




# HORNCHURCH ACADEMY TRUST

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**Registered Office:** Whybridge Infant School, Rainham, Essex, RM13 7AH  
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|  | Upminster Infant School             |  |
|   | Policy review Date                  | 1 <sup>st</sup> September 2020 (updated) |
|   | Date of next Review                 | 31 <sup>st</sup> August 2022             |
|   | Who reviewed this policy?           | Mr C W Hobson                            |
|   | Date approved by Board of Trustees? | TBC                                      |

## Safeguarding Code of Conduct

### Guidance for safer working practice for adults who work with children and young people in education setting

#### Overview

#### Background

All adults who come into contact with pupils in their work have a duty of care to safeguard children and promote their welfare. There is a duty on schools/settings to safeguard and promote the well-being of pupils. This includes the need to ensure that all adults who work with or on behalf of pupils are competent, confident and safe to do so.

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for pupils in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is essential that all possible steps are taken to safeguard pupils and ensure that the adults working with them are safe to do so.

This document provides practical guidance for anyone who works with, or on behalf of pupils regardless of their role, responsibilities or status. It seeks to ensure that the duty to promote and safeguard the wellbeing of children is in part, achieved by raising awareness of illegal, unsafe and inappropriate behaviours.



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It is recognised that this guidance cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances adults will always advise their senior colleagues of the justification for any such action already taken or proposed.

It is also recognised that not all adults who work with pupils work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by any adult whose work brings them into contact with pupils.

The guidance contained in this document has due regard to current legislation and statutory guidance.

## What to do if you are worried a child is being abused

Everyone working with pupils should be familiar with local procedures and protocols for safeguarding the welfare of pupils. Adults have a duty to immediately report any child protection or welfare concern to the Designated Safeguarding Lead (DSL) in their school/setting. The Safeguarding and Child protection Policy in the school/setting must be followed.

If the concern is about the conduct or behaviour of an adult in school the Headteacher should be immediately informed. The Whistleblowing and managing allegations policy in the school/setting must be followed.

## Using the Guidance

### Purpose of Guidance

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust.

The guidance aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;



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- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with pupils;
- reduce the incidence of positions of trust being abused or misused.

## **Underpinning Principles**

- the welfare of the child is paramount.
- it is the responsibility of all adults to safeguard and promote the welfare of pupils. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils.
- adults who work with children 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.
- adults should work and be seen to work, in an open and transparent way.
- the same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.



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## Definitions

### **Pupils/Students/Children and Young people:**

Throughout this document references are made to children This applies to all registered pupils.

### **Adults:**

References to 'adults' or 'volunteers' refer to any adult (including those under the age of 18) who is employed, commissioned or contracted to work with or on behalf of pupils in either a paid or unpaid capacity.

### **Headteacher/Manager:**

These terms refers to those adults who have responsibility for managing staff and/or services including the supervision of employees and/or volunteers at any level.

### **Employer:**

The term 'employer' refers to the school/setting which employs, or contracts to use the services of individuals in pursuit of the goals of that school/setting. In the context of this document, the term 'employer' is also taken to include 'employing' the unpaid services of volunteers.

### **Safeguarding:**

Process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

### **Duty of Care:**

The duty which rests upon an individual or school/setting to ensure that all reasonable steps are taken to ensure the safety of a child involved in any activity or interaction for which that individual or school/setting is responsible. Any person in charge of, or working with pupils in any capacity is considered, both legally and morally to owe them a duty of care.



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## Guidance for Safe Working Practice

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| <p><b>1</b></p> | <p><b>Context</b></p> <p>Staff working in education settings have a crucial role to play in shaping the lives of children. They have a unique opportunity to interact with children in ways that are both affirming and inspiring.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Working Together</li> <li>• Keeping Children Safe in Education</li> <li>• Teacher Standards</li> <li>• <b>DfE Covid-19 Safeguarding guidance</b></li> </ul>   | <p><b>This means that these guidelines:</b></p> <ul style="list-style-type: none"> <li>• apply to <b>all</b> adults working in education settings whatever their position, role, or responsibilities</li> <li>• apply in to real world conduct, behaviours and relationships and those online.</li> <li>• may provide guidance where an individual’s suitability to work with pupils has been called into question.</li> </ul> |
| <p><b>2</b></p> | <p><b>‘Unsuitability’</b></p> <p>The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with pupils.</p> <p>Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with children in any capacity.</p>  | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• have a clear understanding about the nature and content of this document</li> <li>• discuss any uncertainties or confusion with their Headteacher or line manager</li> <li>• understand what behaviours may call into question their suitability to continue to work with children.</li> </ul>   |
| <p><b>3</b></p> | <p><b>Duty of Care</b></p> <p>Teachers and other school/setting staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep children safe and to protect them from neglect, sexual, physical and emotional harm. Children have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-</p> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached</li> <li>• always act, and be seen to</li> </ul>   |



