



Code of Conduct for staff and Other Adults (SS-32)

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Signature:	
Date:	15 December 2023

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Date:	15 December 2023

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Complies with Equality Scheme:	Yes
Date of Review:	November 2023
Date to be Reviewed:	Every three years – November 2026
Version Number:	01

Version	Date	Comments	Author
02			
03			
04			

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1. Aims / Purpose / Vision and Values Statement

This behaviour code outlines the conduct that Cockermouth School expects from all our staff and volunteers. This includes trustees, agency staff, interns, students on work placement and anyone who is undertaking duties for the organisation, whether paid or unpaid. The behaviour code is there to maintain the highest professional standards and help us protect children and young people from abuse. It is designed to embed a strong culture of openness, trust and transparency in which our values and expected behaviours are lived, monitored and reinforced constantly by all staff. It has been informed by the views of children and young people. Cockermouth School is responsible for making sure everyone taking part in our school has seen, understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour. The school's values of Include, Community, Aspire, Respect and Enjoy guide the way in which we conduct our relationships with other adults and with the children and young people in our school. Our school values are defined in detail and available to all: <https://cockermouth.fireflycloud.net/staff-wellbeing/2-workplace-school-values>

As a values-based code this document demonstrates:

- **Aspire** – we all strive to model the conduct we expect to see in our school.
- **Enjoy** – we positively influence those around us to meet our code of conduct.
- **Include** – we ensure everyone is supported to meet our code of conduct through awareness.
- **Respect** – we ensure fairness, consistency, proportionality and transparency in our approach.
- **Community** – both individual and whole school conduct is important so that we are a recognised beacon of good conduct within our community.

1.1 THE ROLE OF STAFF AND VOLUNTEERS

In our roles at Cockermouth School all staff are acting in a position of trust and authority and have a duty of care towards the children and young people we work with. We are likely to be seen as a role model by young people and are expected to act appropriately. We expect people who take part in the life of our school to display appropriate behaviour at all times. This includes behaviour that takes place outside our organisation and behaviour that takes place online. We also have a duty of care towards all other adults who work in the school and must treat colleagues with kindness and respect.

1.2 RESPONSIBILITY OF STAFF AND VOLUNTEERS

All staff are responsible for:

- Prioritising the welfare of children and young people;
- Providing a safe environment for children and young people;
- Ensuring equipment is used safely and for its intended purpose;
- Having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.

Following our principles, policies and procedures:

- Including our policies and procedures for safeguarding and child protection, whistleblowing and online safety;
- Staying within the law at all times;
- Modelling good behaviour for children and young people to follow;
- Taking professional responsibility for our own safeguarding and other training as part of the appraisal process;
- Challenging all inappropriate behaviour by students and reporting any breaches of the behaviour policy using Class Charts and school procedures;

- Reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures. This includes inappropriate behaviour displayed by an adult or child and directed at anybody of any age;
- Valuing and taking children's contributions seriously, actively involving them in planning activities wherever possible;
- Respecting a young person's right to personal privacy as far as possible.

If a member of staff needs to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.

1.3 DIVERSITY AND INCLUSION

We should:

- Treat children and young people fairly and without prejudice or discrimination;
- Understand that children and young people are individuals with individual needs;
- Respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that each individual person brings something valuable and different to the school;
- Challenge discrimination and prejudice;
- Encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.

1.4 APPROPRIATE RELATIONSHIPS

We should:

- Promote relationships that are based on openness, honesty, trust and respect;
- Avoid showing favouritism;
- Be patient with others;
- Exercise caution when discussing sensitive issues with children or young people;
- Ensure your contact with children and young people is appropriate and relevant to the nature of the activity we are involved in;
- Ensure the language we use is always appropriate to the school setting. Colleagues should always refrain, for example, from using swear words in everyday conversation and avoid making derogatory comments about other students, staff or parents as they are not appropriate, do not fit with our values and may cause offence.
- Ensure that whenever possible, there is more than one adult present during activities with children and young people
 - if a situation arises where you are alone with a child or young person, ensure that adults are within sight or can be heard by other adults
 - if a child specifically asks for or needs some individual time with a member of staff, ensure other staff or volunteers know where they and the child are
 - only provide personal care in an emergency and make sure there is more than one adult present if possible unless it has been agreed that the provision of personal care is part of the member of staff's role and they have been trained to do this safely.

