instance of physical contact, inform the Head of School without delay, and make a written record in the incident book and on the student's file if necessary.
- 41 **Offering comfort to distressed students:** Touching may be appropriate where a pupil is in distress and needs comforting. You must use your own professional judgement when you feel a pupil needs this kind of support and you should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. You should always notify the Head of School when comfort has been offered, record the action and must seek guidance if you are unsure whether it would be appropriate in a particular case.
- 42 **Administering first aid:** When administering first aid you must explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's health and safety at work rules and intimate care guidelines, and parents, guardians or carers must be informed. Staff must:
- 42.1 adhere to the School's policies on first aid and administering medication;
 - 42.2 comply with the necessary reporting requirements;
 - 42.3 make other adults aware of the task that is being undertaken;
 - 42.4 explain what is happening;
 - 42.5 report and record the administration of first aid;
 - 42.6 have regard to any health plans; and
 - 42.7 ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.
- 43 **Pupil's entitlement to privacy:** Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:
- 43.1 avoid physical contact or visually intrusive behaviour when children are undressed;
 - 43.2 announce yourself when entering changing rooms and avoid remaining unless required;
 - 43.3 not shower or change in the same place as children; and
 - 43.4 not assist with any personal care task which a student can undertake themselves.

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- 44 **Intimate care:** Sometimes intimate care is required, for example when assisting with toileting or removing wet clothes. You must:
- 44.1 comply with the School's Intimate Care Guidelines;
 - 44.2 advise other faculty and staff of the task being undertaken and consult where there is any change from the agreed procedure. A record must be kept of the justification for any variations and this information should be shared with parents, guardians or carers;
 - 44.3 explain to the child what is happening;
 - 44.4 comply with applicable professional codes of practice, as appropriate; and
 - 44.5 comply with regularly reviewed, formally agreed plans, as appropriate.
- 45 **Where a child has been abused:** Where a child has, or is suspected to have been, previously abused, staff should be informed on a 'need to know' basis, and must be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the student and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Designated Safeguarding Lead and where appropriate parents, guardians or carers.
- 46 **Children with special educational needs or disabilities (SEND):** Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny. The Designated Safeguarding Lead and Learning Resource staff will establish whether any reasonable adjustments are required for such pupils in accordance with the current School Accessibility Plan.

Code of conduct for contact outside school

- 47 **Contact outside school:** You must avoid unnecessary contact with students outside school. You must:
- 47.1 not give students your home address, home telephone number, mobile telephone number or email address;
 - 47.2 not send personal communications (such as birthday cards or faith cards, text messages etc.) to children unless agreed with the Head of School;
 - 47.3 not make arrangements to meet students, individually or in groups, outside school other than on school trips authorised by the Head of School;
 - 47.4 avoid contacting students at home unless this is strictly necessary, and you should keep a record of any such occasion;
 - 47.5 not give a student a lift in your own vehicle other than on School business and with prior permission from the Head of School;
 - 47.6 avoid inviting students (groups or individuals) to your home unless there is a good reason and it has been previously approved by the Head of School. This prohibition also applies if you have on site accommodation;
 - 47.7 report and record any situation which places a child at risk or compromises the School's or your professional standing;

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- 47.8 ensure that students do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour; and
- 47.9 never engage in secretive social contact with pupils or their parents, guardians or carers.
- 48 **Social contact:** You must be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as inappropriate, an abuse of a position of trust or as grooming. Any social contact that could give rise to concern must always be reported to the Head of School immediately.
- 49 **Babysitting:** The School prohibits faculty and staff from babysitting for our own parents, regardless of whether the child is a student at the School. This is for their own protection and for the continued professional relationship between faculty/staff and parents.
- 50 **Friendships with parents, guardians or carers and students:** Members of Staff who are friends with parents, guardians or carers of students or who, for example, are voluntary workers in youth organisations attended by students, will of course have contact with those students outside school. However, members of faculty and staff must still respect the advice from point 46, 47 & 48 above and keep the Head of School informed of such relationships.
- 51 **Scope of application of code on contact outside school:** The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the educational visits policy. The principles of this guidance also apply to contact with children or young people who are students at another school.
- 52 **Transporting students:** There may be some situations when faculty and staff are required to transport students. You should:
- 52.1 ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive;
- 52.2 be aware that until the student is passed over to a parent / carer, you have responsibility for that student's health and safety;
- 52.3 record the details of the journey;
- 52.4 record, be able to justify impromptu or emergency lifts and notify the Head of School;
- 52.5 ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc.; and
- 52.6 wherever practicable, you should avoid using private vehicles and should have at least one adult additional to the driver to act as an escort.
- 53 **After school activities:** When taking part in after school activities, you must:
- 53.1 be accompanied by another adult unless otherwise agreed with the Head of School;
- 53.2 have in place the relevant risk assessment; and
- 53.3 obtain parental consent if appropriate for the activity.

