CITY OF WOLVERHAMPTON COUNCIL

Christ Church, Church of England, Infant School and Nursery

and

Christ Church, Church of England, Junior School

Code of Conduct

'Grow and learn together in the presence of God'.

Policy Reviewed: September 2025

Policy Approved: September 2026

Notes

This Code of Conduct reflects the current "Guidance for safer working practice for those working with children and young people in education settings'.

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1. Introduction

Our Federation Code of Conduct has been created using "Guidance for safer working practice for those working with children and young people in education settings" (February 2022).

Adults have a crucial role to play in the lives of children. This guidance has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.

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

References made to adults and staff refer to all those who work with pupils in an educational establishment, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the school or setting, e.g. local authority staff, sports coaches, governors, or trustees.

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

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

Staff and adults at Christ Church Federation should understand that their own behaviour and the way they conduct themselves with their colleagues, pupils, parents, and other stakeholders, sets an example. We expect all our pupils to receive the highest possible quality of teaching and care within a positive and respectful environment.

We expect all staff to demonstrate consistently high standards of personal and professional conduct at all times. All staff must have regard for the need to safeguard pupils' well-being in accordance with statutory requirements. All staff should treat pupils with dignity and build positive relationships rooted in mutual respect. All staff employed under Teacher's Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012'.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold – low-level concerns) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; and minimise the risk of abuse. A culture of vigilance will help to ensure that adults working in or on behalf of the school setting are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the Federation.

Any behaviours that fall short of the guiding principles outlined in this document must be shared responsibly and with the right person. All concerns that do not meet the harm threshold must be recorded and dealt with appropriately as a low-level concern as referenced in 'Keeping Children Safe in Education 2024.

This document applies to all staff members who are:

- Employed by Christ Church Federation, including the Executive Head Teacher

- Supply staff
- Agency and third-party staff
- Volunteers

All staff must have proper and professional regard for the ethos, policies, and practices of our setting.

This Code of Conduct should be read and adhered to in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Acceptable use of IT policy
- Health and Safety Policy
- Data Protection Policy
- Equal Opportunities Policy
- Managing Allegations Policy
- Whistleblowing policy
- Educational Visits Policy
- Behaviour and Discipline Policy
- Anti Bullying Policy
- Mental Health and Well Being Policy

Underpinning principles

- The welfare of the child is paramount

- Staff should understand their responsibilities to safeguard and promote the welfare of pupils

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions

- Staff should work, and be seen to work, in an open and transparent way including self-reporting if their conduct or behaviour falls short of these guiding principles

- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded

- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern

- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation

- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children

- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teacher Regulation Agency (TRA)

- Staff and managers should continually monitor and review practice to ensure this guidance is followed

- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and the procedures of the Multi -agency Partnership.

2. Responsibilities and duty of care

All staff have a responsibility to keep pupils safe and to protect them from abuse; sexual, physical, emotional, neglect and extra-familial harm. Pupils have a right to be safe and to be treated with respect and dignity. All trusted adults in our setting are expected to take reasonable steps to ensure their safety and wellbeing. Failure to do so may be regarded as professional misconduct.

Staff should:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour

The Executive Head Teacher will promote a culture of openness and support by:

- ensuring that systems are in place for concerns to be raised
- ensuring that adults are not placed in situations which render them particularly vulnerable
- ensuring that all adults are aware of expectations, policies, and procedures and have been appropriately trained in safeguarding

Governors will:

- ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented, and monitored

3. Making professional judgements

Individual staff members are expected to make judgements about their behaviour to secure the best interests and welfare of our pupils and, in so doing, will be seen to be acting reasonably. These judgements will always be recorded and shared with a senior leader.

Where no specific guidance exists staff should:

- discuss the circumstances that informed their action, or their proposed action, with the school's Designated Safeguarding Lead. 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 Executive Head Teacher or designated safeguarding lead
- always record discussions and actions taken with their justifications
- record any areas of disagreement and, if necessary, refer to another agency, the LA, Ofsted, Teacher Regulation Agency (TRA) or other Regulatory Body

4. Power and positions of trust and authority

All staff in our setting have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a senior leader. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and / or parents online have a responsibility to always model safe practice. All staff aged 18 or over is in a position of trust with a child under 18 and it is an offence for you to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Staff should not:

- use their position to gain access to information for their own advantage and/or a pupil's or family's detriment
- use their power to intimidate, threaten, coerce, or undermine pupils
- use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so. This is as relevant in the online world as it is in the classroom.

