



Good Shepherd Trust
life in all its fullness

Code of Conduct for Staff and Other Adults

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Values

In keeping with our Trust vision, every member of the Trust family of schools will be valued and encouraged to fulfil their potential. In our Trust we believe:

- Everyone has something to offer.
- Trust, honesty, empathy and social responsibility are the Christian values that frame our work.
- We are here for the whole person, spiritually, morally, educationally and socially.
- In working with transparency and openness

Legislation, guidance and linked policies

This code of conduct fulfils the requirements to provide procedures for addressing staff conduct as required by:

- Department for Education's (DfE) guidance on statutory policies for schools
- DfE Statutory Guidance 'Keeping Children Safe in Education'
- The Trust's Articles of Association and funding agreements

This Code aligns closely with other Trust policies and for further details reference should be made to:

- Child Protection policy and procedures
- Behaviour policy
- Online Safety policy and procedures
- Data Protection policy and procedures

Copies of these policies are available from the members' area of the Trust website and should be made available to staff either in paper or digital form.

Definitions

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

Employees, adults and staff: refer to **all** those who work across the Trust in any setting, with or without direct contact with pupils and in either a paid or unpaid capacity and includes staff/volunteers who may be under 18. This will also include, for example, volunteers and those who are not directly employed by the Trust e.g., Local Authority staff, sports coaches, independent supply staff and agency staff.

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

The term **'allegation'** refers to instances of alleged behaviour that meet the harm threshold. That is, where it is alleged that a person who works with children has:

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

The term **'low-level' concern** refers to a behaviour that does not meet the harm threshold as detailed above but is inconsistent with this code of conduct. Further details in the Child Protection

policy and procedures.

DSL refers to the Designated Safeguarding Lead, the person with overall responsibility for safeguarding issues within a setting. Where the management structure reflects a Head of School and Executive Head model, and the DSL is not the Executive Head the DSL will always ensure that the Executive Head is informed and consulted where necessary according to this Code of Conduct and the Child Protection policy and procedures.

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Our Whistleblowing procedures are clear and accessible through either the school website or the Trust website, or available in hard copy. Staff who use the Whistleblowing procedures will have their employment rights protected.

Roles and terminology within the Good Shepherd Trust

Throughout this document the following terminology is used to describe the roles within the Trust.

Role/Term	Alternatives, description and meaning
Members	Members appoint the Directors. Membership is described in the Trust's Articles of Association
Directors	Also 'the Trust board' or 'the board' The Trust Directors are accountable in law for all decisions about member schools and are accountable to the Secretary of State for Education for the performance of each school within the Trust.
LGB	Also 'Local Governing Bodies' or 'LGB Members' The local governing body is a standing committee of the Trust which has delegated powers to oversee the running of its individual school. The LGB may choose to delegate some of these powers to smaller committees or the Headteacher as it deems fit to fulfil its responsibilities. Where the document refers to the LGB this might be through some committees or further delegation but with the understanding that the ultimate responsibility remains with the LGB.
CEO	Chief Executive Officer A significant number of responsibilities under the scheme of delegation lie with the CEO. It is recognised that the CEO may choose to delegate some of their duties to the Chief Finance Officer and School Improvement Consultants and other staff in their team.
Central Team	Refers collectively to the: Business Manager, Finance Support Officers, School Improvement Consultants, Admin Support Officers, and Development Officer Any other staff appropriate to the responsibility or task who work from the Trust's central administration office in Penrith rather than being based in a school.
SLT	Senior Leadership Team The Headteacher/Executive Headteacher, Head of School, Deputy Headteacher or other Senior staff member as appropriate to the individual school's senior leadership structure 'Headteacher' in policies will usually refer to the Headteacher or Executive Headteacher as appropriate for the leadership structure of the school

Introduction

This Code of Conduct ('the Code') is designed to give clear guidance on the standards of behaviour all employees and other adults working in our Trust are expected to observe.

All adults across the Trust have a duty to keep pupils safe, promote their welfare and to protect them from harm. This duty is exercised through the development of respectful, caring, and professional relationships between adults and pupils and behaviour by adults that demonstrates integrity, maturity and good judgement. It is recognised that most adults who work across the Trust act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This document aims to reduce the risk of these.

As a member of our Trust family, each adult has an individual responsibility to maintain their reputation and the reputation of the school and larger Trust, whether inside or outside working hours. Following this Code will help staff to monitor their own standards and practice and reduce the risk of allegations being made against them.

