



## Dauntsey's School Staff Code of Conduct

This document provides a guide to safer working practice for adults working and volunteering at Dauntsey's.

Key Personnel			
Role	Name	Tel.	Email
Head Master	Mr M. Lascelles	01380 814503	<a href="mailto:headmaster@dauntseys.org">headmaster@dauntseys.org</a>
Designated Safeguarding Lead (DSL)	Mrs A. Jackson	01380 814508/ 07724 537630	<a href="mailto:a.jackson@dauntseys.org">a.jackson@dauntseys.org</a>
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Designated governor for safeguarding	Mrs J. Green	01380 814500	<a href="mailto:j.green2@dauntseys.org">j.green2@dauntseys.org</a>
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Head of HR	Mrs S. Thompson	01380 814580	<a href="mailto:s.thompson@dauntseys.org">s.thompson@dauntseys.org</a>
The key safeguarding responsibilities within each of the roles above are set out in <b>Keeping Children Safe in Education 2023</b>			

Designated Officer for Allegations	0300 456 0108
Children's Social Care referrals:	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0300 456 0100
If you believe a child is <b>at immediate risk</b> of significant harm or injury, you <b>must</b> call the police on 999.	

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## Introduction

Dauntsey's is committed to providing positive academic, social and emotional outcomes for our children, underpinned by a strong safeguarding ethos. We are equally committed to the welfare of our staff, who are expected to adhere to the highest standards of professional behaviour to maintain confidence and respect of the general public and colleagues. Staff and Volunteers' actions should reflect the School's ethos and values and should act in a way that will not bring the School into disrepute.

The governors will make sure that this policy reflects national and local requirements to protect and support the children and adults in our school.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2023)
- The procedures of Safeguarding Vulnerable People Partnership (SVPP)

This policy:

- is based on the Guidance for Safer Working Practice for those working with children and young people in education settings (February 2022).
- aims to provide a guide for adults about acceptable and desirable conduct to ensure that staff maintain safe working practice and therefore safeguard both children and adults.
- does not provide a complete checklist of appropriate behaviour for staff in every circumstance. Staff must make judgements about their behaviour to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably.

In *very exceptional* circumstances where a member of staff believes it is in the best interest of a child to breach these guidelines, that person **must** tell the Head Master of the justification for any proposed action, or action already taken, at the earliest opportunity. The Head Master will make a written record of that discussion including any areas of disagreement and actions taken.

## Scope

This policy is consistent with all other policies adopted by the governors and should be read alongside the **Safeguarding and Child Protection Policy** as well as the following documents, relevant to the safety and welfare of our children:

- |   |  |  |
|---|--|--|
| • Data Protection Policy                              | • E-Safety Policy                        | • First Aid Policy                             |
| • Health and Safety Policy and Procedures             | • ICT Acceptable Use Policy (staff)      | • Parental Complaints Procedure                |
| • Physical Restraint Policy                           | • Relationships and Sex Education Policy | • Rules, Rewards and Sanctions Policy          |
| • Taking, Storing and Using Images of Children Policy | • SEND policy                            | • Spiritual, Moral, Social and Cultural Policy |
|   | • Whistleblowing Policy                  |  |

## **This policy applies to all staff and volunteers working at our school.**

For the purposes of this policy:

- ‘Staff’ refers to all those working for the School, full time or part time, on a temporary basis, or permanent, in a paid or regular voluntary capacity.
- A ‘volunteer’ is a person who performs an activity that involves spending time, unpaid in the School (except for approved expenses).
- A ‘position of trust’ is one in which one party is in a position of power or influence over another, due to their work or the nature of their activity.
- ‘Child’ refers to all pupils on the School roll. All adults are in positions of trust in relation to every child at our school.

**It does not apply to** employees of external contractors and providers of services (e.g. contract security guards).

### **Expectations**

All staff:

- are familiar with this policy and have an opportunity to contribute to its review.
- understand their responsibilities to safeguard and promote the welfare of children.
- are aware that failure to meet the standards of behaviour and conduct in this policy may result in disciplinary action. This includes dismissal, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in a regulated activity.

### **Mandatory procedures**

#### **Confidentiality**

The sorting and processing of personal information is governed by GDPR (General Data Protection Regulations 2018). See the Data Protection Policy.