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| <p>being of pupils. Failure to do so may be regarded as professional neglect.</p> <p>The duty of care is, in part, exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.</p> <p>The public, local authorities, employers and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. When individuals accept a role that involves working with children, they need to understand and acknowledge the responsibilities and trust inherent in that role.</p> <p>Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices. Thus, employers have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. Staff who are subject to an allegation should be supported and the principles of natural justice applied. The Health and Safety Act 1974 also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's duty of care and the staff duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of these guidelines.</p> <p>The Governing Body of a school controls the use of the school premises both during and outside school hours, except where a trust deed allows a person other than the governing body to control the use of premises, or a transfer of control agreement has been made.</p> <p>Where the Governing Body provides services or activities directly under the supervision or management of school staff the school's arrangements for safeguarding must be followed.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act 1974</li> <li>• Whistleblowing and Managing Allegations</li> </ul> | <p>act, in the child's best interests</p> <ul style="list-style-type: none"> <li>• avoid any conduct which would lead any reasonable person to question their motivation and intentions</li> <li>• take responsibility for their own actions and behaviour.</li> </ul> <p><b>This means that employers should:</b></p> <ul style="list-style-type: none"> <li>• foster a culture of openness and support</li> <li>• ensure that systems are in place for concerns to be raised</li> <li>• ensure that there is in place effective recording systems which confirm discussions, decisions and the outcomes of any actions taken</li> <li>• ensure that staff are not placed in situations which render them particularly vulnerable</li> <li>• ensure that all staff are aware of expectations, policies and procedures.</li> </ul> <p><b>This means that Governing Bodies should:</b></p> <ul style="list-style-type: none"> <li>• ensure that appropriate Safeguarding and child protection policies and procedures are adopted, implemented and monitored in school</li> <li>• ensure that, where services or activities are provided by another body, the body concerned has appropriate</li> </ul> |
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|          | <p>policy</p>  | <p>safeguarding checks</p> <ul style="list-style-type: none"> <li>ensure that if there is no DSL or team member on site, a member of the team is contactable at home and a senior member of staff is identified to lead on safeguarding issues.</li> </ul>   |
| <p>4</p> | <p><b>Confidentiality</b></p> <p>Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive or private information. They should 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 schools/services).</p> <p>Information must never be used to intimidate, humiliate, or embarrass the pupil.</p> <p>Confidential information about a child should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.</p> <p>There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to the DSL and team.</p> <p>If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. All media or legal enquiries should be passed to senior management.</p> <p>The storing and processing of personal information about pupils is governed by GDPR 2018.</p> | <p><b>This means that adults:</b></p> <ul style="list-style-type: none"> <li>be clear about when information can be shared and in what circumstances it is appropriate to do so</li> <li>are expected to treat information they receive about pupils in a discreet and confidential manner</li> <li>should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them</li> <li>need to know to whom any concerns or allegations should be reported.</li> </ul> |



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|                 | <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• GDPR</li> <li>• School privacy statement</li> <li>• Data Protection policy</li> </ul>   |   |
| <p><b>5</b></p> | <p><b>Making a Professional Judgement</b></p> <p>This guidance cannot provide a complete checklist of what is, or is not appropriate behaviour for adults in all circumstances.</p> <p>There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge.</p> <p>Such judgements should always be recorded and shared a member of the senior management team and with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.</p> <p>Adults should always consider whether their actions are warranted, proportionate and safe and applied equitably.</p> | <p><b>This means that where no specific guidance exists adults should:</b></p> <ul style="list-style-type: none"> <li>• discuss the circumstances that informed their action, or their proposed action, with the Headteacher, senior member of the team and the parent/carer</li> <li>• report any actions which could be mis-interpreted to their senior manager</li> <li>• always discuss any misunderstanding, accidents or threats with a senior manager</li> <li>• record any areas of disagreement about course of action taken and if necessary referred to a higher authority</li> <li>• ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken.</li> </ul> |
| <p><b>6</b></p> | <p><b>Power and Positions of Trust</b></p> <p>As a result of their knowledge, position and/or the authority invested in their role, all adults working in education settings are in positions of trust in relation to children in their care.</p> <p>Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all</p>  | <p><b>This means that adults should not:</b></p> <ul style="list-style-type: none"> <li>• use their position to gain access to information for their own or others' advantage and/or a pupil's or family's detriment.</li> <li>• use their position to intimidate, bully, humiliate,</li> </ul>   |





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|                 | <p>those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.</p> <p>A relationship between an adult and a child is not a relationship between equals. There is potential for exploitation and harm of vulnerable children. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.</p> <p>Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. <b>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 model safe practice at all times.</b> They should report and record any incident with this potential.</p> <p>Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person 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.</p> | <p>threaten, coerce or undermine pupils</p> <ul style="list-style-type: none"> <li>• use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.</li> </ul>   |
| <p><b>7</b></p> | <p><b>Propriety and Behaviour</b></p> <p>All adults working with pupils have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. It is expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils or students public in general and all those with whom they work.</p> <p>There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with pupils.</p> <p>Misuse of drugs, alcohol or acts of violence would be examples of such behaviour. Adults in contact with pupils should understand and</p>  | <p><b>This means that adults should not:</b></p> <ul style="list-style-type: none"> <li>• behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.</li> <li>• make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.</li> <li>• use inappropriate language to or in the presence of pupils.</li> <li>• discuss their personal or</li> </ul> |



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|   | <p>be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.</p> <p>The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to pupils in the workplace.</p>   | <p>sexual relationship with or in the presence of pupils.</p> <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• be aware that behaviour in their personal lives may impact upon their work with pupils</li> <li>• follow any codes of conduct deemed appropriate by their school/setting</li> <li>• understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with pupils.</li> </ul>   |
| 8 | <p><b>Dress and Appearance</b></p> <p>A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.</p> <p>Adults who work with pupils should ensure they are dressed appropriately for the tasks and the work they undertake; <b>this also applies to online or virtual teaching or when working with small groups on site.</b></p> <p>Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> </ul> | <p><b>This means that adults should wear clothing which:</b></p> <ul style="list-style-type: none"> <li>• Promotes a positive and professional image</li> <li>• is appropriate to their role</li> <li>• is not likely to be viewed as offensive, revealing, or sexually provocative</li> <li>• does not distract, cause embarrassment or give rise to misunderstanding</li> <li>• is absent of any political or otherwise contentious slogans</li> <li>• is compliant with professional standards</li> <li>• is not considered to be discriminatory and is culturally sensitive</li> <li>• <b>in online engagement, is similar to the clothing they</b></li> </ul> |