5. Confidentiality

The storing and processing of personal information is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. Staff will never use confidential or personal information about a pupil or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis.

School Leaders should:

- ensure that all staff who need to share 'special category personal data' are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that 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:

- need to know the name of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) and be familiar with the school's and Multi-agency Partnership child protection procedures and guidance
- are expected to treat information they receive about pupils and families in a discreet and confidential manner
- should seek advice from the Designated or Deputy Designated Safeguarding Lead if they are in any doubt about sharing information they hold, or which has been requested of them
- need to be clear about when information can/ must be shared and in what circumstances
- need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported
- need to ensure that where personal information is recorded electronically that systems and devices are kept secure

6. Standards of Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. You should adopt high standards of personal conduct to maintain confidence and respect of the public and those with whom you work with.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media, or public authorities, including regarding their own children, or children or adults in the community. All staff should be aware that your behaviour, either in or out of the workplace, could compromise your position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools are also prohibited from employing a disqualified person in respect of relevant early or later years childcare.

Staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
- make, or encourage others to make sexual remarks to, or about, a pupil
- use inappropriate language to or in the presence of pupils
- discuss their personal or sexual relationships with or in the presence of pupils
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

Staff should:

- inform the headteacher or specified person of any cautions, convictions, or relevant orders accrued during their employment, and / or if they are charged with a criminal offence
- be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children
- inform the Executive Head Teacher of any name changes that they have not previously declared.

School Leaders should:

- have a clear expectation that staff will discuss with managers any relationship / association (in or out of school or online) that may have implications for the safeguarding of children in school
- create a culture where staff feel able to raise these issues
- safeguard their employees' welfare and contribute to their duty of care towards their staff
- identify whether arrangements are needed to support these staff

- consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming into school where a potential risk to children has been identified)

7. Dress and Appearance

Staff should wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment, or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory
- is compliant with professional standards
- in online engagement, is like the clothing they would wear on a normal school day
- is not overly casual (Jeans and or denim are not acceptable).

Footwear

Appropriate smart footwear is essential, trainers should only be worn on a day when the staff member is actively teaching PE.

- in agreement with the SLT trainers may be worn by Teaching Assistants supporting 1;1 a child with an EHCP who is likely to require physical sensory breaks or active supervision.
- staff requiring an adjustment to this policy due to a medical condition should discuss and agree this with the Senior Leadership Team.

8. Gifts, rewards, favouritism, and exclusion

Staff need to 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. 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 usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be in accordance with agreed practice, consistent with our school behaviour policy, recorded and not based on favouritism.

Staff should:

- be aware of and understand their organisation's relevant policies, e.g., rewarding positive behaviour
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded
- only give gifts to a pupil as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally
- ensure that all selection processes of pupils are fair, and these are undertaken and agreed by more than one member of staff

- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils
- report any gift exceeding £30 in value.

9. Infatuations and 'crushes'

All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. You should make every effort to ensure that your 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 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 Executive Head Teacher or DSL. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

Staff should:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff
- always maintain professional boundaries

Senior managers should:

- put action plans in place where concerns are brought to their attention

10. Social contact outside of the workplace

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship.
Some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring our setting into disrepute (e.g., attending a political protest, circulating propaganda). If more than a professional relationship occurs with a parent at any time, you should inform the Executive Head Teacher.

Staff should:

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme
- advise senior management of any regular social contact they have with a pupil which could give rise to concern
- refrain from sending personal communication to pupils or parents unless agreed with senior managers
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g., babysitting, tutoring.

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

Pupils need opportunities to use and explore the digital world. Online risks are posed more by behaviours and values than the technology itself. You should establish safe and responsible online

behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Staff should:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and internet services provided by the school or setting in the workplace to ensure filtering and monitoring systems are present on devices
- follow their school / setting's Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute
- not discuss or share data relating to children/parents/carers in staff social media groups

Education settings should:

- wherever possible, provide school devices such as **laptops, cameras, I-pads** rather than expecting staff to use their own (e.g. on school trips)
- these school devices should be regularly monitored through filtering and monitoring systems and/or internal systems of checking camera rolls, internet usage, etc.

12. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with our young people, however, it is crucial that you only do so in ways appropriate to your professional role and in relation to the pupil's individual needs and any agreed care plan. A general culture of 'safe touch' will be adopted, where appropriate, to the individual requirements of each child.

