



STAFF CODE OF CONDUCT AND GUIDANCE FOR SAFER WORKING PRACTICE WITH CHILDREN

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Acknowledgement: this guidance was originally based upon *Guidance for safer working practice for those working with children and young people in education settings*, October 2015.



1) Overview and purpose of this guidance

This guidance has been written with three aims:

- to strengthen practices that ensure the highest standards in all matters relating to pupil wellbeing;
- to provide staff with clear, unequivocal advice regarding what constitutes illegal behaviour, what might be considered as misconduct and what would be deemed unwise behaviour to ensure that staff are not left in a position of vulnerability when working with children;
- to ensure consistency in staff behaviour towards children by providing a staff code of conduct.

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

All staff have a responsibility to be aware of systems within our school which support safeguarding. This includes the school's Child Protection Policy and staff code of conduct, as incorporated within this guidance. These are explained as part of staff induction, Monday Morning Meeting (MMM) briefings and notes and in regular staff CPD sessions.

2) Underpinning principles

- The safeguarding and welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils, colleagues and visitors.
- Staff are expected to treat pupils, colleagues and external contacts such as parents with dignity, fairness, and respect.
- 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.
- 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, whilst in the workplace, consume or be under the influence of alcohol or any substance (including prescribed medication) which may have an adverse effect on their ability to care for children or do their job.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action, criminal action and/or other proceedings including barring from working in regulated activity by the Disclosure & Barring Service (DBS) or, for acts of serious misconduct, prohibition from teaching by the Teaching 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 the school's Child Protection Policy, Policy on Dealing With Allegations Against Staff, Staff Code of Conduct (within this document), Whistleblowing Statement and Safeguarding policies and statements.



3) Responsibilities

Staff are accountable for the way in which they: safeguard children; exercise authority; manage risk; and use resources.

All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Pupils 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 their safety and well-being. Failure to do so may be regarded as professional misconduct.

This means that 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.

4) Power and positions of trust and authority

As a result of their position, all those working with children in a school or education setting are in a position of trust in relation to all pupils. The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that this is not used for personal advantage or gratification. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and record and report any such incident.

This means that 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.

5) Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 2018 and the school's Data Protection Policy. Confidentiality must be a priority at all times.

Staff may have access to confidential information about pupils and their families which must be kept confidential and only shared when legally permissible to do so and in the interest of the child. Information about an individual must not be disclosed to an external person or organisation without first checking with the Business Manager or the Headteacher that there is an agreement in place to allow this. Any requests for personal data (a Subject Access Request) must be referred to the Business Manager or Headteacher. Any media or legal enquiries must be passed to the Business Manager or Headteacher.

However, data protection laws DO NOT prevent staff from reporting safeguarding concerns. These are exempt from the legislation. When abuse is alleged or suspected, staff have a legal duty to pass information on without delay, but only to those with designated safeguarding responsibilities (the Designated Safeguarding Lead or a member of the safeguarding team or the Local Authority Designated Officer (LADO)).

If a child, or their parent/carer, makes a disclosure regarding abuse or neglect, the member of staff should not promise confidentiality but should give reassurance that the information will be treated sensitively.



Staff should never use confidential or personal information about a pupil or their family for their own, or others' advantage. 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. Staff should always remain vigilant around data under GDPR regulations.

This means that all staff should:

- know the name of the DSL and Safeguarding Team;
- be familiar with the school's child protection procedures and guidance and understand how to use the reporting system, CPOMS;
- be clear about when information can/must be shared and in what circumstances;
- know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported;
- have read the Data Protection Policy and Privacy (Fair Processing) Notice(s);
- treat information they receive about pupils and families in a discreet and confidential manner;
- seek advice before sharing information which has been requested of them;
- ensure that where personal information is recorded, including digitally, it is kept secure.

6) Standards of behaviour

All staff should adopt high standards of personal conduct to maintain the confidence and respect of those with whom they work and the public. Staff should be aware that their behaviour, in or out of the workplace, could compromise their position in relation to the protection of children, loss of trust and confidence, or bringing the school into disrepute.

Couples who work together, and members of staff who have a close relationship, must maintain separate identities and ensure they behave professionally as individuals. They must separate their personal relationship from their work.

The Childcare (Disqualification) Regulations 2018 set out grounds for disqualification of staff under the Childcare Act 2006 (as amended in 2018). A disqualified person is prohibited from providing relevant childcare or being directly concerned in the management of such childcare. Schools are prohibited from employing a disqualified person.