1.5 INAPPROPRIATE BEHAVIOUR

When working with or around children and young people in any educational setting or activity, we must not:

- Allow concerns or allegations to go unreported;

- Take unnecessary risks;
- Smoke, vape, consume alcohol or use illegal substances;
- Develop inappropriate relationships with children and young people;
- Make inappropriate promises to children and young people;
- Engage in behaviour that is in any way abusive - including having any form of sexual contact with a child or young person;
- Let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account;
- Act in a way that can be perceived as threatening or intrusive;
- Patronise or belittle children and young people;
- Make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children or other adults.

1.6 UPHOLDING THIS CODE OF BEHAVIOUR

All staff should always follow this code of behaviour and never rely on individual reputations or that of our organisation to protect you.

If a member of staff has behaved inappropriately, they will be subject to school disciplinary procedures. Breaching this code during a probationary period is sufficient for the school to deem the member of staff to be unsuitable for the role. Depending on the seriousness of the situation, the member of staff (whether probationer or otherwise) might be dismissed from Cockermouth School in line with our HR policies. The school might also make a report to statutory agencies such as the police and/or the local authority child protection services. If any member of staff becomes aware of any breaches of this code, they must report them to the Headteacher or the Designated Safeguarding Lead as set out below in section 17. If necessary, staff should follow our whistleblowing procedure and safeguarding and child protection procedures.

2. Making Professional Judgements

This code of conduct does not provide an exhaustive list of what is or is not appropriate behaviour for staff. The following section highlights behaviour which is illegal, inadvisable or inadvisable and signposts colleagues to policies which deal with key issues in detail.

Where no specific guidance exists, staff and other adults are expected to:

- Discuss the circumstances that informed their action, or their proposed action with their line manager or the DSL. This will help to ensure that safest practices are employed and reduce the risk of actions being misinterpreted;
- Always discuss any misunderstanding, accidents or threats with the Headteacher or the DSL;
- Always record discussions and actions taken with their justifications;
- Record any areas of disagreement and refer to another agency if necessary.

3. Standards of Behaviour - colleague relationships.

Cockermouth School expects adults to manage their workplace and personal relationships appropriately within the context of the school setting.

- Workplace relationships – adults working together within the overall school team.
- Personal relationships – adults who both work at the school and have a personal relationship beyond common friendship outside school (e.g. spouses, partners, close family, ex-partners).

If this code is breached then the school may consider the matter within its dignity at work procedure, disciplinary policy and other HR policies as appropriate.

3.1 WORKPLACE RELATIONSHIPS

At all times employees of the school are required to abide by this code of conduct and the values-based behaviours set and defined by the school: Aspire, Enjoy, Include, Respect, Community. These behaviours are set out in the school leaflet “Our Values”.

All colleagues can expect to work whilst being free from harassment and bullying with their personal characteristics respected. This includes behaviours where a colleague seeks to prompt or initiate a personal relationship whilst at work such as offering unwanted attention, making frequent un-necessary contact, inappropriate monitoring/observing or seeking information inappropriately. These behaviours are not acceptable in the school setting.

Where disagreements occur colleagues should be professional, open and discuss this with their line manager who will take a supportive and reconciliatory approach to resolve matters informally.

All parties should expect to have to make reasonable compromises to secure agreement on workplace issues in the overall good interest of the team and school. This requires a degree of empathy, understanding and self-awareness from all parties. Line managers will support all individuals and seek to achieve fairness and an overall outcome that is in the best interests of the school overall.

Where workplace relationships become strained or difficult, the school may provide informal and formal mediation if appropriate to seek to repair working relationships. All staff should be open to moving forward positively and open to finding constructive ways to do so.

Where matters are unresolved then all colleagues have the right to raise a formal grievance in line with the school's grievance procedure.