Pupil records are shared with those who have a professional need to see them. When staff have access to confidential information about colleagues, children or their parents/carers, the staff must treat such information in a sensitive and confidential way, sharing it only in the interests of a child and when legally permitted to do so.

Governors and trustees should not routinely access pupil records. Exceptions to this would be for the purpose of an investigation in line with the School’s Parental Complaints Procedure.

Staff, governors and trustees will not use their position to gain access to information for their own advantage and/or a child’s or family’s detriment.

If a member of staff is concerned that a pupil is being abused, is at risk of being abused or may have been abused in the past, they will follow the agreed procedure set out in the flowchart ‘What to do if you are worried about a child’, displayed in staff areas. See Safeguarding and Child Protection Policy.

If a member of staff is ever in any doubt about whether to share information or not, they should get advice from the Designated Safeguarding Lead.

## Staff responsibilities

All staff know that:

- they are in positions of trust in relation to all children on roll. This means that they should:
  - ensure that the power imbalance is never used for personal advantage or gratification;
  - avoid behaviour which might be interpreted by others as an abuse of the position of trust, and
  - report any incident with this potential to their line manager. This includes sharing personal contact details with children or families.
- they have a legal duty to protect the interests of children and accept the obligations inherent in that responsibility;
- it is important that they determine how best to build trusted relationships with children and young people which facilitate communication, using professional curiosity and speaking to the DSL if they have concerns about a child;
- they must not establish or seek to establish social contact with children to secure a friendship or to pursue or strengthen a relationship;
- they must inform the School of any relationship with a parent where this extends beyond the usual parent/professional relationship, and
- it is an offence (Sexual Offences Act 2003) for a member of staff in a position of trust to engage in **any** form of sexual activity with a child under the age of 18.

Certain behaviours are at odds with a position of trust. These include, but are not limited to:

- harassment or discrimination based on any characteristic protected by the Equality Act 2010;
- loss of personal civility including personal attacks or insults, displays of temper (such as throwing objects), unwanted physical contact (pushing, shoving, hitting) or the threat of the same, and
- staff must not swear or use offensive language in front of pupils, nor use language which is discriminatory and demeaning in any way.

Such behaviours are disciplinary offences and may be referred to the Local Authority and/or the police.

## Standards of behaviour

### Communication with children and parents including social contact outside of the workplace

Staff must use their professional judgement when requesting or accepting any social contact (including through social media). This means that they must not accept any request from pupils for contact via any social media platform. Staff are advised to wait until after an ex-pupil's 18th birthday before accepting any request on social media.

We acknowledge that staff may have friendships and social contact with parents of children outside of school. Staff will not engage in conduct outside work that could damage their professional reputation or the reputation of the school community.

Any contact between staff and children and/or parents that is deemed to bring the School into disrepute or that might lead a reasonable person to question the staff member's motivation or intentions will always be investigated and could lead to disciplinary action.

Staff must not make sexual innuendos or any comments of a sexual nature to any pupil (other than in the context of Sex and Relationship Education in Complementary Curriculum), nor make any comments trivialising alcohol or drug abuse.

Staff must inform the Safeguarding Team of any proposed or pre-existing arrangements between them and the families of children on roll that take place outside school e.g. baby-sitting, sports coaching, music tuition.

## **Infatuations**

Occasionally, pupils may develop an infatuation for a member of staff. In such situations, the advice of the DSL must be sought. Staff should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is beyond reproach.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the DSL.

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

Staff must:

- take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment;
- declare any gift they receive from a parent or child of significant value (more than £100) or on a regular basis. This does not include small tokens of appreciation such as a thank-you, a gift at Christmas or the end of the year;
- not give personal gifts to individual children. Prizes of small value may be given in certain tasks or competitions, and
- advise the Bursar about the offer of any gift or hospitality, from outside or inside the School, which might be interpreted as an attempt to influence staff conduct towards children, parents or other employees.

## **Physical contact**

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. Any physical contact will be in response to the child's needs, of limited duration and appropriate to their age, stage of development, gender, background and any agreed support or care plan. The use of physical intervention including the use of reasonable force will always be in line with the SEND Policy and/or Physical Restraint Policy.