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

Unacceptable behaviour by adults will not be tolerated. Any member of staff who is found to have committed a breach of this Code will be subject to disciplinary action, and legal action where appropriate. This document may be referred to in any disciplinary proceedings following unacceptable actions by staff or other adults. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Trust will take a strict approach to serious breaches of this Code.

This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff across the Trust. However, it does highlight behaviour that is illegal, inappropriate, or inadvisable in relation to the required professional standards and responsibilities outlined below.

Situations will arise that are not explicitly covered by this code. In such circumstances staff must use their professional judgement to make decisions and act in the best interests of pupils, their setting and the Trust.

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

Where no specific guidance exists, staff are expected to:

- discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the Headteacher or DSL. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with the Headteacher or DSL
- always record discussions and actions taken with their justifications
- record any areas of disagreement and, if necessary, refer to another agency/Central Team/Ofsted/TRA/other Regulatory Body.

Responsibilities

All staff and other adults (including supply staff, volunteers and contractors)

Staff and other adults are expected to:

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

- read and understand their role as outlined in the Trust's Child Protection Policy and other safeguarding Policies:
 - Know the name of the DSL (and deputy DSL) in their setting.
 - report any concerns including low level concerns about a pupil or colleague to the school's Headteacher/Designated Safeguarding Lead (DSL) or other senior manager at the first opportunity. Concerns about the Headteacher/CEO must be referred to the Chair of the Local Governing Body/Chair of Board of Directors in the first instance.
 - Report, and self-report, any incident in which an adult has or may have behaved in a way that is inconsistent with this code of conduct. Including inappropriate behaviours inside or outside of work, or online.
 - Understand that any concern, no matter how small, or even something causing no more than a sense of unease or 'nagging doubt' should be reported as soon as possible. Not to do so may result in charges of serious neglect on their part where the welfare of a child is at risk.
- be aware of the Whistleblowing procedures and follow them as appropriate
- always act, and be seen to act, in the child's best interests by maintaining appropriate professional boundaries
- avoid any conduct which would lead any reasonable person to question their motivation and intentions and report any such incident to a Senior Leader
- take reasonable care of pupils under their supervision with the aim of ensuring, as far as is reasonable, their health, safety, and welfare
- ensure that an unequal balance of power in their relationships with pupils is not used for personal advantage or gratification
- take responsibility for their own actions and behaviour, including their online presence and model safe practice when engaging with pupils and/or parents online
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g., verbal comments, letters, notes, social media contact, email, phone calls, texts or physical contact
- report any indication (verbal, written, or physical) that suggests a pupil may be infatuated with a member of staff

In addition to the universal responsibilities above, responsibilities of conduct appropriate to specific roles across the Trust are detailed here:

Trust Board of Directors

The Trust Board of directors will:

- promote and model a culture of transparency, openness and support that empowers staff throughout the Trust
- ensure that systems are in place for concerns to be raised at all levels of the Trust at the earliest opportunity

Local Governing Bodies

The Local Governing Bodies in our schools will:

- promote and model a culture of transparency, openness and support within their school which will empower staff at their setting to behave similarly
- ensure that the Trust's safeguarding and child protection policies and procedures (including systems for reporting concerns) are implemented and monitored in line with their setting's scheme of delegation
- ensure that adequate induction processes are followed for all staff and volunteers to ensure they are aware of expectation, policies and procedures

Headteacher, Senior Leaders and DSL

The headteacher and supporting members of the senior leadership team (including Head of School), as appropriate to the setting's management structure will:

- create and foster a working environment that is transparent, open and supportive meaning staff are encouraged and confident in their own roles and behaviours and in following all safeguarding reporting procedures without barriers

- address unprofessional behaviour and support the individual to correct it at an early stage
- ensure that staff and other adults are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour in themselves and others
- provide a responsible, sensitive and proportionate handling of low-level concerns when they are raised
- ensure that appropriate information is shared between the DSL and Headteacher in line with Child Protection policies and procedures, where these roles are not held by the same person
- ensure that adults are not placed in situations which render them particularly vulnerable

Expected Professional Standards

All staff, as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of pupils at the Centre of their professional practice.
- understand their responsibilities to safeguard and promote the welfare of pupils.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils fairly and with respect, take their knowledge, views, opinions, and feelings seriously, and value diversity and individuality.
- respond sensitively to the differences in the home backgrounds and circumstances of pupils
- model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- recognise the key role that parents, and carers play in pupils' education and seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
- reflect on their own practice, develop their skills, knowledge, and expertise, and adapt appropriately to learn with and from colleagues.
- ensure that the same professional standards are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- be responsible for their own actions and behaviour both within and outside the school and should work, and be seen to work, in an open and transparent way.