3.2 PERSONAL RELATIONSHIPS

In addition to the above workplace relationships conduct, colleagues who initiate or have a relationship outside work (e.g. spouses, partners, close family, ex-partners) should display the following conduct:

- Declare conflicts of interest – these should be declared openly and managed appropriately to the situation;
- Recognise the potential for subjective and unfair recruitment decisions and so be appropriately removed from such decisions;
- Recognise the potential for preferential and inconsistent treatment and so maintain transparent and professional approaches to workplace issues in this regard;
- Maintain confidentiality – workplace knowledge should not be shared within personal relationships where this breaches the school's confidentiality duties under GDPR;
- Recognise the potential for inappropriate behaviours – adults in school should always display the highest standard of professional behaviour and intimate or aggressive behaviours should never take place in the school setting;

- Recognise that situations that are untenable may be caused if personal relationships turn sour and that behaviours that are bullying or harassing are never acceptable in our school whatever the context.

Article 8 of the Human Rights Act 1988 gives employees the right to respect for a private and family life, meaning that employees have the right to a degree of privacy in the workplace. Whilst the school has no right to interfere with their employees' personal relationships, they do have a right to act when a relationship at work has a detrimental effect on the school, such as:

- Someone's performance deteriorates because of a relationship at work;
- The management of an individual becomes difficult because of their relationship;
- A relationship results in the parties acting unprofessionally at work (or outside work if their actions could bring the school into disrepute).

The school expects all colleagues to manage their workplace and personal relationships in line with this code and will support colleagues and the school by intervening when relationships have a detrimental effect on the school in line with our HR policies.

4. Dress and Appearance

In order to safeguard children, maintain professional relationships between adults and students in the school context and ensure the reputation of Cockermouth School as a professional organisation, all members of staff should adhere to the following dress code. Our professional appearance is an important way of modelling high expectations and standards to our students in what we wear and how we wear it. Our dress code also communicates our professionalism and respect in our outward facing role when working with parents, carers and other professionals.

In order to create and maintain this culture and practice, we will:

- Wear the Cockermouth School badge and lanyard to clearly identify from a distance staff and visitors in school and remove the lanyard when leaving the school site;
- Wear smart clothes, commonly described as 'office wear' which typically comprises a blouse or shirt and tie, jacket or smart jumper, trousers or a skirt or dress and smart shoes, not trainers;
- Be clean and well-presented. Grooming styles dictated by religion and ethnicity aren't restricted;
- Wear work-appropriate clothes which may be specific to our role. For example, clothes that are typical in the gym or outdoor activities are suitable only for colleagues when their day involves substantial amounts of such physical activities. Colleagues should remove their tie and should wear safe footwear with a closed toe if working with machinery in a workshop;
- Wear clothes which demonstrate professionalism and should safeguard children by not being too revealing or inappropriate;
- Wear clothes which are clean and in good shape without discernible rips, tears or holes;
- Avoid clothes with logos or slogans that are offensive or promote partisan political or other views.

We may change our dress code in special cases. For example, colleagues may be required to wear semi-formal attire for an event. Then, colleagues should wear smart clothes and appropriate shoes, seeking the advice of line managers if unsure. We may also have 'non-uniform' events when colleagues can wear more casual clothing, but meet the requirements bullet pointed above.

Line managers should speak to any colleague whose dress does not meet the above requirements to ensure all members of staff understand and observe our dress code.

Some departments, where movement or use of equipment is common, may adopt a dress code specific to their setting. This should be discussed with the school first so that the approach adopted maintains an overall satisfactory standard.

5. Gifts, Rewards, Favouritism and Exclusion

To ensure staff maintain a high degree of professional honesty and integrity when dealing with the school's finances and resources. In order to safeguard children and ensure all adults are safe from accusations of grooming. To promote a culture of fairness and openness.

In order to create and maintain this culture and practice, we will:

- Ensure all students have access to praise and school rewards through school systems and that selection processes for awards and prizes are fair and students selected by more than one member of staff;
- Communicate with parents when awards or prizes are given to a student.
- Not accept gifts which may be construed as a bribe or lead the giver to expect preferential treatment;
- Not accept gifts on a regular basis or of significant value;
- Not give personal gifts to students or their families which may be viewed as favouritism or grooming;
- Not show special favours to individual students.