This means that staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model;
- make, or encourage others to make sexual remarks to, or about, a pupil, colleague or other stakeholder;
- 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.

7) Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance that is smart, or smart-casual, in line with their professional role. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. The school



has adopted a saying about clothes that others shouldn't be able to see up it, down it, or through it. Those who dress or appear in a manner which could be viewed as offensive or inappropriate, render themselves vulnerable to criticism or allegation.

This means that staff should:

- wear clothing which promotes a positive, smart and professional image; and
- is appropriate to their role; and
- is not likely to be viewed as offensive, revealing, or sexually provocative; and
- does not distract, cause embarrassment or give rise to misunderstanding; and
- is absent of any political or otherwise contentious slogans or wording; and
- is not considered to be discriminatory; and
- is compliant with professional standards.

8) Gifts, rewards, favouritism and exclusion

The school has a clear policy in place regarding the receiving of gifts and staff are expected to adhere to this. This is circulated annually as part of the staff declaration documentation.

It is not acceptable to give personal gifts to pupils or their families, other than small tokens to parent helpers as a thank you, as it could be interpreted as a gesture to bribe or groom. Similarly, staff should exercise care when selecting children for specific activities, jobs or privileges, or in instances when they are excluded from an activity.

This means that staff should:

- be careful to avoid perceptions of favouritism or injustice when dealing with children.

This means that staff should not:

- ask for gifts;
- accept gifts if involved in a decision that could benefit the person/organisation offering the gift;
- accept gifts otherwise other than those of a token value as detailed in the annual advice.

9) Infatuations and 'crushes'

All staff should recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question and does not appear to encourage this.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Headteacher or senior manager. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

This means that staff should:

- report any indications that suggest a pupil may be infatuated with a member of staff;
- always maintain professional boundaries.

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.



However, staff should recognise that some types of social contact with pupils or their families (for example attending a political protest, circulating propaganda) could be perceived as harmful or exerting inappropriate influence on children and bring the school into disrepute.

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

Staff should not invite any pupils into their homes unless for an appropriate reason such as staff with children at this school inviting other children for a play-date.

This means that staff should:

- be mindful of the need to maintain appropriate personal and professional boundaries;
- always seek approval for any planned social contact with pupils or parents with senior colleagues;
- advise the SLT 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 a member of the SLT;
- 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)

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and enforcing and adhering to the school's ICT and Internet Acceptable Use Statements.

All communication with children both in the 'real' world and through digital interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

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

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as grooming behaviour.

Staff should adhere to the school's policies, including those with regard to communication with parents and carers and the information they share when using the internet.

This means that staff should:

- not seek to communicate, make contact or respond to contact with pupils outside of the purposes of their work;
- use only equipment and Internet services provided by the school;
- follow the school's ICT and Internet Acceptable Use statements;



- ensure that their use of technologies could not bring the school into disrepute.

12) Physical contact

There are occasions when it is appropriate for staff to have physical contact with children; for example in curriculum areas such as PE or music staff may need to initiate some physical contact with children to adjust posture or ensure that they perform an activity safely. However it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs or any agreed care plan.

Not all children feel comfortable about certain types of physical contact and this should be recognised and respected. Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Adults should therefore, use their professional judgement at all times.

Pupils with disabilities may require more physical contact to assist their everyday learning (or no physical contact). The arrangements should be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny. This information, where necessary, forms part of a child's school passport.

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 by them or a colleague could be misinterpreted, or if an action which is possibly abusive is observed, the incident and circumstances should be immediately reported to the Headteacher and recorded. Where appropriate, the Headteacher will consult with the LADO.

This means that 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;
- ensure the way comfort is offered to a distressed pupil is age appropriate;
- be familiar with and follow recommended guidance and protocols from sporting and other professional bodies;
- establish the preferences of pupils;
- consider alternatives where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact;
- 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.

13) Intimate, personal care

Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable.

The school has an Intimate Care Statement which staff should be familiar with.

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



When assistance is required, or is part of a pupil's care plan, this should normally be undertaken by one member of staff, however they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken. Wherever possible, they should be visible and/or audible.

Pupils who require intimate personal care under a care plan or passport, will be subject to a risk assessment undertaken by the SEND lead. Staff assisting such pupils should adhere to the detail of the care plan.