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

All staff, directors, LGB members and volunteers must be familiar with and act in accordance with the latest version of Keeping Children Safe in Education DfE or current versions of such guidance as updated by the Department for Education.

Staff and managers will continually monitor and review practice to ensure this guidance is followed.

Safeguarding and Child Protection

Culture and reporting concerns

As a Trust we believe in working with transparency and openness. From the Board of Directors through to staff and other adults at each school everyone is responsible for helping to create a culture that encourages staff to raise issues and to identify and report inappropriate, problematic or concerning behaviour in themselves or others. Reporting such concerns early minimizes any risk of abuse or harm.

It is critical that all concerns about adults (including allegations that do not meet the harm threshold detailed above) are shared responsibly with the right person and that they are recorded and dealt with appropriately. Please refer to the Child Protection policy and the Whistleblowing Policy.

Staff-pupil relationships

Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children across the Good Shepherd are in a position of trust in relation to all pupils on the roll. It is vital that adults understand this power; that the relationship cannot be one between equals and the consequent responsibility they must exercise.

Sexual conduct

Any sexual behaviour or activity by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age (Sexual Offences Act 2003: abuse of a position of trust) and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Sexual activity involves physical contact including penetrative and non-penetrative acts, however, it also includes non-contact activities, such as causing a pupil to engage in, or watch, sexual activity or the production of pornographic material.

Staff must not have sexual relationships with pupils, have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e., verbal comments, letters, notes, texts, email, phone calls, online communication, contact or physical contact. Staff should not make sexual remarks to, or about, a child or young person or discuss their own sexual relationships with or in the presence of pupils. Staff should take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanor and language all require care and thought.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person and manipulate that relationship so that sexual abuse can take place. Staff must report any concerns about the behaviour of a colleague or other adult which could indicate that a pupil is being groomed.

Infatuations and Crushes

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

Any member of staff who becomes aware that a young person has become or may be becoming infatuated with either themselves or a colleague must consult immediately with the headteacher or most senior manager (if the headteacher has the concern that a pupil is becoming infatuated with them, they should report this to the Chair of the LGB). Appropriate action can then be taken to avoid any hurt, distress or embarrassment.

The staff member is advised to discuss the situation with their union as soon as possible.

Once a situation has been reported the headteacher will ensure a plan to manage the situation is put in place and will consider speaking to those involved including the staff member(s), pupil(s) and parent(s). This plan will respond sensitively to the child and staff member and maintain the dignity of all. This plan will involve all parties, be robust and regularly monitored and reviewed.

Conduct and Social contact outside work

Social contact outside work

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside the workplace with both the child and their parents, to 'groom' the adult and the child and/or create

opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children and may bring the organisation into disrepute.

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise their professional judgement. This also applies to social contacts made through outside interests or the staff member's own family.

Some staff may, as part of their professional role, be required to support a parent. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with senior leaders and, where necessary referrals made to the appropriate support agency.

Conduct outside Work

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 to maintain the confidence and respect of their colleagues, pupils and the public in general. An individual's behaviour or actions, either in or out of the workplace, should not compromise their position within the work setting or bring the Trust into disrepute.

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the Trust or its Schools or the employee's own reputation or the reputation of other members of the Trust community. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA), a ban from engaging in regulated activity, or action by another relevant regulatory body. Criminal offences that involve violence or possession or use of illegal substances, misuse of alcohol or sexual misconduct are likely to be regarded as unacceptable.

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

Communication with children (including the use of technology)

The Trust's Online Safety policy sets out in detail expectations concerning the use of social networking and digital technologies. Online safety risks are posed more by behaviours and values than the technology itself.

Communication with pupils and adults both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the wider use of technology including, but not limited to, mobile phones, text messaging, emails, digital cameras, videos, webcams, websites, hand-held or wearable devices and social media such as Facebook, Instagram etc. (given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive).

Staff should not share any personal information with pupils. They should not request or respond to any personal information from pupils other than that which might be appropriate as part of their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'.

Staff should not give their personal contact details to children, for example, email address, home or mobile telephone numbers, details of web-based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable.

Staff are personally responsible for what they communicate on social media and must bear in mind that what is published might be read by colleagues, pupils, the public, future employers and friends and family for a long time. Staff must ensure that their online profiles are consistent with the

professional image expected by the Trust and should not post material which damages the reputation of the Trust, or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the Trust's disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of the School or the Trust, such comments are inappropriate.