6. Infatuations and 'Crushes'

To protect staff and students when a young person becomes strongly attached to a member of staff or develops a 'crush' on them.

In order to create and maintain this culture and practice, we will:

- Be aware of the possibility of students developing infatuations;
- Report any concerns about an infatuation involving themselves or another colleague to the headteacher or the DSL;
- The senior manager will take action and agree a plan of action with the member of staff involved to maintain the safety and wellbeing of staff and students involved.

7. Social Contact Outside the Workplace

Many staff live and have family and friends in the same community as the students who come to Cockermouth School. Our sense of community is a strength of our school. Nevertheless, we must be diligent to protect the professional reputation of staff and of the school in the context of our community and safeguard students from adults seeking to groom them. We should be aware that we are likely to be judged by others as members of school staff when we are outside school.

Our code of conduct is designed to ensure boundaries are in place to protect staff, parents, carers and students from negative or unprofessional interactions in the community.

In order to create and maintain this culture and practice, we will:

- Maintain positive and open relationships with parents and carers who are members of our community. Where there are potential 'grey areas' such as employing a student as a babysitter or tutoring a student, for example, staff must always seek the consent of the student's parent or carer and should seek the advice of a senior colleague in school;
- Remind parents and carers of the formal channels of communication with school if approached to discuss school business out of hours and inform a member of the senior team if this contact is unwelcome, negative or persistent;
- Ensure all discussions with parents follow GDPR rules protecting the sharing of information about students at school to maintain the privacy and confidentiality of students and their families;
- Only use official email and school phone numbers in communication with parents, carers and students and observe the code of conduct regarding social media and online safety;
- Inform a member of the senior team if a staff member has a relationship with a parent/carer beyond their usual professional relationship;
- Inform school if their own, or the behaviour of a partner (or someone they live with) has the potential to impact adversely on their own professional standing or their role working in school from a reasonable perspective of students, parents and colleagues.

8. Physical Contact

It is important to clarify when it is appropriate for members of staff to have physical contact with students, according to their professional role and the individual needs of a student, to ensure the safeguarding and wellbeing of staff and students.

To ensure there is clarity for staff and students in some curriculum areas such as PE, music and drama where, although staff should avoid routine physical contact, contact with children may occur with consent where possible when demonstrating techniques, adjusting posture or to prevent injury.

In order to create and maintain this culture and practice, we will:

- Never touch a student in a way which might be considered indecent;
- Not use any form of corporal punishment as it is unlawful in schools;
- Recognise that students may not be comfortable with physical contact by an adult and to seek consent from any student(s), where possible, before doing so, explaining why it is necessary and what form the touch will take;
- Monitor any situation where physical contact is initiated to take account of a student's reaction and maintain communication with the student(s) offering alternatives where possible;
- Ensure physical contact is appropriate to a child's needs and as limited in duration as possible, is never secret or for the gratification of the adult or represent a misuse of authority or power;
- Not indulge in horseplay or play fights with students;
- Use professional judgement to ensure the contact is appropriate to the age, stage of development, gender, ethnicity and background (including previous abuse) of the student;
- Ensure physical contact does not happen in secret and that colleagues report any concerns about another adult making physical contact with a student to the Headteacher or DSL as soon as possible (see the Child Protection Policy).
<https://cockermouth.fireflycloud.net/resources-1/policies>
- Adopt a culture of 'safe touch' with SEND students whereby staff with training may touch a student in line with the consent of parents and the requirements of their EHCP;
- Understand and follow procedure regarding the use of control and physical intervention as set out below in Section 12 of this Code of Conduct;
- Be prepared to explain actions and ensure physical contact is open to scrutiny.

9. One to One Situations

To ensure the safeguarding and wellbeing of staff and students, one to one tuition and meetings between them should always take place in an open space and never in secret.

In order to create and maintain this culture and practice, we will:

- Hold one to one meetings in a room with visual access (viewing panel) or an open door;
- Avoid using 'engaged' or 'meeting in progress' signs in one to one meetings between staff and students which may suggest secrecy;
- Report concerns to the Headteacher or DSL.

