Code of conduct policy for employees in schools

JERICHO PRIMARY SCHOOL
POLICY 016

"Safeguarding is effective."
"Parents and staff share the confidence that pupils are safe in school. The pupils with whom I spoke and those pupils who responded to Ofsted's pupil survey report that they feel safe."
Ofsted report March 2018.

ADOPTED AT A MEETING OF THE FULL GOVERNING BODY / COMMITTEE

Adopted by *JERICHO PRIMARY SCHOOL* Governing Body

Version	Description	Date
1	Original	Jan 2016
2	Updated to include changes in terminology as a result of revised 'Keeping Children Safe in Education' September 2016	Aug 2016
3	Revised to include section on staff and other adults use of Mobile Phones in school	March 2017
4	Revised to reflect recent updated guidance & legislation including Data protection Act/GDPR 2018 and The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendments) Regulations 2018)	September 2018
5	Revised to take into consideration changes made in Safer Recruitment Consortium document 'Guidance for safer working practice for those working with children and young people in education settings' issued May 2019.	May 2019
6	Updated to take account of Keeping Children Safe in Education 2019 and local suggestions.	September 2019
7	Reviewed in light of Keeping Children Safe in Education 2020 – minor addition	September 2020
8	Revised in line with 'Keeping Children Safe in Education' 2021 and included statement to take into account future pandemic situations	September 2021
9	Added model low-level concern record form	October 2021
10	Revised in accordance with Safer Recruitment Consortium document 'Guidance for safer working practice for those working with children and young people in education settings' revised February 2022.	April 2022
11	Updated to reflect changes in KCSiE 22 and to remove appendices and replace with links to supporting documents.	September 2022
12	Minor changes to content, links to KAHub and other external websites	September 2023
	Reviewed (minor formatting changes only)	September 2024
13	Updated to include information on changes to employment law in relation to sexual harassment and harassment at work introduced by the EHRC and Equality Act and other minor changes.	December 2024
14	Reviewed Sept 2025 – No changes	Sept 2025
15	Additions- Section1- final paragraph detailing support staff will receive should there be an allegation made against then Section 6 bullet 3- Clarification regarding safer recruitment practices and head teachers responsibility for this. 6.1 Point 2-All staff- Reading Part one of KCSIE- Recorded Section 5.1 / 6 identifying DSL/Deputies and where training records are kept Section 4- Regularity and specific training detail Section 21- Specific detail in relation to recording and reporting physical intervention- Updated to reflect guidance	September 2026

At the time of publishing the following roles were held:	
Head teacher	**James Blackwell**
Designated Safeguarding Lead	**Penny Leck**
Deputy Designated Safeguarding Lead(s)	**Laura Ball, James Blackwell and Clare Hayes**

Allegations against staff and other adults must be reported to the Head teacher:	**James Blackwell**
Allegations against Head teacher must be reported to the Chair of Governors:	**Loren Redmond**

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Please note – Links below are to documents available from the KAHSC website

KAHSC Managing low-level concerns raised in relation to teachers (including supply teachers), other staff, volunteers and contractors (flowchart)

KAHSC Model Low Level Concern report form

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1. Definitions

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

References made to employees, adults and staff refer to **all** those who work with pupils in this setting, in either a paid or unpaid capacity. This will also include, for example, volunteers and those who are not directly employed by the school e.g. Local Authority staff, sports coaches, independent supply staff and agency staff.

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

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

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

These are collectively known as the 'harm thresholds'. The school will offer a named liaison and access to appropriate support (trade union, occupational health or counselling) to any member of staff subject to an allegation or investigation, and will aim to minimise stress and workplace isolation while ensuring a robust investigation and the safety of children.

2. Objective and scope

It is a requirement of the DfE Statutory Guidance 'Keeping Children Safe in Education' that schools have a Code of Conduct or staff Behaviour Policy. This Code of Conduct (which aligns closely with our Child Protection Policy and our Behaviour Policy and procedures) is designed to give clear guidance on the standards of behaviour all employees and other adults working with children in our school are expected to observe. School employees are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain both their reputation and the reputation of the school, whether inside or outside working hours. The Code of Conduct will also assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them.

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

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

All staff and regular volunteers have a responsibility to be aware of systems and practices in the school which support safeguarding and these are explained to them as part of staff induction and in regular staff training sessions.

Creating a culture in which all concerns about adults (including allegations that do not meet the harm threshold (see 'Definitions' above) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. This is designed to encourage an open and transparent culture; allows us to identify inappropriate, problematic or concerning behaviour early and minimise the risk of abuse. A culture of vigilance will help to ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our school.