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|    |  | would wear on a normal school day   |
| 9  | <p><b>The Use of Personal Living Space</b></p> <p>No child should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and a senior manager or Headteacher.</p> <p>It is not appropriate for any school/setting to expect or request that private living space be used for work with pupils. Neither is it appropriate for school authorities to expect or request that private living space be used to see pupils for e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling.</p> <p>If these activities are required, management should ensure that appropriate accommodation is found elsewhere in the school.</p> <p>Under no circumstances should pupils assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.</p> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations</li> <li>• challenge any request for their accommodation to be used as an additional resource for the school</li> <li>• be mindful of the need to maintain professional boundaries refrain from asking pupils/students to undertake personal jobs or errands.</li> </ul>  |
| 10 | <p><b>Gifts, Rewards and Favouritism</b></p> <p>All adults should be aware of their school/setting guidance on rewards including arrangements for the declaration of gifts received and given.</p> <p>The giving of gifts or rewards to pupils should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.</p> <p>It is acknowledged that there may specific occasions when adult working with a child may consider it appropriate to give a child a small personal gift of insignificant value. This is only acceptable practice where, in line with the agreed policy, the adult has</p>                            | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• be aware of their school/setting's policy on the giving and receiving of gifts</li> <li>• ensure that gifts received or given in situations which may be misconstrued are declared</li> <li>• generally, only give gifts to an individual child as part of an agreed reward system</li> <li>• where giving gifts other than as above, ensure that these are of insignificant value, and given to all pupils equally</li> <li>• ensure that all selection</li> </ul> |



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|                  | <p>first discussed the giving of the gift and the reason for it, with the Headteacher, senior manager and the parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or 'groom' a child.</p> <p>Staff should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria. Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.</p> <p>There are occasions when children or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a 'thank you' and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.</p> | <p>processes which concern pupils are fair and that wherever practicable these are undertaken and agreed by more than one member of staff</p> <ul style="list-style-type: none"> <li>ensure that they do not behave in a manner which is favourable or unfavourable to individual pupils.</li> </ul>                        |
| <p><b>11</b></p> | <p><b>Infatuations and 'crushes'</b></p> <p>Occasionally, a child may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should make every effort to ensure that their own behaviour is above reproach.</p> <p>An adult, who becomes aware that a child is developing an infatuation, should discuss this at the earliest opportunity with a Headteacher, senior manager and parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.</p>   | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>report and record any incidents or indications (verbal, written or physical) that suggest a child may have developed an infatuation with a member of staff</li> <li>always acknowledge and maintain professional boundaries.</li> </ul> |
| <p><b>12</b></p> | <p><b>Communication with Pupils (<i>including the use of technology</i>)</b></p> <p>Online safety risks are posed more by behaviours and values than the technology itself. Adults must</p>  | <p><b>This means that schools/settings should:</b></p> <ul style="list-style-type: none"> <li>have in place an Acceptable Use policy/agreement (AUP)</li> </ul>   |



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| <p>ensure that they establish safe and responsible online behaviours. This means working to local and national guidelines on acceptable user policies. These detail the way in which technologies may and may not be used and identify the sanctions for misuse.</p> <p>Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobiles, messaging, emails, photography, videos, webcams, websites and blogs.</p> <p>Adults should not share any personal information with a child. They should not request, or respond to, any personal information from the child, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.</p> <p>Adults should be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to pupils including email, home or mobile phone numbers, unless the need to do so is agreed with senior management and parents/carers.</p> <p>Email or text communications between an adult and a child outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through social media, apps and web sites. School/setting email systems should only be used in accordance with the school/setting's policy.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Online safety policy</li> <li>• Acceptable use agreements</li> <li>• UKCIS guidance for Early Years managers and practitioners</li> </ul> | <p>continually self- review online safety policies in the light of changing technologies</p> <ul style="list-style-type: none"> <li>• have a communication policy which specifies acceptable and permissible modes of communication.</li> </ul> <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• ensure that personal social networking sites are set at private and pupils are never listed as approved contacts</li> <li>• never use or access social networking sites of pupils</li> <li>• not give their personal contact details to pupils, including their mobile number or other messaging or app communication details</li> <li>• only use technology e.g. mobile phones, provided by school/setting to communicate with children, making sure that parents have given permission for this form of communication to be used</li> <li>• only make contact with children for professional reasons and in accordance with any school/setting policy</li> <li>• recognise that messaging should only be used as part of an agreed protocol and when other forms of communication are not possible</li> </ul> |
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|                   |  | <ul style="list-style-type: none"> <li>• not use internet or web-based communication channels to send personal messages to a child</li> <li>• make sure personal hand held or wearable tech is not discoverable in school and that personal messages and notifications cannot be received</li> <li>• ensure their use of technologies could not bring their employer into disrepute.</li> </ul>   |
| <p><b>12a</b></p> | <p><b>Use of technology for online / virtual teaching</b></p> <p>All settings should review their online safety and acceptable use policies and amend these if necessary, ensuring that all staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy / procedures.</p> <p>When selecting a platform for online / virtual teaching, settings should satisfy themselves that the provider has an appropriate level of security. Wherever possible, staff should use school devices and contact pupils only via the pupil school email address / log in. This ensures that the setting's filtering and monitoring software is enabled.</p> <p>In deciding whether to provide virtual or online learning for pupils, senior leaders should take into account 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. Virtual lessons should be timetabled and senior staff, DSL and / or heads of department should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.</p> <p>Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to</p> | <p><b>This means that senior leaders should:</b></p> <ul style="list-style-type: none"> <li>• review and amend their online safety and acceptable use policies to reflect the current situation</li> <li>• ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them</li> <li>• have clearly defined operating times for virtual learning</li> <li>• consider the impact that virtual teaching may have on children and their parents/ carers / siblings</li> <li>• determine whether there are alternatives to virtual teaching in 'real time' – e.g., using audio only, pre-recorded lessons, existing online resources</li> <li>• be aware of the virtual learning timetable and</li> </ul> |