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- 54 **Private Tutoring at school:** If providing private tuition to any TASIS student you must:
- 54.1 ensure that you never tutor or offer tutoring to a student that you teach;
 - 54.1 obtain express parental consent to do so and the consent of the Head of Lower, Middle or Upper School as appropriate;
 - 54.2 observe all School safeguarding protocols and in particular observe the protocols in respect of meetings with students as detailed in paragraphs 22, 23 and 24 of this Code of Conduct Policy;
 - 54.3 accompany pupils back to their boarding house or to their parents as appropriate;
 - 54.4 seek the permission of the Designated Safeguarding Lead and Head of Lower, Middle or Upper School as appropriate to carry out tutoring in the parental home; and
 - 54.5 accept full responsibility for the payment of tax or social security contributions payable on any private tutoring whether on school premises or at the parental home.
- 55 **Educational visits:** When taking part in educational visits, you should:
- 55.1 follow the School's educational visits policy;
 - 55.2 be accompanied by another adult unless otherwise agreed with the Head of School;
 - 55.3 undertake a risk assessment; and
 - 55.4 obtain parental consent.
- 56 **Overnight supervision:** Where overnight supervision is required to preserve the integrity of the examination process:
- 56.1 you should ensure that a risk assessment has been undertaken and that all members of the household have had the appropriate checks;
 - 56.2 arrangements should be made with and agreed by parents, guardians or carers and the pupil;
 - 56.3 one to one supervision should be avoided where possible;
 - 56.4 choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the School's guidelines;
 - 56.5 whenever possible, independent oversight of the arrangements should be made; and
 - 56.6 any misinterpretation, misunderstanding or complaint should be reported.

Communication with students (including the use of technology)

- 57 **Communicating with children and parents, guardians or carers:** All communication with children or parents, guardians or carers must conform to School policy and be limited to professional matters. Except in an emergency communication should only be made using School property.

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- 58 **Application:** These rules apply to any form of communication including new technologies (including 3G, 4G and 5G technologies) such as mobile telephones, web-cameras, social networking websites and blogs. You must also ensure you comply with the more detailed IT acceptable use policy (AUP), and social media policy.
- 59 **Dealing with "crushes":** Crushes, fixations or infatuations are part of usual adolescent development. However, they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a pupil has a crush on you or on another colleague you must bring it to the attention of the Designated Safeguarding Lead at the earliest opportunity. Suggestions that a student may have developed a crush must be recorded. Faculty and staff must avoid being alone with students who have developed a crush on them and if the pupil sends personal communications to the member of faculty or staff, this must be reported to the Head of School and recorded.
- 60 **Acceptable use:** Adults must establish safe and responsible online behaviours and must comply with the IT acceptable use policy, social media policy, the online safety policy and the mobile telephone protocol. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the IT acceptable use policy. Local and national guidelines on acceptable user policies must be followed. Staff must also:
- 60.1 ensure that your own personal social networking sites are set as private and ensure that pupils are not approved contacts;
 - 60.2 ensure that you do not use any website or application, whether on a School or personal device, which publicly identifies your location while on School premises or otherwise in the course of your employment;
 - 60.3 never use or access social networking sites of students and do not use internet or web-based communication channels to send personal messages to students;
 - 60.4 never use your own equipment (e.g. mobile telephones) to communicate with students - use equipment provided by the School and ensure that parents, guardians or carers have given permission;
 - 60.5 only make contact with students for professional reasons; and
 - 60.6 recognise that text messaging must only be used as part of an agreed protocol and only when other forms of communication are not possible.
- 61 **Personal details:** Adults must not give their personal contact details to pupils, including email addresses, home or mobile telephone numbers, unless the need to do so is agreed with the Head of School and parents, guardians or carers.
- 62 **Personal mobile telephones and electronic devices:** It is understood that faculty and staff may need to check text messages and / or personal emails in the case of an emergency or during break times. Personal use must not interfere with your work commitments (or those of others). It is a privilege and not a right. Faculty and staff shall set an example and shall never use their own mobile telephones or other electronic devices whilst they are on duty (whether in a classroom or otherwise) and any such mobile devices should be switched off or silenced except in the case of an emergency and always be kept out of sight of parents or students.

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- 63 **Communicating outside the agreed protocols:** Email or text communications between an adult and any pupil outside agreed protocols may lead to a report to external agencies in accordance with the School's Safeguarding Children and Child Protection Policy and procedures, disciplinary action and / or criminal investigations. This also includes communications through internet-based websites.