Any behaviours that fall short of the guiding principles outlined in this Code of Conduct must be shared responsibly and with the right person. All concerns that do not meet the harm threshold will be recorded and dealt with appropriately as a low-level concern as outlined in section 34 below.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supporting environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This Code of Conduct aims to reduce the risk of these.

Unacceptable behaviour by adults in this school will not be tolerated and, where appropriate, legal or disciplinary action is likely to follow such behaviour. Once adopted, this Code of Conduct may be referred to in any disciplinary proceedings following unacceptable actions by staff or other adults.

3. Underpinning principles

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- Staff are responsible for their own actions and behaviour both within and outside the school and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way including self-reporting if their conduct or behaviour falls short of the principles outlined in this Code of Conduct.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should report to the Head teacher if they have low-level concerns or 'niggles' about the behaviour any member of staff, supply staff, volunteer or contractor.
- 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 are encouraged to discuss with the Head teacher or other senior manager situations where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school.
- Staff must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
- Staff should be aware that breaches of the law and other professional guidelines may result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity or, in the case of teachers, for acts of serious misconduct, prohibition from teaching by the Teaching Regulation Agency (TRA).
- Staff and managers will continually monitor and review practice to ensure this guidance is followed.
- Staff must be aware of and understand the school's Child Protection Policy and procedures, Online Safety Policy and procedures, arrangements for managing allegations against staff, Whistleblowing procedure and the Cumbria Safeguarding Children Partnership (SCP) procedures.

4. Setting an example

- All individuals who work or volunteer in school set examples of behaviour and conduct which can be copied by pupils. Staff must therefore, for example, always avoid using inappropriate or offensive language.
- All staff must demonstrate high standards of conduct to encourage our pupils to do the same.
- All staff must avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- This Code helps all staff to understand what behaviour is and is not acceptable; regard should also be given to the disciplinary rules set out in the Schools' Disciplinary Policy and Procedure.
- All staff are expected to familiarise themselves and comply with all school Policies and procedures.

- All staff receive safeguarding and child protection training at induction, updated as required and at least annually; DSLs receive enhanced updates and external multi-agency training every 2 years.

5. Responsibilities

Staff and other adults are accountable for the way in which they exercise authority, manage risk, use resources and safeguard children.

All staff and other adults have a responsibility to keep pupils safe and protect them from abuse (sexual, physical and emotional), neglect and exploitation. 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 wellbeing. Failure to do so may be regarded as professional misconduct.

The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement.

The public, local authorities, employers and parents will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role (paid or unpaid) working in an education setting, they should understand and acknowledge the responsibilities and trust involved in that role.

Employers have duties towards their employees and others under Health, Safety and Welfare legislation which requires them to take steps to provide a safe working environment for both staff and other visitors to the school including pupils.

Legislation 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 health and safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of these guidelines.

The following responsibilities apply in our School.

5.1 Governing Body

The Governing Body will:

- ensure that appropriate safeguarding and child protection Policies and procedures are developed, distributed, adopted, implemented and monitored;
- promote a culture of openness, trust, transparency and support;
- ensure that systems are in place for concerns to be raised by empowering staff to share those concerns at the earliest opportunity;
- create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards;
- ensure that staff and other adults are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour in themselves and others;
- address unprofessional behaviour and support the individual to correct it at an early stage;
- provide a responsible, sensitive and proportionate handling of low level concerns when they are raised;
- ensure that adults are not placed in situations which render them particularly vulnerable;
- ensure that all adults are aware of expectations, Policies and procedures.
- ensure that if there is no trained DSL on site, a senior member of staff is identified to lead on safeguarding issues; and contact is always available via telephone with a member of the safeguarding team

6. Head teacher/DSL- Named safeguarding Team- DSL- Mrs Penny Leck, Deputy DSL's- James Blackwell- Head Teacher and Laura Ball- Deputy Head teacher

- take reasonable steps to ensure that procedures are in place to protect staff and others from sexual harassment, harassment and victimisation in the workplace e.g. follow advice and apply relevant examples on this from the Equality and Human Rights Commission 'Sexual harassment and harassment at work: technical guidance'.

- Keep up to date training records for all staff completing safeguarding training- These can be found in Microsoft notebook SLT files.

- The head teacher will ensure the school follows safer recruitment procedures/ practices including DBS, right to work, references, barred list checks and retains the single central record that is regularly checked by a member of the governing body.