Staff understand that:

- there are occasions when it may be entirely appropriate and proper for staff to have physical contact with children but that they do so in ways appropriate to their professional role and in relation to the child's individual needs;
- some children are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Whenever possible, adults seek the child's permission before initiating contact and are sensitive to any signs that the child may be uncomfortable or embarrassed;
- they have a responsibility to ensure the way they offer comfort to a distressed child is age appropriate;

- they must never touch a child in a way which may represent a misuse of authority or considered indecent;
- physical contact must never be secretive, or for the gratification of the adult, and
- they should be aware of cultural or religious views about touching and be sensitive to the issues of gender.

If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances will be immediately reported to the Head Master/DSL and recorded in writing. If appropriate, the Head Master/DSL will consult with the Designated Officer for Allegations (DOfA).

Staff understand that a child who has suffered previous abuse or neglect may associate physical contact with such experiences. They recognise that such a child may seek out inappropriate physical contact and know to deter the child sensitively to help them to understand the importance of personal boundaries. Staff know that they must never indulge in play that involves rough-and-tumble or fun fights.

Children with disabilities may require more physical contact to assist their everyday learning. The arrangements are understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Staff always allow/encourage children, where able, to undertake self-care tasks independently.

If a child's behaviour presents a serious risk to themselves or others, a robust risk assessment and, where relevant, a physical intervention plan is always put in place and reviewed regularly. In all cases where physical intervention takes place, staff record the incident and subsequent actions and report these in line with the School's Physical Restraint Policy.

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

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

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

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies such as the Association for Physical Education and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the Safeguarding Team.

It is good practice that all parties clearly understand at the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

### **Personal Care**

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

## **Behaviour management**

Corporal punishment and smacking are unlawful in all schools and education settings.

Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Staff should understand the importance of challenging inappropriate behaviours between peers, including child on child sexual violence and sexual harassment. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Where pupils display difficult or challenging behaviour, adults should follow the Rules, Rewards and Sanctions Policy and consults with the Second Master/Heads of Sections using sanctions appropriate to the circumstance and situation.

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

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

The law and guidance for schools states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, and
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful. Staff should also be mindful of the significant impact that a physical intervention may have on a child with special educational needs or disabilities.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where the School judges that a child’s behaviour presents a serious risk to themselves or others, we will always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

### **First aid**

Staff adhere to the School’s Health and Safety Policy and Procedures, the policies for supporting pupils with medical conditions (e.g. diabetes and allergic reactions) and First Aid Policy.

### **One to one situations**

Staff working in one to one situations with pupils, including visiting staff from external organisations, can be more vulnerable to allegations or complaints. Staff should carefully consider the welfare needs of children when with them in a one to one situation, and plan such meetings accordingly.

Staff will record any time a child has appeared upset/angry during a one to one session in MyConcern.



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

Where staff are expected to work one to one with a pupil on a virtual platform, clear expectations should be set out for all of those involved i.e. the meeting is recorded and an additional adult is invited to attend.

### **Personal living space**

No pupil should be in, or invited into, the home of an adult who works at the School, unless the reason for this has been firmly established and agreed with parents and senior staff, or the home has been designated by the School as a work place e.g. boarding house staff accommodation or office.

No boarders are to have access to staff residential accommodation, other than in exceptional circumstances. Where this occurs, a one to one situation should be avoided with boarders with another adult always present. There is to be no inappropriate favouritism or inappropriate one to one contact between staff and boarders.

Generally, staff should not invite any pupils into their living accommodation unless the reason to do so has been firmly established and agreed. Under no circumstances should pupils be asked to assist adults with jobs or tasks, either for or without reward, at or in their private accommodation.

This guidance should also apply to all other persons living in or visiting the private accommodation.

Staff should:

- inform a member of the Safeguarding Team if they ask a pupil into their on-site accommodation to carry out a task such as babysitting, dog walking etc;
- be vigilant in maintaining their privacy, including when living in on-site accommodation;
- be mindful of the need to avoid placing themselves in vulnerable situations;
- refuse any request for their accommodation to be used as an additional resource for the school or setting, and
- be mindful of the need to maintain appropriate personal and professional boundaries.

### **Home visits and transporting children**

All work with children and parents is undertaken in the School whenever possible. There are however occasions where it may be necessary to arrange a home visit e.g. during changes in operating practice due to a pandemic, or to hold a meeting somewhere outside of the School.