Staff throughout the Trust must adhere to the 'Acceptable Use Agreement' as outlined in the Online Safety policy.

Confidentiality

The Trust and all its schools are governed by the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). The Trust has a Data Protection Policy which contains further details of how the Trust expects sensitive information to be handled and shared appropriately.

Staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 and UK GDPR contains 'safeguarding of children and individuals at risk' as a processing condition. This allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk.

Staff may have access to confidential and/or sensitive information about pupils to fulfil their responsibilities. Such information about a pupil or their family must only be disclosed when legally permissible and in the best interests of the child. Records should only be shared with those who have a legitimate professional need to see them. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

Information must never be used to intimidate, humiliate, or embarrass a pupil or another adult. Staff must never use confidential or personal information about a colleague or other adult in school, pupil or their family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Confidential information must never be used casually in conversation or shared with any person other than on a need-to-know basis.

There are some circumstances in which a member of staff will be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated child protection and safeguarding responsibilities in line with child protection policies and procedures. If a disclosure is made staff must not promise confidentiality but should give reassurance that the information will be treated sensitively.

Confidential information about pupils must be held securely. Such information must not be held off the school/ Trust site other than on security protected Trust equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required or held in line with the Trust's Document Retention Schedule.

If a member of staff is in any doubt about whether to share information or keep it confidential, they should seek guidance from the Designated Safeguarding Lead (DSL) or their deputy or other senior leader. Addition or deletion of confidential information should be carried out with the knowledge and authorization of the same.

Only the CEO, or where authorised the headteacher or Chair of LGB, may respond to media or legal enquiries relating to an individual school, or any person connected with it. Advice should be sought from the Trust or its HR provider. This does not override any legal obligation.

Dress and appearance

A person's dress and appearance, whilst at work or engaged in activities relating to their work, 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, this may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake; this also applies to online or virtual teaching and meetings. Those who dress or appear in a manner which would be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

Gifts, rewards, favouritism and exclusion

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

It is against the law for public servants to take bribes. Trust staff need to take care that they do not accept any gift that might be construed by others as a bribe or lead the giver to expect preferential treatment.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff, e.g., at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a frequent basis or of any significant value. For further information about accepting gifts please see the Finance Manual.

Personal gifts must not be given to pupils. This could be misinterpreted as a gesture to bribe or groom. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the Behaviour policy, recorded, and not based on favouritism.

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

Physical Contact

Further information and guidance regarding physical contact can be found in the Child Protection policy and procedures.

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance must be reported to the headteacher/DSL and parent in line with the Child Protection policy and procedures.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil. Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. Staff should always use their professional judgement.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by themselves or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to the headteacher or DSL or senior manager and recorded. Where appropriate the headteacher/DSL/senior manager will consult with the Local Authority Designated Officer (DO).

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They should recognise that these pupils may seek out inappropriate physical contact. In such circumstances, staff should deter the child sensitively and help them to understand the importance of personal boundaries.

A general culture of 'safe touch' will be adopted, where appropriate, based on the individual requirements of each child. Pupils with disabilities may require more physical contact to assist their everyday learning and in relation to moving and handling to promote independence. The arrangements should be understood and agreed by all concerned (this may be explicit in the Education Health and Care Plan), justified in terms of the pupil's needs, consistently applied and open to scrutiny.

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.

The extent of the contact should be made clear and be undertaken with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Contact should be relevant to their age and understanding and staff 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 sport's governing bodies and should be understood and applied consistently.

Changing and Intimate/Personal Care

Pupils are entitled to respect and privacy especially when changing clothes, toileting and showering. However, there needs to be an appropriate level of supervision 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 pupils concerned and sensitive to the potential for embarrassment.

Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

Written Education Health and Care Plans (EHCP) or Individual Healthcare Plans (IHCP) will be in place for any pupil who could be expected to require intimate care and wherever possible, pupils will be actively consulted about their own healthcare plan. Where possible intimate/personal care will be provided by staff known to the child.

Any vulnerability, including those that may arise from a physical or learning difficulty will be considered when formulating the individual pupil's EHCP or IHCP. The views of parents and the pupil, regardless of their age and understanding, will be actively sought in formulating the plan and in the necessary regular reviews of these arrangements. Any changes to the intimate care plan will be made in writing and without delay, even if the change in arrangements is temporary e.g., staff shortages, changes to staff rotas etc.