The Head teacher/DSL will:

- ensure that all staff (at induction), supply staff, volunteers and contractors, are made aware of the staff Code of Conduct and understand their role in promoting the welfare of children and keeping them safe. Any updates to the Code of Conduct will be explained to staff as and when they occur;
- ensure that all adults are aware of expectations, and other related Policies and procedures;
- ensure that staff are aware of the mechanisms in place for reporting both allegations and low-level concerns to ensure there are no barriers to speaking up about concerns they may have;
- ensure that staff and other adults are aware that all low-level concerns must be recorded in writing, with follow-up actions recorded;
- ensure that they have an 'open door' culture in school where staff feel confident to speak out about concerns they may have about another adult's behaviour or conduct including where staff are experiencing harassment, unwanted, unwelcome or uninvited conduct by a pupil or other adult in the school community;
- provide a responsible, sensitive and proportionate handling of low-level concerns when they are raised;
- consult with the Local Authority Designated Officer (LADO) if there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold;
- ensure that staff and other adults are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour in themselves and others;
- create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards;
- address unprofessional behaviour and support the individual to correct it at an early stage;
- notify employers of supply staff and contractors of any low-level concerns which are shared, so that any potential patterns of inappropriate behaviour can be identified quickly;
- ensure that adults are not placed in situations which render them particularly vulnerable;

6.1 Staff and other adults (supply staff, volunteers and contractors)

Staff and other adults are expected to:

- read and understand their role as outlined in this Code of Conduct, the Child Protection Policy and procedures and other school safeguarding Policies;
- All staff, including those who do not work directly with children, must read KCSIE Part One. The school records completion on the central induction log and staff must re-confirm they have read Part One annually

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- treat all adults and others with dignity, kindness and respect. Harassment of any description (including sexual and other unwanted, unwelcome or uninvited conduct against any member of the school community will not be tolerated;
- report any concerns including low-level concerns about a pupil or colleague to the Head teacher or other senior manager e.g. DSL, at the first opportunity. In situations where the staff member believes there may be a conflict of interest in reporting the concern to the Head teacher, the issue must be reported to the Chair of Governors. Concerns about the Head teacher must be referred to the Chair of the Governors/Trust board in the first instance;
- 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;
- ensure that any relationships and associations both within and outside of the workplace (including online) do not have implications for the safeguarding of children in school;
- take reasonable care of pupils under their supervision with the aim of ensuring, as far as is reasonable, their health, safety and welfare;
- take responsibility for their own actions and behaviour.

7. Making professional judgements

This Code of Conduct does not provide an exhaustive list of what is, or is not, appropriate behaviour for staff. It does, however, highlight behaviour which is illegal, inappropriate or inadvisable. There will be rare occasions and circumstances in which staff have to make decisions or act in the best interest of a pupil which could contravene this Code of Conduct or where no specific guidance exists. Individuals are expected to make judgements about their behaviour to secure the best interests and welfare of the pupils in their charge and, in so doing, will be seen to be acting reasonably. These judgements must be recorded and shared with a manager at the earliest opportunity.

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

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, where appropriate, the school's DSL or Head teacher. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;**
- **always discuss any misunderstanding, accidents or threats with the Head teacher or DSL;**
- **always record discussions and actions taken with their justifications;**
- **record any areas of disagreement and, if necessary, refer to another agency/LA/Ofsted/TRA/other regulatory body.**

8. Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in our school are in a position of trust in relation to all pupils on the roll.

The relationship between a person working with a child or children is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted

by others and report any such incident to a senior manager. 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.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence under the Sexual Offences Act 2003 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.

Staff and other adults in this school must 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 or others;**
- **use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.**

9. Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). The Governors have/has a Data Protection Policy which contains details on confidentiality.

Staff who have access to special category information about pupils and their families must keep this confidential at all times and only share this when legally permissible to do so and in the best interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff must never use confidential or personal information about a colleague or other adult in school, pupil or their family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child or another adult. Confidential information must never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed, the information will be used anonymously.

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

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities.

If a child (or their parent) makes a disclosure regarding abuse, neglect or exploitation, the member of staff must always take any such concerns seriously and follow the school's child protection procedures. The adult must not promise confidentiality to a child or parent but should give reassurance that the information will be treated sensitively.

If a member of staff is in any doubt about whether to share information or keep it confidential, he/she should seek guidance from the DSL. Any media or legal enquiries will be passed to a senior manager.

Staff and other adults in this school are expected to:

- **know the name of the Designated Safeguarding Lead; Mrs Penny Leck**
- **know how to access/be familiar with the Cumbria Safeguarding Children Partnership (SCP) procedures and guidance;**
- **treat information they receive about pupils and families in a discreet and confidential manner;**

- **seek advice from a senior member of staff (DSL) if they are in any doubt about sharing information they hold or which has been requested of them;**
- **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;**
- **know the procedures for responding to allegations made against the Head teacher;**
- **ensure that where personal information is recorded using modern technologies that systems and devices are kept secure in accordance with the school Online Safety Policy and staff Acceptable Use Agreement.**

10. Standards of behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. Staff are expected to adopt high standards of personal conduct to maintain the confidence and respect of the general public and those with whom they work.