This means that staff should:

- avoid any visually intrusive behaviour where pupils are changing;
- deal with intimate care requirements sensitively;
- make other staff aware of the task being undertaken;
- explain to a pupil what is happening before a care procedure begins;
- adhere to the care plan in place for specific pupils;
- 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.

This means that staff should not:

- assist with intimate or personal care tasks which the pupil is able to undertake independently;
- undertake their own personal care in the presence or sight of pupils.

14) Behaviour management

We have a Healthy Relationships and Positive Behaviour Policy which is closely aligned with the ethos of Attachment Aware schools. Corporal punishment and smacking is unlawful in all schools. 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.

Where pupils display difficult or challenging behaviour, staff should follow the school's Healthy Relationships and Positive Behaviour Policy, using strategies appropriate to the circumstance and situation.

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

This means that staff should:

- try to defuse situations before they escalate, for example 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 (attachment aware);
- follow the school's Healthy Relationships and Positive Behaviour Policy;
- behave as a role model;
- comply with legislation and guidance in relation to human rights and restriction of liberty.

This means that staff should not:

- use force as a form of punishment;
- shout at children other than as a warning in an emergency/safety situation;



15) The use of control and physical intervention

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

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

However, the use of unwarranted or disproportionate physical force is likely to constitute a criminal offence.

In all cases where physical intervention has taken place, the incident and subsequent actions should be recorded on CPOMS.

Where it can be anticipated that physical intervention is likely to be required, a plan will be drawn up by the SEND lead and agreed.

This means that staff should:

- adhere to the school's Healthy Relationships and Positive Behaviour Policy and its section on physical restraint;
- seek to defuse situations and avoid the use of physical intervention whenever possible;
- where physical intervention is necessary, only use minimum force and for the shortest time needed.

16) Sexual conduct

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

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

All staff should be fully aware of behaviours that may constitute grooming and of their responsibility to always report to the DSL any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed.

This means that staff should not:

- have any form of sexual contact with a pupil;
- make sexual remarks to or about a pupil;
- discuss sexual matters with, or in the presence of, pupils other than within agreed curriculum content or as part of their recognised job role.

This means that staff should:

- avoid any form of touch or comment which is, or may be considered to be, indecent;
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation, for example physical contact, verbal comments, phone calls, correspondence (including by email or on social media).



17) One-to-one situations

Staff working in one-to-one situations with pupils at the school, including visiting staff from external organisations, can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, one-to-one work should always be undertaken in an open area or in a room with an open door or vision panel.

Arranging to meet with pupils from the school or setting away from the work premises is not permitted unless the necessity for this is clear and approval is obtained from the Headteacher and the pupil's parents/carers.

This means that staff should:

- ensure that wherever possible there is visual access in one-to-one situations;
- always report any situation where a pupil becomes distressed or angry on CPOMS;
- consider the needs and circumstances of the pupil involved.

18) Home visits

All work with pupils and parents should usually be undertaken in the school. There are however occasions, such as Early Years home visits or in response to a specific situation, where it is necessary to make home visits.

A risk assessment including an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household should be undertaken prior to any planned home visit taking place. Any home visit should be attended by a minimum of two members of staff.

This means that staff should:

- agree the purpose for any home visit with their manager;
- adhere to agreed risk management strategies;
- avoid unannounced visits wherever possible;
- ensure there is visual access and/or an open door in one-to-one situations;
- ensure any behaviour or situation which gives rise to concern is discussed with the DSL.

19) Transporting pupils

Staff should not offer lifts to pupils unless the need for this has been agreed by a member of the SLT. A designated member of staff should be appointed to plan and risk assess all transport arrangements.

Wherever possible and practicable it is advisable that an adult additional to the driver acts as an escort.

It is a legal requirement that all passengers wear seatbelts and the driver must ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.

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

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



This means that staff should:

- plan, risk assess and agree arrangements with all parties in advance;
- have an appropriate licence for the vehicle;
- have proper and appropriate insurance for the type of vehicle being driven;
- ensure fitness to drive and be free from any drugs, alcohol or medicine which may 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;
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety;
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified.

20) Educational visits

Under the school's Educational Trips and Visits Policy, a risk assessment must be agreed prior to all trips and visits, including regular offsite curriculum lessons such as swimming.

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

Where out of school or setting activities include overnight stays, careful consideration must be given to sleeping arrangements, ensuring there is a safe staff/child ratio and suitable gender mix of staff.