Pupils are encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this will normally be undertaken by an identified member of staff. This individual should try to ensure that another appropriate adult is in the vicinity, who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate care procedures do not include the need for more than one member of staff unless the child's EHCP specifies the reason for this.

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

Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff must not use any form of degrading or humiliating treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of the agreed Whole School Behaviour Policy.

Physical intervention can only be justified in exceptional circumstances. Non- statutory guidance is available from the Department of Education website. See use of reasonable force -advice for headteachers, Staff and LGB's for all Schools and Academies. Staff may legitimately intervene to prevent a pupil from

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

Staff should have regard for the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. For further information see the School Behaviour policy.

Where it is judged that a child's behaviour presents a serious risk to staff or others, each school's senior leaders will put in place a robust risk assessment in the form of a Behaviour Management Plan (BMP) which will be reviewed regularly. Where relevant this BMP will include a physical intervention plan. For further information please refer to the School Behaviour policy.

All Trust schools must have trained first aiders/appointed persons whose identities are prominently displayed. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

One to One Situations and Meetings with Pupils

One-to-one situations have the potential to make pupils more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Staff must recognise this possibility and plan and conduct such meetings accordingly.

Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless written approval is obtained from their parent/ guardian and the headteacher or other senior manager with authority or delegated authority.

Personal living accommodation

Staff should not invite any pupils into their living accommodation unless the reason to do so has been firmly established and agreed with the headteacher and the pupil's parent. It is recognized that there are, for example, family friendships that could fall into this category, but these should still be notified to a senior manager/headteacher.

Home Visits

All work with pupils and parents will usually be undertaken in school or other recognised

workplace. There are, however, occasions, in response to an urgent, planned or specific situation or job role, where it is considered necessary to make one-off or regular home visits. In any event, however, each school's senior leaders will ensure that all visits are justified and recorded. Staff may be requested to make a home visit, but if they have any concerns about undertaking the visit, then these concerns should be accommodated by the headteacher including arranging another staff member to accompany the visit if necessary.

Senior Leaders will also ensure that staff are not exposed to unacceptable risk. Therefore, a generic risk assessment for home visits, which is in place to safeguard both staff and pupils, who may be more vulnerable in these situations, should be amended accordingly prior to any planned home visit taking place. The assessment will include an evaluation of any known factors regarding the pupil, parent and any others living in the household. Consideration will be given to any circumstances which might render the staff member more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought will also be given to visits outside normal working hours or in remote or secluded locations. Following the assessment, appropriate risk management measures are put in place before the visit is undertaken. In the unlikely event that little or no information is available, visits will not be made alone or may not take place at all.

Staff should have access to a mobile telephone and an emergency contact for use when undertaking home visits.

Transporting Pupils

In certain situations, staff may be involved in transporting pupils. Transport arrangements should be made in advance, by a designated member of staff and a standard risk assessment should be properly completed. Wherever possible and practicable transport other than in private vehicles should be provided, with at least one adult additional to the driver acting as an escort, this is particularly important in the case of medical emergencies. The risk assessment will consider the need for additional members of staff, the duration of the journey and the number of passengers etc.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded. Consideration is given to the potential distraction of the driver and the supervision of the passengers. A judgement should be made about the likely behaviour and individual needs of the child/ren. If any of them may require close supervision, then another adult will travel in the vehicle so that the driver is not distracted or otherwise compromised. Further advice on this issue is available from <https://oeapng.info/3618-transporting-young-people-in-private-cars/>.

It is inappropriate for staff to offer lifts to a pupil outside their normal working duties unless this has been brought to the attention of the line manager and has been agreed with parents/carers.

There may be occasions where a pupil requires transport in an emergency or where not to give a lift may place a pupil at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers. Pupils should also be instructed to sit in the back to reduce potential for allegations of misconduct. The Trust's Health and Safety Policy and Educational Visits procedures set out the arrangements under which staff may use private vehicles to transport pupils.

Educational Visits and School Clubs

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. Please refer to the policy on educational visits.

First Aid and Medication

Each Trust school will ensure that there is an adequate number of qualified first aiders in accordance with their own risk assessment and considering national guidance. Training of first aiders is updated regularly in line with statutory requirements. Where necessary, parents will be informed when first aid has been administered.

Any member of school staff may be asked to become a qualified first-aider or to provide support to pupils with medical conditions, including the administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment (Teachers cannot be required to do these tasks but other members of staff, whose contracts are agreed locally, can be required to do so if their contracts provide for it).