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. In particular, criminal offences that involve violence or possession or use of illegal substances or sexual misconduct or harassment are likely to be regarded as unacceptable.

The Governors will not re-check DBS Criminal Record Disclosures as a matter of course. The Governors retain the right, however, to undertake a re-check of any member of staff or volunteer should information come to light which suggests that an individual may no longer be a suitable person to work with our children/pupils/students. It is the responsibility of all adults working in this school to inform the Head teacher of any warnings, cautions, orders or convictions they receive which are not recorded on their current Disclosure Certificate (or which will disqualify them from working with relevant child groups) regardless of the seriousness or where they are involved in a Police investigation which may lead to a warning, caution, order or conviction or disqualify them under the Childcare Disqualification Regulations. Failure to do this may lead to disciplinary action.

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

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

The statutory guidance 'Disqualification under the Childcare Act 2006' set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. A disqualified person is prohibited from providing relevant early or later years' childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years' childcare.

Governors and senior leaders recognise that we must create a culture and environment where staff feel comfortable to discuss matters outside of work, which may have implications for the safeguarding of children in the school. These discussions can assist Governors and senior leaders in safeguarding their employees' welfare and contribute to their duty of care towards their staff. Where appropriate, it will help managers identify whether arrangements are needed to support these staff. These discussions can also help with the management of children's safety, providing information that will help them consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person known to or living with a member of staff coming into school where a potential risk to children has been identified).

Staff and other adults in this school must 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 or other member of the school community;**
- **use inappropriate or offensive 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;**
- **post activity online, either in or out of school, which would bring the school or professional role into disrepute.**

In addition to the above, staff and other adults are expected to:

- **inform the Head teacher or other specified person of any warnings, cautions, convictions, or relevant orders accrued during their employment, and/or if they are under Police investigation or charged with a criminal offence;**
- **be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in the real world or online), may impact their work with children and the school's ability to safeguard pupils. Staff are expected to disclose any such relationship or association issues with the DSL or other senior leader in the first instance;**
- **inform the Head teacher of any name changes that they have not previously declared.**

11. 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 appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake; this also applies to online or virtual teaching. Those who dress or appear in a manner which would be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

Staff and other adults in our school are expected to wear clothing and accessories which:

- **promote a positive and professional image;**
- **do not create a risk to either the wearer or others in the school and is appropriate to their role;**
- **are not likely to be viewed as offensive, revealing, or sexually provocative;**
- **does not distract, cause embarrassment or give rise to misunderstanding;**
- **is absent of any political or otherwise contentious slogans;**
- **is not considered to be discriminatory;**
- **is compliant with professional standards;**
- **in online engagement, is similar to the clothing they would wear on a normal school day.**

12. Gifts, rewards, favouritism and exclusion

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

This school has a procedure in place regarding the giving of gifts or rewards to pupils and the receiving of gifts from them or their parents and staff are made aware of and understand what is expected of them.

Staff must take care that they do not accept any gift that might be construed as a bribe by others or lead the giver to expect preferential treatment.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or

as a thank you and this is usually acceptable. It is, however, unacceptable to receive gifts on a regular basis or of any significant value.

It is also inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil should be in accordance with our Behaviour Policy and procedures, recorded and not based on favouritism.

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

Staff and other adults in this school are expected to:

- **be aware of and understand the school procedures on sanctions and rewards;**
- **ensure that gifts received or given in situations which may be misconstrued are declared and recorded, with the exception of 'one-off' token gifts from a pupil or parent;**
- **only give gifts to a pupil as part of an agreed reward system;**
- **where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally;**
- **ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff;**
- **ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils.**

13. Infatuations and 'crushes'

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

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or insignificant that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Head teacher or most senior manager[1]. In this way, appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

The Head teacher will give careful thought to those circumstances where the staff member, pupil and their parents should be spoken to and will ensure a plan to manage the situation is put in place. This plan will respond sensitively to the child and staff member and maintain the dignity of all. This plan will involve all parties, be robust and regularly monitored and reviewed.