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|    | <p>pupils and parents. The following points should be considered:</p> <ul style="list-style-type: none"> <li>• think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred</li> <li>• staff and pupils should be in living / communal areas</li> <li>• staff and pupils should be fully dressed</li> <li>• filters at a child's home may be set at a threshold which is different to the school</li> <li>• resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content</li> </ul> <p>It is the responsibility of the staff member to act as a moderator; 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 the school wishes to record lessons consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately. Staff, parent and pupil AUPs should clearly state the standards of conduct required.</p> <p>If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil / parent is not able to identify the staff member's personal contact details.</p> | <p>possible over capacity issues, or time clashes.</p> <p><b>This means that staff should:</b></p> <ul style="list-style-type: none"> <li>• adhere to school policy</li> <li>• be fully and appropriately dressed</li> <li>• ensure that a senior member of staff is aware that the online lesson / meeting is taking place and for what purpose</li> <li>• avoid one to one situations – request that a parent is present in the room for the duration, and/or ask a colleague or member of SLT to join the session</li> <li>• only record a lesson or online meeting with a pupil where this is in line with the school policy</li> </ul> <p><b>This means that adults should not:</b></p> <ul style="list-style-type: none"> <li>• contact pupils outside the operating times defined by senior leadership</li> <li>• take or record images of pupils for their personal use</li> <li>• record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)</li> </ul> |
| 13 | <p><b>Social Contact</b></p> <p>Adults should not establish or seek to establish social</p>   | <p><b>This means that adults should:</b></p>  |



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|                  | <p>contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response.</p> <p>There will be occasions when there are social contacts between pupils and staff, where for example the parent and teacher are part of the same family or social circle. These contacts however, will be easily recognised and openly acknowledged.</p> <p>Nevertheless, there must be awareness on the part of those working with children that some social contacts, especially where these are not common knowledge can be misconstrued as being part a grooming process. This can also apply to social contacts made through outside interests or through the staff member's own family It is recognised that staff can support a parent who may be in particular difficulty.</p> <p>Care needs to be exercised in those situations where the parent comes to depend upon the staff member for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Online safety policy</li> <li>• Acceptable use agreements</li> </ul> | <ul style="list-style-type: none"> <li>• have no secret social contact with pupils or their parents</li> <li>• consider the appropriateness of the social contact according to their role and nature of their work always approve any planned social contact with children or parents with senior colleagues</li> <li>• advise senior management of any social contact they have with a child or a parent with who whom they work, which may give rise to concern</li> <li>• report and record any situation, which may place a child at risk or which may compromise the school/setting or their own professional standing</li> <li>• be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager</li> <li>• understand that some communications may be called into question and need to be justified.</li> </ul> |
| <p><b>14</b></p> | <p><b>Sexual Contact</b></p> <p>All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children and the adults who work with them will be regarded as a grave breach of trust.</p> <p>Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable. Any sexual activity between an adult</p>  | <p><b>This means that adults should not:</b></p> <ul style="list-style-type: none"> <li>• have any form of sexual relationships with pupils</li> <li>• have any form of communication with a child which could be interpreted as sexually suggestive or</li> </ul>   |



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|                  | <p>and the child with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. All children are protected by specific legal provisions in this respect regardless of whether the child consents or not.</p> <p>The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.</p> <p>'Working Together to Safeguard Children', defines sexual abuse as "forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening".</p> <p>There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place.</p> <p>Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.</p> | <p>provocative i.e. verbal comments, letters, notes, email, phone calls, texts, messages, physical contact make sexual remarks to, or about, a child</p> <ul style="list-style-type: none"> <li>• discuss their own sexual relationships with or in the presence of pupils.</li> </ul> <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• ensure that their relationships with pupils clearly take place within the boundaries of a respectful professional relationship</li> <li>• take care that their language or conduct does not give rise to comment or speculation</li> <li>• Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.</li> </ul> |
| <p><b>15</b></p> | <p><b>Physical Contact</b></p> <p>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.</p> <p>A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate.</p> <p>When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity, faith and background, it will include clear consideration of any SEND needs. .</p> <p>Appropriate physical contact in schools will occur most often with younger pupils. It is not possible to</p>   | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described</li> <li>• never touch a child in a way which may be considered indecent</li> <li>• always be prepared to report and explain actions and accept that all physical contact be open to scrutiny</li> <li>• never indulge in horseplay or</li> </ul>  |