Staff involved in first aid and medication will have received sufficient and suitable training and have achieved the necessary level of competency prior to taking on responsibility to become a first aider or support children with specific medical conditions.

Advice on managing medicines is included in the 'Supporting Pupils with Medical Conditions' Policy.

Where a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this must be discussed with the DSL.

Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so. Each school will ensure that such individuals only work directly with children if the medical advice confirms that the medication is unlikely to impair their ability to look after children.

Curriculum

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

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff/DSL. Staff and volunteers must not enter or encourage inappropriate discussion about sexual activity or behaviour.

Care will be taken to comply with the school's guidance on the spiritual, moral, social and cultural development of pupils which includes the promotion of fundamental British values which will be reviewed to ensure it is lawful and consistently applied. Staff must also always comply with the Policy for Relationships and Sex Education (RSE).

Technology and Remote Learning

Remote learning will only be considered where, in an emergency closure situation, any or all children cannot attend school in person. In deciding whether to provide remote learning for pupils, school leaders will take account of issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc.

All remote learning provision will take place within the remit of the Trust's acceptable use agreements and Online Safety policy to ensure that all staff involved in remote learning or other use of technology to contact pupils are briefed on best practice and any temporary changes to policy or procedures and the standards of conduct expected of them.

Where possible when conducting remote learning staff must use school devices and contact pupils only via the pupil school email address/log-in.

Staff engaging in remote learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. This should include consideration of any background, ensuring that only communal areas are used (no bedrooms) and recognising that filtering at a child's home may be set at a different threshold to school. Staff are the responsible moderator and must raise any issues of suitability (of dress, setting, behaviour) with the child and/or parent immediately and end the online interaction if necessary.

Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration must be given to data protection issues e.g., is parental/pupil consent required, retention and storage issues. If a staff member believes that a pupil or parent is recording the interaction the lesson should ended or that child should be logged out immediately.

If staff need to contact a family by telephone and do not have access to a work telephone, they should discuss this with a senior leader and where there is no alternative use the 'caller withheld' function. This ensures that the pupil/parent is not able to identify the staff member's personal contact details.

Photography, Videos and Other Images

All staff must read the Staff Acceptable Use Policy and Online Safety Policy and work within its guidelines.

Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, to celebrate achievement and to provide records of evidence of the activity.

Each school has arrangements in place for the taking and use of images, which is linked to our Child Protection Policy and procedures and to our Data Protection policy. This includes the wide range of devices which can be used for taking/recording images e.g. cameras, mobile phones, smart phones, tablets, webcams etc. and the procedures for the use of these by both staff, parents and visitors.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Please refer to the Trust's guidance on the use of images which can be found in the Staff Acceptable Use policy.

For the protection of children, when using images for publicity purposes, the following guidance is followed:

- If the image is used, we will avoid naming the child, (or, as a minimum, use first names rather than surnames)
- If the child is named, we will avoid using their image
- Images are stored securely and only used by those authorised to do so.

Exposure to Inappropriate Images

Staff must take extreme care to ensure that children are not exposed, through any medium, to inappropriate or indecent images. Personal property of a sexually explicit nature such as books, magazines, CDs, DVDs or such material on any electronic media **must not** be brought onto or stored on the Trust premises or on any Trust equipment.

Use of Mobile Communication Equipment

Mobile communications equipment (including mobile phones) have inbuilt and enhanced features which could be misused and also cause disruption and distraction. Use of mobile technology by staff and other adults must be balanced against the protection against potential misuse with the

recognition that mobiles phones and watches are effective communication tools. The following paragraphs relate to **all** mobile communication devices as opposed to only mobile phones.

To ensure that the associated risks of using the technology can be minimised and any possible compromising situations avoided staff should adhere to the following standards while at a Trust site:

- Mobile communication devices should not be used during contact time with children or in spaces where children are present (playground, assembly, withdrawal space etc.)
- Emergency contact should be made through the school office unless there are exceptional circumstances and with prior agreement with the headteacher
- Devices should be on silent or switched off and out of sight during contact time with children
- Devices should be secure with certain functions (such as Bluetooth) disabled while in school
- Personal mobile devices should at no time be used to photograph/record unless by prior agreement with the headteacher/other Senior Leader. Legitimate recordings and photographs should be captured using school equipment.
- Social media apps are a useful tool for communicating school business with, and between staff, but should be used considerately with respect given to the timing of messages (evenings, weekends, during holidays) unless in an emergency
- Report to the headteacher or senior leader any usage of mobile devices that causes them concern