Pupils with special educational needs or disabilities may require more physical contact to assist their everyday learning. The arrangements for this will be on a case-by-case basis and agreed through the SENCO/DSL so that it is justified in terms of the pupil's needs.

Staff should:

- be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer, or any person to whom this action is described
- never touch a pupil in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- always allow/encourage pupils, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed pupil is age appropriate
- always tell a colleague when and how they offered comfort to a distressed pupil
- establish the preferences of pupils
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- always explain to the pupil the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender

Education settings should:

- ensure they have a system in place for recording incidents and how information about incidents and outcomes can be easily accessed by senior management
- audit positive handling records regularly at senior management level
- provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care

13. Other activities that require physical contact

In certain curriculum areas, such as PE, drama, or music, you may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment or support a child so they can perform an activity safely and 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 you should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Staff should:

- treat pupils with dignity and respect and avoid contact with intimate parts of the body
- always explain to a pupil the reason why contact is necessary and what form that contact will take
- seek consent of parents where a pupil is unable to give this e.g., because of a disability
- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact

Education settings should:

- have in place up to date guidance and protocols on appropriate physical contact, that promote safe practice and include clear expectations of behaviour and conduct.
- ensure that staff are made aware of this guidance and that it is continually promoted.

14. Intimate / personal care

Arrangements for intimate and personal care will be open and transparent and accompanied by robust recording systems. 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.
Intimate and personal care will not be carried out by an adult that the child does not know. Volunteers and visiting staff from other schools / agencies will not undertake care procedures without appropriate training.

Staff should:

- adhere to their organisation's intimate and personal care and nappy changing policies
- make other staff aware of the task being undertaken
- always explain to the pupil what is happening before a care procedure begins

- consult with colleagues where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering
- always consider the supervision needs of the pupils and only remain in the room where their needs require this

Staff should not:

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

Education settings should:

- have written care plans in place for any pupil who could be expected to require intimate care
- update intimate / personal care plans in writing where appropriate, e.g., because there are changes to staff rotas, etc.
- ensure that pupils are actively consulted about their own care plan
- ensure that intimate / personal care is provided by staff known to the child
- ensure that only individuals that have been checked against the relevant DBS barred list are permitted to engage in intimate or personal care
- ensure that temporary or visiting staff have been trained in intimate and
- personal care procedures if it will be necessary to involve them in such activity

15. Behaviour management

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 understand the importance of challenging inappropriate behaviours for child-on-child abuse, including sexual violence and sexual harassment. All staff will follow our Behaviour policy.

Staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour
- follow the establishment's behaviour management policy
- behave as a role model
- avoid shouting at children other than as a warning in an emergency/safety situation
- refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI)
- be aware of the legislation and potential risks associated with the use of isolation and seclusion
- comply with legislation and guidance in relation to human rights and restriction of liberty.
- be clear as to the school's policy and procedures regarding child-on-child abuse
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

16. The use of control and physical intervention

The law and guidance for education settings states that adults may reasonably intervene to prevent a child 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.

A member of staff will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

Staff should:

- adhere to the school or setting's positive handling policy
- always seek to defuse situations and avoid the use of positive handling wherever possible
- where positive handling is necessary, only use minimum force and for the shortest time needed

Staff should not

- use physical intervention as a form of punishment

Education settings should:

- ensure that they have a lawful positive handling policy consistent with local and national guidance
- regularly acquaint staff with policy and guidance
- ensure that staff are provided with appropriate training and support
- have an agreed policy for when and how positive handling should be recorded and reported and complete regular audits on records

In all cases where positive handling has taken place, we will record the incident and subsequent actions and report these to senior leaders and the child's parents.

17. Sexual Conduct

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

Staff should:

- not have any form of sexual contact with a pupil from the school or setting
- avoid any form of touch or comment which is, or may be, indecent
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g., verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a pupil
- not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role
- report any attempted or actual communication received from any pupil (including online) immediately to the Designated Safeguarding Lead/Head teacher and must not respond in any way

18. One to one situation

Staff working in one-to-one situations with pupils in our setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints. Staff that are expected to work one to one with a pupil/child will adhere to safeguarding policies and procedures.

Staff should:

- work one to one with a child only when necessary (both in person or online) and with the knowledge and consent of senior leaders and parents/carers
- be aware of relevant risk assessments, policies, and procedures, including child protection, acceptable use policy and behaviour management.
- ensure that wherever possible there is visual access and/or an open door in a one-to-one situation
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved
- ensure prior to any online learning, there are clear expectations of behaviour and conduct of all parties that have been agreed in advance.