Code of conduct for photographs and videos

- 64 **Permission required:** You must seek permission from the Head of School before taking photographs or video camera footage of any students in class, at any School events or on a trip. You must also seek permission before displaying these photographs. You must not take images of students using personal devices such as mobile telephones or tablets.
- 65 **Consent:** Subject to paragraph 7 below, appropriate consents for taking and displaying photographs must be obtained from parents, guardians, carers or from the pupil's themselves if sufficiently mature (most pupils are seen as being sufficiently mature from the age of 12 years). Consent must be freely given so it must be a genuine choice. Unless told otherwise, the Bursar is responsible for obtaining appropriate consent. [Please see the guidance for staff on the use of photographs and videos of pupils by the school for further information.] Any consent will need to be sought from either the parent, the student or both depending on the maturity of the student.
- 66 Where the use of a photograph or video is less privacy intrusive (e.g. used in an internal school display) it is sufficient for parents and students to have been informed about this in the School's privacy notices, in which case consent is not required. Please speak to the Bursar if you are unsure to which pupils this applies.
- 67 Some students cannot be featured in photographs or videos under any circumstances (for example, because of safeguarding concerns). Please speak to the Bursar if you are unsure to which students this applies.
- 68 **Guidance where permission obtained:** Where permission and consent (if appropriate) has been obtained, the following must be considered:
- 68.1 the purpose of the activity should be made clear and what will happen to the photographs or videos. You must be able to justify images in your possession;
 - 68.2 all images should be made available to the Head of School in order to determine acceptability;
 - 68.3 images should not be made during one-to-one situations;
 - 68.4 ensure that the pupil is appropriately dressed;
 - 68.5 ensure that the pupil understands why the images are being taken and has agreed to the activity;
 - 68.6 only use equipment provided or authorised by the School;
 - 68.7 if a photograph or video is to be displayed in a place to which the public have access (e.g. on the School's website) it should not display the student's name unless consent has been obtained. If the use of a photograph or video is more privacy intrusive consent may need to be obtained even if the student's name is not used (e.g. using an unnamed photograph of a student in an advertisement). Consent should be

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obtained from the pupil and/or their parents as appropriate. Please see paragraph 69 below for further guidance on consent;

- 68.8 all images of children must be stored securely and only accessed by those authorised to do so; and
- 68.9 images must not be taken secretly
- 69 **Consent:** Children may be considered mature enough to exercise their own data protection rights when they are aged 12 years or older, although their age and understanding must be assessed and considered. Whether consent should be obtained from the parents, the student or both will depend on the age of the student. The School's policy is that when consent is required it must be obtained as follows:
- 69.1 where the student is in Year 7 or below, consent must be sought from a parent, guardian or carer;
- 69.2 where the student is in Year 8, 9, 10 or 11 then consent must be sought from both the student and their parent, guardian or carer;
- 69.3 where the student is in Year 12 or 13 then only the student's consent will need to be obtained.
- 70 **Personal social media:** You must not publish anything which could identify students, parents or guardians on any personal social media account, personal webpage or similar platform without the prior consent of the Head of School in writing. This includes photos, videos, or other materials such as pupil work.
- 71 **Appropriate material:** TASIS England recognises that many children have unlimited and unrestricted access to the internet via 3G and 4G. You must ensure children are not exposed to inappropriate or indecent images. Viewing, retrieving or downloading of pornographic, terrorist or extremist material, or any other material which the School believes is unsuitable is strictly prohibited and constitutes gross misconduct. This includes at any time when on School premises or otherwise in the course of your employment, including using the School's ICT network, or via 3G or 4G, whether or not on a School or personal device. You should not allow unauthorised access to School equipment and must keep your computer passwords safe. If you discover material that is potentially illegal or inappropriate, you must isolate the equipment and contact the Designated Safeguarding Lead in accordance with the School's Safeguarding Children and Child Protection Policy and procedures immediately. Pupils must not be exposed to unsuitable material on the internet and faculty and staff are required to ensure that any film or material shown is age appropriate.

Gifts and rewards

- 72 **Anti-bribery and corruption policy:** Before accepting or giving any gifts or rewards, staff must familiarise themselves with the anti-bribery and corruption policy.
- 73 **If a gift is received:** If you receive a gift from a student or parent you must:
- 73.1 declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £100. The Head of School may in their absolute discretion require you to decline the gift; and

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- 73.2 decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents, guardians or carers or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value.
- 74 **Giving gifts and rewards:** Where you are thinking of giving a gift or reward:
- 74.1 it must only be provided as part of an agreed reward system;
- 74.2 in all cases except the above, the gift or reward must be of little monetary value and must be discussed and agreed with the Head of School and where appropriate the parent, guardian or carer;
- 74.3 selection processes must be fair and where possible should be agreed by more than one member of staff; and
- 74.4 gifts must be given openly and not based on favouritism.
- 75 **Allocation of gifts and rewards:** Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