10. Staff Personal Living Accommodation

To maintain professional boundaries, members of staff should not invite students to their personal living accommodation or homes for any reason other than as a friend of a member of staff's own children or for reasons set out in this paragraph below. It is not appropriate for staff to use or be expected to use their own living accommodation for teaching or other work-related activity with students such as tutorials, pastoral care or counselling. Only in particular and clearly defined circumstances should staff ask students to assist them with tasks or jobs (paid or unpaid) in their personal accommodation or homes.

Our code of conduct protects the professional reputation of staff and of the school in the context of our community and safeguards students from adults seeking to groom them.

In order to create and maintain this culture and practice, we will:

- Be vigilant in maintaining staff privacy;
- Avoid placing staff in vulnerable positions;
- Refuse requests for personal accommodation to be used when working face to face with students as an additional resource for school;
- Maintain appropriate professional and personal boundaries with students;
- Maintain appropriate and high standards of conduct at all times if, for example, the friends of your own children come to your home;
- Always seek the consent of a student's parents or carers if staff ask students to undertake jobs or errands for the personal benefit of staff. An example of this might be asking a sixth-form student to babysit. Staff will contact parents or carers directly in advance, seek their consent in principle and thereafter inform them whenever they request the student to work for them. Colleagues may seek the advice of senior staff on this matter.

11. Sexual Conduct

To ensure the safeguarding and wellbeing of staff and students, all sexual behaviour between staff and students is prohibited. It is illegal for staff in a position of trust to engage in any sexual activity with a student under 18 or to groom them for a relationship after that age.

Sexual activity may be physical in nature, but may also include non-contact activities such as causing a student to engage in, be exposed to or watch sexual activity.

Sexual Relationships Education is an important part of the curriculum and the staff who teach this must follow the SRE curriculum.

In order to create and maintain this culture and practice, we will:

- Follow the Child Protection policy (link)
- Follow the Code of Conduct regarding communications between students and staff
- Avoid making any comments which may be considered indecent or making sexual remarks or discussing the personal sexual relationships of staff in front of students

12. The Use of Control and Physical Intervention

To ensure the safeguarding and wellbeing of staff and students, use of Team Teach or any physical interventions with students will take place within a clear set of guidelines and protocols.

If necessary members of staff may use reasonable contact or force to prevent a child from:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property;
- Disrupting good order and discipline in school.

In order to create and maintain this culture and practice, we will:

- Diffuse situations to avoid physical intervention wherever possible;
- Follow the school's behaviour policy;
- Not intervene in a way which could be considered unlawful or use force as a form of physical punishment;
- Put in place a Behaviour Support Plan, working with students and parents and carers, for those students at risk of the behaviours outlined above. The BSP may include a physical intervention plan if required.

13. Home Visits

To ensure the safeguarding and wellbeing of staff and students, home visits will take place within a clear set of guidelines and protocols.

In order to create and maintain this culture and practice, we will:

- Agree the nature and purpose of a home visit with a line manager before the visit.
- Follow the home visit risk assessment to consider if there is any reason not to visit or the need for a specific rather than generic risk assessment [Home Visits — Cockermouth School \(fireflycloud.net\)](https://www.fireflycloud.net/home-visits-cockermouth-school);
- Where possible, arrange the home visit with parents and carers.
- Only enter the house if the parent or carer is not present in an emergency;
- Make a written record of the visit on the Safety and Wellbeing Check form [Home Visits — Cockermouth School \(fireflycloud.net\)](https://www.fireflycloud.net/home-visits-cockermouth-school);
- Report concerns to the Headteacher or DSL.

14. Transporting Students for School Related Purposes

To ensure the safeguarding and wellbeing of staff and students, members of staff will not give lifts to students related to school business in their own vehicles without the approval of the Headteacher on each occasion. If the situation is out of hours or a social situation, such as a family friend or friend of your children, staff should seek the permission of the child's parent and avoid being alone with the young person.