19. Home visits

A risk assessment will be undertaken prior to any planned home visit taking place. The assessment will include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration will be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g., hostility, child protection concerns, complaints, or grievances. Only nominated staff members will be authorised to complete a home visit.

Staff should:

- agree the purpose for any home visit with their manager
- have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and / or partner agencies
- adhere to agreed risk management strategies

- avoid unannounced visits wherever possible unless there is an urgent safe and welfare check required for a vulnerable pupil
- ensure there is visual access and/or an open door in a one-to-one situation
- never enter a home without the parent or carer's consent or when the parent is absent, except in an emergency
- always make detailed records including times of arrival and departure
- ensure any behaviour or situation which gives rise to concern is discussed with their manager
- ensure that children are seen in open and observable spaces; for example, living rooms.
- comply with data protection regulations in relation to any personal information carried or notes made about the child and/or family

Education settings should:

- ensure that they have home visit and lone-working policies which all adults are made aware of. These should include arrangements for risk assessment and management to ensure that all visits are justified and recorded
- ensure that staff are not exposed to unacceptable risk
- make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent
- ensure that staff have access to a mobile telephone and an emergency contact
- ensure that policies reflect any procedures or guidance issued by the MAP in relation to undertaking home visits
- ensure that staff understand the purpose and limitations of welfare visits

***Welfare visits** – where a child is not attending school and has not been seen (for example, during school closure for public health reasons or where a child is shielding), it may be decided that a home welfare visit is required.

Wherever possible, the parent / carer should encourage the pupil to come to the door or to a living area of the home; however, if the child refuses, it may be necessary for the staff member to accompany parents / carers to other parts of the home, including the child's bedroom, to ensure the child is safe and well. Staff should ensure the child is appropriately dressed before accompanying a parent / carer into a child's personal space. Where there is significant concern and the child has not been seen, local Police can be asked to undertake a welfare check.

20. Transporting pupils

In certain situations, staff or volunteers may be required or offer to transport pupils as part of your work. 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 this should be recorded and reported to senior leaders/DSL and the child's parent(s).

Staff should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- consider 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 in accordance with agreed procedures
- ensure that their behaviour and all arrangements ensure vehicle, passenger, and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified
- refer to Local and National guidance for Educational Visits

Education settings should seek evidence that:

- the vehicle is safe. This means that it holds a valid MOT certificate, where relevant, that the driver certifies it has been serviced in line with the manufacturer's schedule, and that the driver carries out any pre-use checks specified by the manufacturer
- the driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements
- there is a valid insurance policy covering the driver and the vehicle for the intended use. This may require that the driver has 'business use' cover.
- retain evidence of the above with the risk assessment

21. Educational Visits

Staff should:

- adhere to their organisation's educational visits guidance
- always have another adult present on visits, unless otherwise agreed with senior staff
- undertake risk assessments
- have the appropriate consents in place (e.g., medical)
- report any safeguarding incidents to the Designated Safeguarding Lead immediately (who may be back at the setting)
- ensure that their behaviour always remains professional
- never share beds with a child/pupil
- never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Executive Head Teacher, parents, and pupils
- refer to local and national guidance for educational visits.

22. First Aid and Medication

Our setting has an adequate number of qualified first aiders. Parents will be informed when first aid has been administered. Staff will receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

Staff should:

- adhere to the school or setting's health and safety and supporting pupils with medical conditions policies
- make other staff aware of the task being undertaken
- have regard to pupils' individual healthcare plans

- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities
- explain to the pupil what is happening.
- always act and be seen to act in the pupil's best interest
- make a record of all medications administered
- not work with pupils whilst taking medication unless medical advice confirms that they are able to do so

Education settings should:

- ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant
- if there is no member of staff available who has completed 'first aid at work' training, identify a senior person to be responsible each day
- review and update first aid, medicines in school and crisis / emergency policies and relevant risk assessments
- ensure training is regularly monitored and updated
- refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions

23. Photography, videos and other images

Under no circumstances are staff expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting. Arrangements regarding the taking and use of images, is stated in our safeguarding and child protection policy. This also states expected use for children and visitors, including parents/carers.