In such situations, these activities will only be undertaken with the knowledge and consent of Senior Leadership Team (SLT) and parents (unless there is a good reason not to, e.g. safeguarding concern). Where possible staff will work in pairs. A risk assessment will be undertaken and the School will ensure staff understand the purpose and limitations of their home visit.

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

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles:

It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.

Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to the DSL.

Staff should:

- plan and agree arrangements with all parties in advance;
- respond sensitively and flexibly where any concerns arise;
- take into account any specific or additional needs of the pupil;
- have an appropriate licence/permit for the vehicle;
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive;
- ensure that if they need to be alone with a pupil this is for the minimum time;
- be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer;
- report the nature of the journey, the route and expected time of arrival;
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety;
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified, and
- refer to the Visits and Activities Out of School Policies

### **Educational Visits and After-School Activities**

Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. Staff remain in a position of trust during school activities that take place off the school site or out of school hours and so they will ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Trip Leaders will conduct risk assessments and adhere to Health and Safety guidelines. Staff/child ratios will be specified and where overnight stays are involved, the composition of groups of children and the supervising staff will be carefully planned to keep all children and staff safe.

Where out of school activities include overnight stays, careful consideration will be given to sleeping arrangements as part of the planning process. Children, staff and parents will be informed of these arrangements prior to the start of the trip and any proposed changes to the plans will be agreed with senior staff in the school in advance.

During an out of school activity members of staff should keep the School up to date of their whereabouts.

### **Propriety and Behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise their position within the work setting, so it is important to exercise due care and attention when outside of the school environment. This means that staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model;
- socialise with pupils outside of School. There may be exceptional circumstances where a member of staff may be personal friends with a parent which means that normal social life will bring the pupil into social contact with a member of staff. However, generally, if a member of staff finds themselves in a pub or other meeting place in which current pupils are drinking, the member of staff should not join the pupils and may need to draw the attention of bar staff to the age of the pupils. It is difficult to determine exact regulations in this area; if a member of staff feels that there are exceptional reasons why the general restriction on drinking alcohol with pupils should not apply, they should discuss the matter with a senior member of staff;
- drink alcohol above the unit allowed to drive a car in the country where residing, when supervising pupils or on school trips, since the member of staff may be called upon to make decisions affecting the group or to act if an emergency occurs;
- make inappropriate remarks to a pupil (including email, text messages, phone or letter etc.);
- discuss their own sexual relationships with, or in the presence of, pupils;
- discuss a pupil's sexual relationships in inappropriate settings or contexts, or
- make (or encourage others to make) unprofessional personal comments in any form of communication (email, conversations or social networking comments).

Membership of organisations whose goals are in conflict with the values and equality policies of the school is not acceptable. Staff must be aware that their behaviour in their personal lives may impact upon their work with pupils.

### **Staff appearance (also applies to online and virtual teaching)**

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role, compliant with professional standards and not likely to be viewed as offensive, revealing or sexually provocative. Jewellery (including piercings) should not be ostentatious. Any staff with tattoos that might be viewed as offensive, provocative or likely to give rise to misunderstanding must ensure those tattoos always remain covered when that adult is working for the School.

### **The acceptable use of technologies**

Staff must not engage in inappropriate use of social network sites which may bring themselves, the School, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

Staff must be circumspect in their use of **all** social media or any other web-based presence that they may have including written content, videos or photographs and views expressed directly or by association with websites/pages or posts established by others (e.g. liking, reposting or forwarding). This includes the use of dating websites where staff could encounter parents or pupils either with their own profile or acting covertly.

They must consider the long-term implications of any content published by them online, specifically how it might ever have an adverse effect:

- on their reputation as an individual working in an education setting;
- their ability to maintain good professional boundaries with parents and with children, and

- on the reputation of the School.

Staff must not access content from the internet on a personal device during school hours, on the School site, or on a school computer or device at any time, that could bring the School into disrepute or that might lead a reasonable person to question the staff member's motivation or intentions. See the ICT Acceptable Use Policy for Staff.

All staff are aware of their part in ensuring the DFE Filtering and monitoring standards and cyber security standards are upheld. If staff become aware of misuse by another member of staff (in or out of school) they must report those concerns by following the agreed procedures set out in the flowchart 'Allegations against Adults' displayed in staff areas. These procedures now include adults from organisations or individuals using the school premises.