This means that staff should:

- adhere to the Educational Trips and Visits Policy;
- always have more than one adult present on visits and include a first aider
- undertake risk assessments for each activity;
- ensure parental consent to the activity;
- ensure that their behaviour remains professional at all times.

This means that staff should not:

- share beds with a child;
- share bedrooms.

21) First Aid and medication

The school has designated qualified first-aiders; however all staff will receive regular general first aid training. Members of staff supporting children with medical conditions will receive sufficient and suitable training and achieve the necessary level of competency.

Advice on managing medicines is included in the school's Healthcare, Medicines, First Aid and Accident Management & Reporting Policy. 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 Data, Welfare and Resources Manager.

Adults taking medication that may affect their ability to care for children should immediately advise the Headteacher and seek medical advice regarding their suitability to do so. All staff medication on the premises must be securely stored and out of reach of children at all times.



This means that staff should:

- adhere to the school's Healthcare, Medicines, First Aid and Accident Management & Reporting Policy;
- adhere to pupils' individual healthcare plans;
- make a record of all medications administered;
- always act and be seen to act in the pupil's best interest.

This means that staff should not:

- work whilst taking medication unless medical advice confirms that they are able to do so.

22) Photography, videos and other images

Schools record images for displays, publicity, to celebrate achievement and to provide records of evidence of an activity. Whilst images are regularly used for very positive purposes, staff need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or grooming purposes. Therefore, under no circumstances are staff allowed to use their personal equipment to take images of pupils at or on behalf of the school.

Pupils who have been previously abused in a manner that involved images may also feel particularly threatened by the use of photography and filming.

Making and using images of pupils requires the consent of the child's parents/carers. Images must not be displayed in the school, on websites, in publications or in a public place without such consent.

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

- if the image is used, avoid naming the child, (or, as a minimum, use first name only);
- if the child is named, do not use their image.

Images must be securely stored and used only by those authorised to do so.

This means that staff should:

- only publish images of pupils where they have checked that their parents/carers have given consent;
- be sensitive of taking images of a child if they don't appear happy for them to do so;
- only retain images when there is a clear and agreed purpose for doing so;
- store images, including digital images, in an appropriate and secure place within the school;
- be able to justify images of pupils in their possession;
- avoid making images in one-to-one situations.

This means that staff should not:

- take images of pupils for their personal use;
- take images of children using personal equipment;
- take images of children in a state of undress or semi-undress or which could be considered as indecent or sexual.

23) 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 adults making, downloading, possessing or distributing indecent images or pseudo-images of children (child



abuse images). Accessing these images, whether using the school's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

Under no circumstances should any adult use school or setting equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children.

Staff should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered, an immediate referral must be made to the Headteacher who will inform the LADO and police if relevant. Images found on a device the equipment should not be tampered with in any way. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility they will be at risk of prosecution themselves.

This means that staff should:

- abide by the school's acceptable use policies;
- ensure that children cannot be exposed to indecent or inappropriate images;
- ensure that any films or material shown to children are age appropriate;
- immediately inform the Headteacher of any concerns around inappropriate images or material.

24) Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and that they clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe and respectful learning environment. Responding to children's questions requires careful judgement and staff should take guidance from the SLT.

Staff should comply at all times with the policy for sex and relationships education (SRE). It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science.

This means that staff should:

- have clear lesson plans or flip charts;
- 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 them to clearly identifiable lesson plans.

This means that adults should not:

- enter into 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.

25) Sharing concerns and recording incidents

All staff should be aware of the school's safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers.

In the event of an allegation being made, by any person, or an incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher.



Members of staff should feel able to discuss any difficulties or problems that may affect their relationship with or behaviour towards pupils with their line manager, so that appropriate support can be provided and/or action can be taken.

Whistleblowing is the mechanism by which staff can voice concerns, made in good faith, without fear of repercussion. The school has a clear and accessible Whistleblowing Policy that meets the terms of the Public Interest Disclosure Act 1998.

This means that staff should:

- take responsibility for recording any incident on CPOMS and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school
- report any behaviour by colleagues or other adults that raises concern to the DSL;
- report allegations against staff or other adults to the DSL or, where they have concerns about the DSL's response, report them directly to the LADO;
- know how to contact the LADO and Ofsted/regulatory body directly if required.

Status

- Reviewed by : Pay & Personnel Committee
- Last reviewed: Spring 2022
- Next Review: Spring 2024