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| <p>be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should use their professional judgement at all times.</p> <p>Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's incident book and, if appropriate, a copy placed on the child's file.</p> <p>Physical contact, which occurs regularly with an individual child, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEND). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.</p> <p>The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with SEND may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.</p> <p>It is recognised that some children may seek inappropriate physical contact. Adults should be particularly aware of this especially when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of</p> | <p>fun fights</p> <ul style="list-style-type: none"> <li>• always encourage children, where possible, to undertake self-care tasks independently</li> <li>• work within Health and Safety regulations</li> <li>• be aware of cultural or religious views about touching and always be sensitive to issues of gender</li> <li>• understand that physical contact in some circumstances can be easily misinterpreted.</li> </ul> <p><b>This means that schools/settings should:</b></p> <ul style="list-style-type: none"> <li>• ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management</li> <li>• make adults aware of relevant professional or school/setting guidance in respect of physical contact with children and meeting medical needs of pupils where appropriate</li> <li>• be explicit about what physical contact is appropriate for adults working in their setting</li> <li>• provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care</li> <li>• make staff aware of most</li> </ul> |
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|                  | <p>personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.</p>  | <p>recent government guidance in respect of physical contact with pupils and meeting medical needs of children in school.</p>   |
| <p><b>16</b></p> | <p><b>Other Activities that require Physical Contact</b></p> <p>Some adults who work in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.</p> <p>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 to the parent/carer and once agreed, should be undertaken with the permission of the child. Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non- verbally by the child.</p> <p>Guidance and protocols around safe and appropriate physical contact are provided by national school/setting, for example sports governing bodies or major arts school/setting, or the school employing school/setting and should be understood and applied consistently.</p> <p>Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.</p> <p>It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, pupils informed of the extent and nature of any physical contact may also prevent</p> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• treat children with dignity and respect and avoid contact with intimate parts of the body</li> <li>• always explain to a child the reason why contact is necessary and what form that contact will take</li> <li>• seek consent of parents where a child is unable to do so because of a disability</li> <li>• consider alternatives, where it is anticipated that a pupil might misinterpret any such contact</li> <li>• be familiar with and follow recommended guidance and protocols</li> <li>• conduct activities where they can be seen by others</li> <li>• be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.</li> </ul> <p><b>This means that schools/settings should:</b></p> <ul style="list-style-type: none"> <li>• have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct</li> </ul> |



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|                  | <p>allegations of misconduct or abuse arising.</p>  | <ul style="list-style-type: none"> <li>• ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.</li> </ul>  |
| <p><b>17</b></p> | <p><b>Behaviour Management</b></p> <p>All pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.</p> <p>The use of corporal punishment or any physical chastisement is unlawful in schools.</p> <p>Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their school or setting and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.</p> <p>Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the school/setting.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Behaviour policy</li> <li>• Positive handling policy</li> </ul> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• not use force as a form of punishment</li> <li>• try to defuse situations before they escalate inform parents of any behaviour management techniques used</li> <li>• keep parents informed of any sanctions or behaviour management techniques used</li> <li>• adhere to the school/setting's behaviour management policy</li> <li>• be mindful of and sensitive to factors which may impact upon a child's behaviour e.g. bullying, abuse and where necessary take appropriate action</li> <li>• behave as a role model</li> <li>• comply with legislation and guidance in relation to human rights and restriction of liberty.</li> </ul> <p><b>This means that schools/settings should:</b></p> <ul style="list-style-type: none"> <li>• have in place appropriate behaviour management policies</li> <li>• where appropriate, develop positive handling plans in</li> </ul> |





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|    |   | respect of an individual child.   |
| 18 | <p><b>Use of Control and Physical Intervention</b></p> <p>There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and school/setting must have regard to legislation and government guidance in the development and implementation of their own policies and practice.</p> <p>The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.</p> <p>When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.</p> <p>The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.</p> <p>Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and school/setting working with pupils requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.</p> <p>In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care</p> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• Strictly adhere to the school/setting's physical intervention policy</li> <li>• always seek to defuse situations</li> <li>• always use minimum force for the shortest period necessary</li> <li>• record and report as soon as possible after the event any incident where physical intervention has been used.</li> </ul> <p><b>This means that schools/settings should:</b></p> <ul style="list-style-type: none"> <li>• have a policy on the use of physical intervention in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention</li> <li>• ensure that an effective recording system is in place which allows for incidents to be tracked and monitored</li> <li>• all incidents of positive handling must be recorded by the school in a bound book</li> <li>• ensure adults are familiar with the above</li> <li>• ensure that staff are appropriately trained.</li> </ul> |



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|                  | <p>plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided.</p> <p>Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.</p> <p>In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child. The parents/carers should be informed the same day.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Behaviour policy</li> <li>• Positive handling policy</li> </ul> |   |
| <p><b>19</b></p> | <p><b>Children in Distress</b></p> <p>There may be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age- appropriate way whilst maintaining clear professional boundaries.</p> <p>Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers.</p>                                   | <p><b>This means the adult should:</b></p> <ul style="list-style-type: none"> <li>• consider the way in which they offer comfort and reassurance to a distressed child and do it in an age appropriate way</li> <li>• be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances</li> <li>• follow professional guidance or code of practice</li> <li>• never touch a child in a way which may be considered indecent</li> <li>• record and report situations which may give rise to concern from either party</li> <li>• not assume that all children seek physical comfort if they are distressed.</li> </ul> |