Staff should:

- adhere to their establishment's policy
- only publish images of pupils where they and their parent/carer have given explicit written consent to do so
- only take images where the pupil is happy for them to do so
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school or setting
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- be able to justify images of pupils in their possession
- avoid making images in a one-to-one situation

Staff should not:

- take images of pupils for their personal use
- display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- take images of children using any **personal device that can capture and share images**
- take images of children in a state of undress or semi-undress
- take images of a child's injury, bruising or similar (e.g., following a disclosure of abuse) even if requested by children's social care
- Make audio recordings of a child's disclosure

- take images on their own device to screenshot any online safety concerns that are present on a pupil's mobile device (this can only be actioned by police)
- take images of children which could be considered as indecent or sexual

24. Use of technology for online/virtual teaching

Our online safety and acceptable use policies ensure that all staff involved in virtual teaching or the use of technology to contact pupils understand best practice. Any platform for online / virtual teaching, will satisfy senior leaders that the provider has an appropriate level of security.

Staff will only use school devices to contact pupils via the pupil school email address / log in. This ensures that our filtering and monitoring software is enabled. If you need to contact a pupil or parent by phone and do not have access to a work phone, you should discuss this with a senior leader and, if there is no alternative, always use 'caller withheld' to ensure the pupil / parent is not able to identify your personal contact details.

Staff should:

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

Staff should not:

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

Senior leaders should:

- ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them
- have clearly defined operating times for virtual learning
- consider the impact that virtual teaching may have on children and their parents/ carers / siblings ▪ determine whether there are alternatives to virtual teaching in 'real time' – e.g., using audio only, pre-recorded lessons, existing online resources
- be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons
- consider any advice published by the local authority, MAP, or their online safety / monitoring software provider

25. Exposure to inappropriate images

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images. There are no circumstances that will justify any staff member: making, downloading, possessing, or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using our settings or your own personal equipment, on or off the premises, or making, storing, or disseminating such material is illegal.

If indecent images of children are discovered at our setting or on our equipment an immediate referral will be made to the Designated Officer (LADO) and the police contacted if relevant. The images/equipment will be secured and there will be no attempt to view or delete the images as this could jeopardise necessary criminal action. **If the images are of children known to the school, a referral will be made to children's social care in line with local arrangements.**

Staff should:

- abide by the establishment's acceptable ICT use and online safety policies
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate

26. Trips and Outings

All staff should take particular care when supervising children and young people on trips and outings, where the environment is less formal. All members of staff remain in a position of trust and need to ensure that their behaviour always remains professional and stays within clearly defined professional boundaries.

Where activities include overnight stays, careful consideration will be given to sleeping arrangements. Children, young people, adults, and parents will be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings will pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

Staff should:

always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager

- undertake risk assessments in line with their organisation's policy where applicable
- have parental consent to the activity
- ensure that their behaviour always remains professional
- never share beds with a child/children or young people
- not share bedrooms except for when it is part of a care plan and is dependent on an individual's care needs and a risk assessment has taken place.

27. Curriculum

Some areas of our curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Resource materials won't be able to be misinterpreted and will 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.

Where part of the curriculum allows for pupil led projects, staff will 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.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political, or otherwise sensitive nature. All staff will make a professional judgement when to respond to children's questions and will seek support and guidance in these circumstances from the Designated Safeguarding Lead.

Staff should:

- have clear written lesson plans
- take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to a clearly identifiable lesson plan
- report any concerns to the Designated Safeguarding Lead about pupil's behaviour and attitudes to any sensitive topic being taught during PSHE/RSE lessons

Staff should not:

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

28. Whistleblowing

Whistleblowing is a mechanism by which our staff can voice their concerns, made in good faith, without fear of repercussion in circumstances where their concerns have not been dealt with or they do not feel able to follow usual reporting lines for some reason.

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

Staff should:

- escalate their concerns if they believe a child or children are not being protected
- report any behaviour by colleagues that raises concern
- report allegations against staff and volunteers to the head teacher or senior manager, or where they have concerns about the Executive Head Teacher / manager's response, report these directly to the chair of governors/LADO.
- follow the organisation's whistleblowing procedures as appropriate.
- where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should utilise other whistleblowing channels that are open to them as outlined in KCSiE

Education settings should:

- have clear systems in place for all reporting of adults' behaviour causing concern.
- have clear systems in place for whistleblowing that are promoted to all staff.
- promote an open and transparent culture where staff feel valued and are confident to report any concerns
- ensure all concerns about adult conduct are listened to, received in a sensitive manner, taken seriously, actioned, recorded with clear outcomes.

ensure all concerns that do meet the harm threshold are reported to the LADO within 24 hours.