Childcare Disqualification

- 76 **Offence:** The Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 state that it is an offence for the School to employ anyone to provide childcare in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP (a **Relevant Role**).
- 77 **EYP** includes usual school activities and any other supervised activity for a "young child" which takes place on the school premises during or outside of the normal school day (a child is a "young child" during the period between birth and up to 1 September following their fifth birthday).
- 78 **LYP** includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.
- 79 **"Childcare"** means any form of care for a child, which includes education and any other supervised activity for a "young child". "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.
- 80 **Grounds for disqualification:** The grounds on which a person will be disqualified from working in connection with EYP or LYP are set out in the School's recruitment, selection and disclosure policy and procedure. Faculty and staff are required to familiarise themselves with this document.
- 81 **Duty of disclosure:** Faculty and staff in a Relevant Role are under an on-going duty to immediately notify the School if their circumstances change so that they meet any of the criteria for disqualification at any point during their employment with the School. Any failure to disclose relevant information will be treated as a serious disciplinary matter.

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- 82 **Ofsted:** Where the School receives disqualification information about a member of faculty or staff working in a Relevant Role and is satisfied that the member of faculty or staff may be disqualified as a consequence, the School is under a duty to report the circumstances of the disqualification to Ofsted.
- 83 **Waiver:** A member of faculty or staff who discloses information which appears to disqualify them from working in a Relevant Role may apply to Ofsted for a waiver of the disqualification.

Reporting Obligations

- 84 **The School's position:** It is a contractual requirement as well as in your interests to follow this Code so as to maintain appropriate standards of behaviour and your own professional reputation. A breach of this Code may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.
- 85 **Exit interviews:** All staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of students, the conduct of faculty and staff or other matters, during the course of their employment in accordance with the School's policies (including the whistleblowing policy, the Safeguarding Children and Child Protection Policy and procedures and this Code). Safeguarding children is at the centre of the School's culture and is accordingly considered formally during faculty and staff performance development reviews and appraisal and finally at exit interviews which are held with all leavers.
- 86 **Termination of employment:** If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay. The School may also need to consider a referral to the Disclosure and Barring Service if a member of staff is suspended, or deployed to another area of work that is not regulated activity.
- 87 **Resignation:** If a member of faculty or staff tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met.
- 88 **Teaching Regulation Agency (TRA):** Separate consideration will also be given to making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

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Appendix 1 – Low Level Concerns

As part of our whole school approach to safeguarding, we ensure that we promote an open and transparent culture in which all concerns (including allegations that do not meet the harms threshold) about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are shared responsibly, with the right person. Concerns are recorded and dealt with appropriately, to enable the school to identify concerning, problematic or inappropriate behaviour early; minimize the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

This appendix sets out our response for dealing with concerns (including allegations) which do not meet the harm threshold set out in [KCSIE \(DfE: September 2021\)](#) (see below). Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organization; or as a result of vetting checks undertaken. We will ensure that we have procedures in place to manage and record any such concerns and take appropriate action to safeguard children.

What is a low-level concern? The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold, which is where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

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 the school’s 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 LADO.

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.

Safeguarding Practices, including Staff Training and Development: As part of our on-going staff safeguarding training (including at induction) we:

- ensure staff 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.

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- empower staff to share any low-level safeguarding concerns);
- address unprofessional behaviour and support the individual to correct it at an early stage;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised;
- encourage staff to help identify any weakness in the school's safeguarding procedures.

Sharing low-level concerns: Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organization; or as a result of vetting checks undertaken. **Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the Head of School.** Reports about supply staff and contractors should be notified to their employers (by the Head of School), so any potential patterns of inappropriate behaviour can be identified. The Head of School may meet with the DSL to discuss the concern and decide if in fact the concern does meet the harm threshold and if a referral to the LADO is required, or if the matter can be dealt with by the school.

The school will ensure we 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 breaches our Staff Behaviour Policy or they consider falls below the expected professional standards.

Recording low-level concerns: All low-level concerns should be recorded in writing (using CPOMS). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

These records will be kept confidential, held securely and will comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) via the CPOMS secure servers. TASIS will review all records of low-level concerns so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. The school will also give consideration to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimize the risk of it happening again. All records of low-level concerns will be (in-line with KCSIE Guidance) retained at least until the individual leaves the school's employment.

References: In line with KCSIE guidance, the school will only provide substantiated safeguarding allegations in references. Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.

Responding to low-level concerns

In responding to reports of low-level concerns, the Head of School will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously, to the individual involved and any witnesses. The pupil of whom the concern is related to may also be spoken with. The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This evidence collected will be recorded along with the rationale for their decisions and action taken. Depending on nature of the low-level concern and the specific circumstances the following actions could include:

- a verbal warning
- a written warning

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- dismissal from the school (this would likely be in conjunction with a referral to the LADO and Children's Social Care)

Malicious or False Allegations: Any low-level concerns which are found to be malicious or false will be dealt with under our Safeguarding – Child Protection Procedures.