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| <p><b>20</b></p> | <p><b>Intimate Care</b></p> <p>Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed.</p> <p>The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to Headteacher or senior managers and parents/carers. All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.</p> <p>The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements.</p> <p>As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the school/setting must be negotiated and recorded.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Intimate care policy</li> </ul> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• adhere to the school/setting's intimate care guidelines or code of practice for intimate and personal care</li> <li>• make other staff aware of the task being undertaken</li> <li>• explain to the child what is happening</li> <li>• consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary</li> <li>• record the justification for any variations to the agreed procedure/care plan and share this information with parents</li> <li>• ensure that any changes to the agreed care plan are discussed, agreed and recorded.</li> </ul> |
| <p><b>21</b></p> | <p><b>Personal Care</b></p> <p>Children are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard children and/or satisfy health and safety considerations.</p> <p>This supervision should be appropriate to the needs</p>  | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• avoid any physical contact when children are in a state of undress</li> <li>• avoid any visually intrusive behaviour</li> <li>• where there are changing rooms announce their</li> </ul>   |



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|                  | <p>and age of the children concerned and sensitive to the potential for embarrassment.</p> <p>Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils with whom they work.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Intimate care policy</li> </ul>   | <p>intention of entering.</p> <p><b>This means that adults should not:</b></p> <ul style="list-style-type: none"> <li>• change in the same place as children</li> <li>• shower or bathe with children</li> <li>• assist with any personal care task which a child can undertake by themselves.</li> </ul>  |
| <p><b>22</b></p> | <p><b>First Aid and Administration of Medication</b></p> <p>Health and safety legislation places duties on all employers to ensure appropriate health and safety policies and equipment are in place and an appropriate person is appointed to take charge of first-aid arrangements. Any employee may volunteer to undertake this task but it is not a contractual requirement and appropriate training should be given before an individual takes on a role which may require administering first aid or medication.</p> <p>Some pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents, children should be encouraged to self administer medication or treatment including, for example any ointment, sun cream or use of inhalers.</p> <p>If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another adult is present, or aware of the action being taken. Parents should always be informed when first aid has been administered.</p> <p>There should be due regard to current guidance.</p> | <p><b>This means that schools/settings should:</b></p> <ul style="list-style-type: none"> <li>• ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention</li> <li>• <b>review and update first aid, medicines in school and crisis / emergency policies and relevant risk assessments</b></li> <li>• ensure there are trained and named individuals to undertake first aid responsibilities</li> <li>• ensure training is regularly monitored and updated</li> <li>• always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.</li> </ul> <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• adhere to the</li> </ul> |



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|                  |  | <p>school/setting's policy for administering first aid or medication</p> <ul style="list-style-type: none"> <li>• comply with the necessary reporting requirements</li> <li>• make other adults aware of the task being undertaken</li> <li>• explain to the child what is happening</li> <li>• always act and be seen to act in the child's best interests</li> <li>• report and record any administration of first aid or medication</li> <li>• have regard to any health plan which is in place</li> <li>• strictly follow any personal medication plan for a child, including management of medication that has to always be with the child</li> <li>• always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.</li> </ul> |
| <p><b>23</b></p> | <p><b>One to One Situations</b></p> <p>Every organisation working with or on behalf of children should consider one to one situations when drawing up their policies. This includes schools/settings.</p> <p>It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child, certain procedures and explicit safeguards must be in place.</p> <p>Adults should be offered training and guidance in the</p> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• ensure that whenever possible there is visual access and/or an open door in one to one situations</li> <li>• ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed</li> </ul>   |





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|                  | <p>use of any areas of the workplace which may place themselves or children in vulnerable situations.</p> <p>One to one situations have the potential to make child 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. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken.</p> <p>Every attempt should be made to ensure the safety and security of pupils and the adults who work with them.</p> <p>There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child and the individual worker and any arrangements should be reviewed on a regular basis.</p> <p>Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the Headteacher or other senior colleague with delegated authority.</p> | <ul style="list-style-type: none"> <li>• avoid meetings with a child in remote, secluded areas</li> <li>• always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by</li> <li>• avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy</li> <li>• always report any situation where a child becomes distressed or angry to a senior colleague</li> <li>• carefully consider the needs and circumstances of the child/children when in one to one situations</li> <li>• <b>work one to one with a child only where absolutely necessary and with the knowledge and consent of senior leaders and parents/carers</b></li> <li>• <b>be aware of relevant risk assessments, policies and procedures</b></li> </ul> |
| <p><b>24</b></p> | <p><b>Home Visits</b></p> <p>All work with pupils and parents should, wherever possible, be undertaken in the school or other recognised workplace, There are however occasions, in response to urgent or specific situations where it is necessary to make one-off or regular home visits. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard pupils and the adults who work with them.</p>  | <p><b>These means that adults should:</b></p> <ul style="list-style-type: none"> <li>• agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. home tutors</li> <li>• <b>have a clear understanding</b></li> </ul>  |