### **Exceptional operating circumstances**

If the School is required to change the way we offer our provision to children due to exceptional circumstances (e.g. during a pandemic lockdown), staff safeguarding responsibilities to children will continue to apply in line with the Safeguarding and Child Protection Policy.

The Head or Second Master will ensure staff, children, and families are provided with written:

- temporary changes to procedures for working with children e.g. online, and
- timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

### **Photography and recording**

Many school activities involve recording images as part of the curriculum, as out of school activities, for publicity or to celebrate achievement. Any pictures taken of children by the School will be in accordance with the School's Taking, Storing and Using Images of Children Policy.

Staff will not:

- take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse);
- make audio recordings of a child's disclosure, or
- take images of children for their own personal use

### **Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. Drama, Complementary Curriculum.

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

Care should be taken to comply with the Spiritual, Moral, Social and Cultural (SMSC) Policy which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the Relationships and Sex Education (RSE) Policy promoting healthy relationships

inclusive of an understanding of consent. From September 2020 as part of the new RSE statutory guidance, parents have the right to request to withdraw their child from the sex education element of RSE. However, pupils can opt back in 3 terms before their 16<sup>th</sup> birthday.

Where part of the school curriculum allows for pupil led projects, staff should be mindful of safeguarding considerations in the topic chosen and the methodology used. For example, pupils often choose topics with which they have had personal experience; this may indicate a previously unknown safeguarding issue or may raise concerns about the re-traumatisation of the pupil. Pupil projects are often conducted using questionnaires with peers; these should be checked for appropriateness to ensure the pupils are not distressed by the questions asked and that any disclosures received through these questionnaires are reported to the School's DSL or Safeguarding Team. Other methodologies which might raise concerns include pupils visiting unknown adults, alone, to interview them; conducting social experiments on peers or young children without parental consent or accessing age-inappropriate content online.

### **Concerns and allegations against staff (including supply teachers, third-party & self-employed staff volunteers and contractors, and adults from organisations or individuals using the school premises)**

If a member of staff is concerned about the behaviour of a person working or volunteering at the School (including contractors) they will follow the agreed procedure set out in the flowchart 'Allegation against Adults' displayed in staff areas. Also see the Safeguarding and Child Protection Policy.

The School operates a 'low-level' concerns policy in accordance with KCSIE and is set out in the Safeguarding and Child Protection Policy. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in this policy, including inappropriate conduct outside of work and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA.

All concerns, no matter how small, will be shared responsibly and with the right person, recorded and dealt with promptly and appropriately. This will serve our commitment to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour set out in this policy are constantly lived, monitored and reinforced by all staff.

'Low-level' concerns 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.

We also encourage all staff to self-refer to their line manager or DSL where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

### **Whistleblowing**

All staff and volunteers are expected and encouraged to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. All staff within the School who wish to raise an issue relating to the organisation with someone in confidence can use the following whistleblowing procedures (see also the Whistleblowing Policy):

In the first instance, concerns about poor or unsafe practice must be raised with your Head of Department or Line Manager. Where a staff member feels unable to raise an issue with their Head of Department or Line Manager

or feels that their genuine concerns are not being addressed, they should notify the Bursar. If no response is forthcoming after seven days from the Bursar, or they are not satisfied with the way in which the concern has been handled they should inform the Chair of Governors. Other whistleblowing channels include:

- Deputy Head (Pastoral) Mrs Ann Jackson;
- A member of the governing body: Mrs Joanna Green (Safeguarding Governor), and
- 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 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) if:
  - they think the concern will not be dealt with properly, or
  - may be covered up, or
  - if they raised a concern but it has not been acted upon or if they are worried they are being treated unfairly.

## Training

All members of staff and volunteers have read and signed to confirm they understand this Staff Code of Conduct.

### Induction

The welfare of all children on roll is of paramount importance. All staff including volunteers are informed of this policy at induction and given the chance to question and discuss the expectations set out.

### Staff support

Work in schools is both rewarding and demanding. We support staff by prioritising time to discuss the challenges of their role linked to any aspect of this Staff Code of Conduct with their Line Manager and seek further support as appropriate.

Ann Jackson  
Deputy Head (Pastoral)/DSL

Reviewed: August 2023  
Next Review: August 2024