In order to create and maintain this culture and practice, we will:

If the Headteacher approves of staff transporting a student for a school related reason we will:

- Seek the approval of the parents/carers;
- Ensure the vehicle is safe (with valid MOT, serviced in line with manufacturer's specifications and with the driver completing pre-use checks recommended by the manufacturer);
- The driver is suitably qualified with the correct licence for the vehicle and is fit to drive;
- The vehicle is suitably insured (which may require 'business use' cover);
- Passengers will follow legal requirements to wear seat belts;
- Ensure the driver and passenger will be accompanied by another adult to avoid one to one situations.

15. Trips and visits

Taking students on trips and visits is a significant responsibility for staff and we must ensure our conduct keeps the young people and ourselves safe at all times. The professional reputations of individual staff members and the school can be affected if members of our school or local community believe that standards of staff behaviour have been below standard or unsafe.

In order to create and maintain this culture and practice, we will:

- Follow and adhere to the EVC policy and procedures at all times [resource.aspx \(fireflycloud.net\)](#);
- Undertake the relevant risk assessments required according to the nature of the visit;
- Ensure the good behaviour and conduct of the students is upheld at all times, especially with regard to expectations regarding curfews, safety instructions and sleeping arrangements;
- Not consume any alcohol, drugs or substances which could impair the ability of a member of staff to properly supervise children or respond to an emergency.

16. Teaching and Learning – Sensitive Content Delivery

Teaching about sensitive content including, for example, Sex and Relationships Education or political issues and the different views held on these, is an essential part of a broad and balanced curriculum, and an important way in which schools help pupils to become active citizens who are prepared for life in modern Britain.

Members of staff should always take a reasonable and proportionate approach to teaching such topics, including maintaining political impartiality. This should not interfere with effective teaching and meeting other responsibilities, including promoting shared principles that underpin our community such as tolerance and respect.

In order to create and maintain this culture and practice, we will:

- Follow our schemes of learning and seek the guidance of curriculum leaders;
- Follow relevant guidance for the teaching of PSHE, SRE or political impartiality, such as (link) <https://www.gov.uk/government/publications/political-impartiality-in-schools>

- Read and understand the School's Prevent Policy (link);
- Identify such issues covered in the curriculum in advance, to structure and plan teaching to ensure balance.
- Think about the age, developmental stage, and existing knowledge of students, as well as the complexity of the issues covered, to decide whether teaching is age-appropriate and balanced.
- Select resources carefully, being mindful of bias and imbalance that might not be immediately obvious. Review materials and assess the organisations that produced them, before they are used with students.

When using external agencies:

- Think carefully about which organisations to work with and be clear about what is expected from them.
- If working with organisations that hold partisan views, make sure that they do not promote these views to students.
- Offer students a balanced account of the issues external agencies may cover with them. This might require additional teaching about different views and their contested nature.
- Never work with organisations that adopt extreme positions, such as encouraging serious criminal activity, or seeking to abolish democracy.
- Ensure materials are seen in advance and a member of staff is always present during delivery to assess the suitability of the message.

17. The use of Mobile Phones and Other Mobile Technology by Adults in School

Our whole school approach to online safety has, at its core, the aim of safeguarding students from the risks of potentially harmful online material and behaviours. Staff behaviours in this regard are designed to model good practice and protect staff and students in school. They allow us all to concentrate on teaching and learning and other professional roles in school, promote excellent face to face communication and avoid the potential distractions provided by technologies.

In order to create and maintain this culture and practice, we will:

- Model safe, responsible, and professional behaviours in our own use of technology. This includes outside the school hours and site,
- Behave in a responsible and professional manner online, including on social media. In this regard members of staff should not act in a way which meets the harms threshold in part four of Keeping Children Safe in Education by behaving in a way that indicates they may not be suitable to work with children;
- Uphold the professional reputation of the school and all staff;
- Ensure that any digital communication with students is on a professional level and only through school-based systems, never through personal mechanisms, e.g., email, text, mobile phones or social media messaging or posts.
- Not use our phones during the school day in public areas frequented by students such as the dining hall, on duty and in classrooms. We will use, for example, the staff workroom and staff room or office spaces. For unexpected emergencies we use our professional judgement and communicate with our line managers but do not use phones for distracting non-work-related activities during the school day;
- Use a school issue device during trips or educational visits to communicate with parents and carers.