The NSPCC **'what you can do to report abuse'** dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by our school or setting. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

29. **Sharing concerns and recording incidents**

All staff are aware of our setting's safeguarding procedures, including the procedures for dealing with allegations against staff, agency staff, and volunteers, including reporting low level concerns.

In the event of an allegation being made, or incident being witnessed, the relevant information should be immediately recorded and reported to the headteacher or Designated Safeguarding Lead as appropriate. If the allegation is about the headteacher, the Chair of Governors should be contacted.

Staff should:

- be familiar with their establishment's arrangements for reporting and recording concerns and allegations
- know how to contact the LA Designated Officer (LADO) – **Kenny Edgar**
- take responsibility for reporting any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or setting

Education settings should:

- have an effective, confidential system for recording and managing concerns raised by any individual regarding adults' conduct and any allegations against staff and volunteers

30. **All staff are expected to treat each other with respect.**

Relationships between staff should be characterised by fairness, openness and respect. This means valuing all contributions, acknowledging difference, and working together to build a climate of continuous improvement. Politeness and respect are essential ingredients: where differences occur they should be dealt with calmly and fairly.

31. **All staff should treat resources responsibly, and exercise due financial care.**

All staff have a responsibility to look after the resources of the school. This includes: not wasting resources unnecessarily (including physical resources and those such as

heat/electricity); following the principles of 'reduce, re-use, recycle'.

The purchase of resources for school use should have appropriate approval and be supported by a VAT receipt.

32 Health and Safety

- There is a full set of risk assessments available in each staff room.
- It is your responsibility to read and follow the Risk Assessment for any activity or equipment that you are using.

We all have a duty to protect our school. So we must:

- Ensure that radiators are clear of combustibles.
- Turn off devices at the wall at the end of the day.
- Close windows.
- Not leave valuables in site of the public- Particularly the junior site on the front of the building. Blinds should be closed and where there is no blind valuable items moved from view.
- Review our displays and amend to reduce the risk of fire spreading.
- Address the issue of mounting piles of lost property which create fire hazard and are unsightly.
- Any health and safety hazard you see must be reported on the health and safety form immediately E.g. a loose wire on a laptop charger, a cracked plug socket, a split in the PE equipment or a faulty bolt on a climbing frame.

32. **Working at Height**

- No work can be displayed within the school that cannot be accessed with your feet on the ground. **Climbing on chairs and tables is strictly prohibited**. Any breach of this rule will result in a warning being recorded on your personnel file.
- All displays **must** be compliant.

33. **Internet Use**

Staff will adhere to National Guidelines governing the use of Internet Gaming and Chat sites, to avoid interaction with school age pupils, past or present, and understand the importance of maintaining professionalism on Social Networking sites, where all information is potentially in the public domain and pupils or parents may gain access to information and comments posted. Staff are required to read and sign the school policy on Acceptable Internet Use and Social Networks. not discuss or share data relating to children/parents/carers in staff social media groups. Staff should use school ipads or cameras to take photographs or videos. Photographs/videos should only be taken to record or support learning.

34. **Staff should seek to establish a good and open relationship with parents.**

Staff should aim to create a welcoming and open relationship with parents. All parental concerns should be treated seriously and dealt with promptly.

35. **All staff should take care of their physical and mental wellbeing.**

All staff are encouraged to look after their physical and mental wellbeing. This includes maintaining a healthy work-life balance. We take issues of stress very seriously, and look to provide appropriate support and help in these cases.

36. **All staff should have access to counselling and support.**

Staff needing support are encouraged to discuss issues and concerns with the Head of School or Executive Head Teacher in confidence. Support can be provided both internally (e.g. through the provision of a mentor), or externally through the Occupational Health Service. Trade Unions also provide help, support and advice for their members, and membership of a trades union is strongly encouraged.

37. **Use of Mobile Telephones and Personal Media Devices**

Staff should not use or refer to mobile telephones at all during teaching time. Mobile telephones should be kept in a secure place out of sight and either on silent or turned off. Emergency calls will be directed through the school office.

Personal devices should not be used to photograph or video pupils.

Where photographs or videos are made in exceptional circumstances (due to failure of a school device) they should be downloaded onto a school device as soon as possible and deleted from the personal digital device. This use of a personal device must also be reported to the DSL.

Conclusion

By adhering to this code of conduct staff can be assured they are playing their part in

safeguarding pupils and protecting themselves. It is our expectation that all staff should sign

a copy of this code of conduct.