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| <p>A risk assessment should include an evaluation of any known factors regarding the child, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone.</p> <p>Staff will normally undertake home visits with a colleague. Staff undertaking welfare visits should always try to give parents / carers advance warning unless there is good reason not to; e.g. because the visit has been prompted by safeguarding concerns and / or is at the request of children's social care. In these cases, one of the staff undertaking the visit should be a Designated safeguarding lead or deputy safeguarding person. The purpose of the visit should be clarified and staff should be aware of the circumstances in which emergency services or partner agencies should be contacted.</p> <p>Where a programme of work is to be undertaken in the home an appropriate workspace should be provided and a written work plan/contract should be agreed with the pupil and parent. This should include: clear objectives; content; timing; and duration of sessions; ground- rules; child protection and confidentiality statements. The plan should take into account the preferences of pupil and parent. There should also be an agreement that the parent or other suitable adult will remain in the home throughout the session.</p> <p>Where the situation is such that changes in agreed work arrangements are required, a quick assessment will be necessary to determine if the session can continue. The Headteacher or line manager should then be informed as soon as is practically possible.</p> <p>Emergency situations should be reported to the police or social care and to the Headteacher/parent</p> | <p>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</p> <ul style="list-style-type: none"> <li>• adhere to agreed risk management strategies</li> <li>• observe social distancing at all times</li> <li>• except in an emergency, never enter a home without the parent or carer's consent or when the parent is absent</li> <li>• always make detailed records including times of arrival and departure and work undertaken</li> <li>• ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken</li> <li>• never make a home visit outside agreed working arrangements.</li> </ul> <p><b>This means that employers should:</b></p> <ul style="list-style-type: none"> <li>• ensure that they have home visit and lone-working policies of which all adults are made aware. These should include arrangements for risk assessment and management</li> <li>• ensure that all visits are justified and recorded</li> <li>• ensure that adults are not</li> </ul> |
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|    | as appropriate.  | <p>exposed to unacceptable risk</p> <ul style="list-style-type: none"> <li>ensure that adults have access to a mobile phone and an emergency contact person.</li> </ul>   |
| 25 | <p><b>Transporting Pupils</b></p> <p>In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.</p> <p>Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.</p> <p>There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children must ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded. The school/setting should check the driver and vehicle documentation at least annually, making sure that the driving licence covers the vehicles being used.</p> <p>It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met.</p> <p>Adults should also be aware of current legislation and adhere to the use of car seats for younger children.</p> <p>It is inappropriate for adults to offer lifts to a child outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.</p> <p>There may be occasions where the child requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.</p> <p><b>Links:</b></p> | <p><b>This means that all school/setting:</b></p> <ul style="list-style-type: none"> <li>should have appropriate policies for transporting pupils.</li> </ul> <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carers</li> <li>record details of the journey in accordance with agreed procedures</li> <li>ensure that their behaviour is appropriate at all times</li> <li>ensure that there are proper arrangements in place to ensure</li> <li>vehicle, passenger and driver safety</li> <li>This includes having proper and appropriate insurance for the type of vehicle being driven</li> <li>ensure that any impromptu or emergency arrangements of lifts are recorded and can</li> </ul> |



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|           | <ul style="list-style-type: none"> <li>• Risk assessments for trips</li> </ul>  | be justified if questioned.  |
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| <b>26</b> | <p><b>Educational Visits and After-School Activities</b></p> <p>Adults should take particular care when supervising pupils on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.</p> <p>Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements.</p> <p>Children, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.</p> <p>Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Risk assessments for trips</li> </ul> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager</li> <li>• undertake risk assessments in line with their school/setting's policy where applicable</li> <li>• have parental consent to the activity</li> <li>• ensure that their behaviour remains professional at all times</li> <li>• not take any drugs (prescription drugs aside) or alcohol for the whole duration of the trip</li> <li>• never share beds with a child</li> <li>• not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and pupils.</li> </ul> |
| <b>27</b> | <p><b>Photography and Videos</b></p> <p><b>(This section should be read with section 12a Use of technology for online / virtual teaching)</b></p> <p>Working with pupils may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of pupils. Photograph and video permission must be in place, with clear parental consent. GDPR makes it</p>  | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• be clear about the purpose of the activity and about what will happen to the images when the activity is concluded</li> <li>• be able to justify images of children in their possession</li> <li>• avoid making images in one</li> </ul>   |



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|                  | <p>clear that this is 'opt in' not 'opt out'.</p> <p>Careful consideration should be given as to how activities involving the taking of images are organised and undertaken.</p> <p>Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.</p> <p>Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, even if parental permissions are in place and should recognise the potential for such activities to raise concerns or lead to misunderstandings. It is not appropriate for adults to take photographs of children for their personal use.</p> <p>It is recommended that when using a photograph the following guidance should be followed:</p> <ul style="list-style-type: none"> <li>• if the photograph is used, avoid naming the pupil</li> <li>• if the pupil is named, avoid using their photograph</li> <li>• schools should establish whether the image will be retained for further use</li> <li>• images should be securely stored and used only by those authorised to do so.</li> </ul> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Photo permissions</li> <li>• UKCIS Sexting guidance</li> </ul> | <p>to one situations or which show a single child with no surrounding context</p> <ul style="list-style-type: none"> <li>• ensure the child understands why the images are being taken and has agreed to the activity and that they are appropriately dressed</li> <li>• only use equipment provided or authorised by the school</li> <li>• report any concerns about any inappropriate or intrusive photographs found</li> <li>• always ensure they have parental permission to take and/or display photographs.</li> </ul> <p><b>This means that adults should not:</b></p> <ul style="list-style-type: none"> <li>• display or distribute images of children unless they have consent to do so from parents/carers</li> <li>• use images which may cause distress</li> <li>• use mobile phones or any other similar devices to take images of children</li> <li>• take images 'in secret', or taking images in situations that may be construed as being secretive.</li> </ul> |
| <p><b>28</b></p> | <p><b>Access/exposure to Inappropriate Images and Internet Usage</b></p> <p>There are no circumstances that will justify adults possessing indecent images of children, images of child abuse. Adults who access and possess links to images or websites will be viewed as a significant and potential threat to children. Accessing, making</p>   | <p><b>This means that schools/settings should:</b></p> <ul style="list-style-type: none"> <li>• have clear online safety policies in place about access to and use of the internet</li> </ul>   |