- Not use personal phones for routine school business to contact parents or students. Staff should not share their personal phone number with parents or carers. If using a personal phone is necessary in an emergency, members of staff should hide their number from a parent receiving the call
- Inform and remind visitors to keep their phones out of sight when in school. Visitors, for example, must ask permission from a member of staff if they would like to take a photo on school grounds to protect the rights of other students.

18. High and Low Level Concerns about Adults Working with Children

To embed a strong culture of openness, trust and transparency in which our values and expected behaviours are lived, monitored and reinforced constantly by all staff, we promote a vigilant approach to the safety of all adults working with children and young people.

We should feel comfortable to discuss matters both within and, where appropriate, outside the workplace (including online) which may have implications for the safeguarding of children. We must understand the processes and procedures to follow if we have a safeguarding concern about another member of staff or adult. This vigilance extends to all adults working with children such as extra-curricular and sports providers and other organisations using our facilities. This also includes referring ourselves if necessary, for example, if we have found ourselves in a situation which could be misrepresented, might appear compromising to others, and/or on reflection we believe we have behaved in such a way that may fall below the expected professional standards.

Addressing unprofessional behaviour at an early stage will help the school to support the individual to correct the behaviour and help to identify any weaknesses in our safeguarding systems.

Part four of Keeping Children Safe in Education addresses 'Allegations made against/Concerns raised in relation to teachers including supply teachers, other staff, volunteers and contractors' sets out two levels of concern or allegations that might indicate an adult poses a risk of harm to a child or children:

'High Level' concerns or allegations that may meet the harms threshold, namely, that an adult may have:

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

'Low Level' concerns or allegations that do not meet the harm threshold.

These concerns are not insignificant but, however small, may cause a sense of unease or nagging doubt that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites

- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

These concerns may include behaviour that has happened outside of school and poses a 'transferable risk'.

In order to create and maintain this culture and practice, we will:

- Refer any such 'high Level' or 'Low Level' concerns to the DSL or Headteacher or the Headteacher (if the concerns are about the DSL) or the Chair of Trustees (if the concern is about the Headteacher). The DSL and Headteacher will handle concerns in a sensitive and proportionate way and take appropriate action in a timely manner to ensure the safeguarding of children. The DSL and Headteacher will follow the procedures outlined in KCSIE part four, the local authority regulations and the Child Protection policy regarding recording, referring and the confidentiality of such referrals to look after the welfare of the child and investigating and supporting the adult against whom concerns or allegations have been raised.
- Be familiar with the School's Child Protection policy
[Policies — Cockermouth School \(fireflycloud.net\)](#)
- Refer to part four of Keeping Children Safe in Education
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- our own copy of the Summary of Allegations Management Procedures' which explains how to act if we have concerns about a member of staff or an adult working with children.

19. To Find Out More about ...

Communication with Children (including the use of technology such as mobile phones and other devices), or

Photography, Videos and Other Images, or

Exposure to Inappropriate Images, or

Other Social Media issues ...

See the Online Safety Policy and Procedures

<https://cockermouth.fireflycloud.net/resources-1/policies>

Intimate/Personal Care

See the Intimate Care Procedures.

<https://cockermouth.fireflycloud.net/resources-1/policies>

Conduct on Educational Visits

See the Educational Visits Procedures.

<https://cockermouth.fireflycloud.net/resources-1/policies>

First Aid and Medication

See the Supporting Students with Medical Conditions Policy.

<https://cockermouth.fireflycloud.net/resources-1/policies>

Overnight Supervision and Examinations

See the Examinations Policy.

<https://cockermouth.fireflycloud.net/resources-1/policies>

Whistleblowing

See the Whistleblowing Policy.

<https://cockermouth.fireflycloud.net/resources-1/policies>

Disciplinary Policy

[resource.aspx \(fireflycloud.net\)](resource.aspx (fireflycloud.net))

Headteacher:
Mr R J King BSc

Chair of Trustees:
Mr A Rankin

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