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|    | <p>and storing indecent images of children is illegal. This will lead to criminal investigation and the individual being barred from working with pupils, if proven.</p> <p>Adults should not use equipment belonging to their school/setting to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.</p> <p>Adults should ensure that pupils are not exposed to any inappropriate images or web links. School/setting and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access. e.g. personal passwords should be kept confidential. Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed.</p> <p>Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• online safety policy</li> <li>• Acceptable use agreements</li> <li>• Whistleblowing &amp; managing allegations policy</li> </ul> | <ul style="list-style-type: none"> <li>• make guidance available to both adults and pupils about appropriate usage.</li> </ul> <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• follow their school/setting's guidance on the use of technology</li> <li>• check online materials – web sites, videos, resources etc. – before using with children</li> <li>• ensure that children are not exposed to unsuitable material on the internet</li> <li>• ensure that any films or material shown to pupils are age appropriate.</li> </ul> |
| 29 | <p><b>Supervision and Examinations</b></p> <p>There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, staff may be asked to volunteer to supervise students perhaps in their own homes. Most Local Authorities, including Havering, professional bodies and teaching unions do not endorse this practice.</p>   | <p><b>This means that:</b></p> <ul style="list-style-type: none"> <li>• a full health and safety risk assessment should have been undertaken</li> <li>• all members of the household should have the appropriate checks made</li> <li>• all arrangements should be made in partnership and agreement with the student and parents/carers</li> <li>• arrangements involving one to one supervision should be</li> </ul>  |





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|                  |   | <p>avoided wherever possible</p> <ul style="list-style-type: none"> <li>• staff should have regard to any guidance that exists</li> <li>• as much choice, flexibility and contact with 'the outside world', should be incorporated into any arrangement so far as is consistent with appropriate supervision</li> <li>• whenever possible, independent oversight of arrangements should be made</li> <li>• any situation which gives rise to complaint, disagreement or misunderstanding should be reported</li> <li>• LA and schools should ensure that all arrangements reflect a duty of care towards pupils and staff.</li> </ul> |
| <p><b>30</b></p> | <p><b>Curriculum</b></p> <p>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 plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, i.e. 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 may wish to take guidance in these circumstances from a senior member of staff.</p> <p>Parents have the right to withdraw their children from</p> | <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>• have clear written lesson plans</li> <li>• take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries</li> <li>• be able to justify all curriculum materials and relate these to clearly identifiable lessons plans</li> <li>• should quality assure external visitors / outside speakers to ensure their content and delivery is in line</li> </ul>  |



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|                  | <p>sex education provided under Sex and Relationships Education, but not from the biological aspects of human growth and reproduction necessary under the science curriculum. Parents may not withdraw their children from Relationships education.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>Relationships and Sex Education curriculum (from September 2020)</li> <li>UKCIS guidance: Using External Visitors</li> <li>Prevent</li> </ul>   | <p>with school policies.</p> <p><b>This means that adults should not:</b></p> <ul style="list-style-type: none"> <li>enter into or encourage inappropriate discussions about sexual activity or any behaviours which may offend or harm others. This includes political or religious discussions which may offend or radicalize</li> <li>attempt to influence or impose their personal values, attitudes or beliefs on pupils.</li> </ul>       |
| <p><b>31</b></p> | <p><b>Whistle blowing</b></p> <p>Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy.</p> <p>Adults who use whistleblowing procedure should be made aware that their employment rights are protected.</p> <p>Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>Whistleblowing &amp; managing allegations policy</li> </ul> | <p><b>This means that schools/settings should:</b></p> <ul style="list-style-type: none"> <li>ensure they have appropriate whistle-blowing policies in place</li> <li>ensure that they have clear procedures for dealing with allegations against staff.</li> </ul> <p><b>This means that adults should:</b></p> <ul style="list-style-type: none"> <li>report any behaviour by colleagues that raises concern regardless of source.</li> </ul> |
| <p><b>32</b></p> | <p><b>Sharing Concerns and Recording Incidents</b></p> <p>Individuals should be aware of their school/setting's safeguarding and child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance.</p> <p>Adults who are the subject of allegations are advised to contact their professional association. In the event</p>  | <p><b>This means that adults, including volunteers and visitors:</b></p> <ul style="list-style-type: none"> <li>should be familiar with their school/setting's system for recording concerns</li> <li>should take responsibility for recording any incident, and passing on that information</li> </ul>   |



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| <p>of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to a senior manager without delay.</p> <p>Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.</p> <p>It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of pupils.</p> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding and child protection policy</li> <li>• Whistleblowing &amp; managing allegations policy</li> <li>• UKCIS guidance: Using External Visitors</li> </ul> | <p>where they have concerns about any matter pertaining to the welfare of an individual in the workplace.</p> <p><b>This means that schools/settings:</b></p> <ul style="list-style-type: none"> <li>• should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace</li> </ul> |
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## **Safeguarding Code of Conduct** **Declaration**

**School Name:**

### **Employee Declaration:**

**I confirm receipt of the Safeguarding Code of Conduct. I have understood and agree to work within the principles set out within.**

**I understand that failure to work within the principles of the code may result in disciplinary action against me, and possibly lead to dismissal.**

**Name:**

**Signed:**

**Dated:**

***Please detach and sign and return this form to the school for our records***