Staff and other adults in this school are expected to:

- **report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff;**
- **always maintain professional boundaries;**
- **in the case of senior managers, put an action plan in place to deal with any concerns which are brought to their attention.**

[1] If the Head teacher has the concern that a young person is becoming infatuated with them, they should report this to the Chair of Governors

14. Social contact outside the workplace

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

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

Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgement. Where any contact with staff refers to or discusses a concern about the school or the child, parents/carers must be asked to contact the school direct rather than through a social network site (e.g. parent groups). No response should be given by staff members. This also applies to social contacts made through outside interests or the staff member's own family.

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

Staff and other adults in this school are expected to:

- **advise senior management of any regular social contact they have with a pupil which could give rise to concern;**
- **advise parents who contact the member of staff directly concerning the school or a child to contact the school direct;**
- **refrain from sending personal communication to pupils or parents unless agreed with senior managers;**
- **ensure that where senior staff have agreed to an exchange of mobile phone numbers, for example for safety purposes on educational visits, the numbers MUST be deleted as soon as possible following the activity for which the agreement was gained;**
- **inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship;**
- **ensure that they report to senior staff immediately any unwelcome written or visual communications from pupils, parents or others;**
- **inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring etc.**

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

To make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. Online safety risks are posed more by behaviours and values than the technology itself.

Staff are expected to ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use agreements which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, emails, instant messages, social media such as Facebook and/or X (formerly Twitter), chatrooms, forums, blogs, websites, gaming sites, digital cameras, videos, webcams and other hand-held or

wearable technology devices. (Given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive).

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

In any communication with children, staff are also expected to follow the guidance in Section 9 'Standards of Behaviour'.

Staff at this school must adhere to the 'Acceptable Use Agreement' as outlined in the Online Safety Policy and procedures.

Staff and other adults in this school are expected to:

- **not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work;**
- **not give out their personal details;**
- **not discuss your professional role in any capacity when using social media such as Facebook;**
- **not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with their professional role;**
- **treat all pupil issues and those of other adults in school with the highest standards of confidentiality;**
- **use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;**
- **be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;**
- **use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community;**
- **use only equipment and internet services provided by the school, unless school Policies state otherwise;**
- **only use internet-enabled personal devices in line with the school Acceptable Use Agreement;**
- **follow their school's Acceptable Use Agreement and online safety guidance;**
- **ensure that their use of technologies could not bring their employer into disrepute.**

16. Use of mobile phones and other mobile technology by staff and other adults in school

It is recognised that many mobile phones and other mobile technology such as smart watches have inbuilt and enhanced features which could be misused and which also offer distractions and disruption to the working day in a school environment. Use of mobile technology by staff and other adults must be balanced against the protection against potential misuse with the recognition that mobile phones and watches are effective communication tools. The paragraphs below relate to **all** mobile communication devices as opposed to only mobile phones.

The following standards apply to all individuals who have access to personal mobile phones or other mobile communication devices on site.

The aim is to ensure that all adults:

- have a clear understanding of what constitutes misuse;
- know how to minimise the associated risks with the use of mobile technology;
- avoid putting themselves into compromising situations which could be misinterpreted and lead to

allegations;
- understand the need for professional boundaries and clear guidance regarding acceptable use;
- are responsible for self-moderation of their own behaviours;
- use social media applications with other colleagues in relation to school business considerately, with respect given to the timing of the message (including during the holidays and weekends) unless in an emergency;
- are aware of the importance of reporting concerns promptly.

Staff and other adults in this school:

- **are not permitted to make/receive calls/texts during contact time with children. Emergency contact should be made via the school office;**
- **must have their phones on silent or switched off and out of sight (e.g. in a drawer, handbag or pocket) during class time;**
- **Staff are able to access their phones to use for 2FA security measures for access to emails and CPOMs.**
- **are not permitted to use mobile communication devices in a space where children are present (e.g. classroom, withdrawal area, playground);**
- **are advised to protect access to functions of their phone whilst it is on school premises (Bluetooth settings should be disabled);**
- **should inform the Head teacher if there are exceptional circumstances (e.g. acutely sick relative) when permission will be granted to have their phone in case of having to receive an emergency call;**
- **are not permitted at any time to use recording equipment (images, video or voice) on their mobile devices unless by prior agreement with the Head teacher. Legitimate recordings and photographs should be captured using school equipment such as cameras and iPads;**
- **should report to the Head teacher any usage of mobile devices that causes them concern.**

17. Physical contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, 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 and any agreed care plan.

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. 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 pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

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. Adults should, therefore, use their professional judgement at all times.

Physical contact must never be secretive, 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 is observed which is possibly abusive, the incident and circumstances should be immediately reported to the Head teacher and recorded. Where appropriate, the Head teacher will consult with the LADO.

Extra caution may be required where it is known that a child has suffered previous abuse, neglect or exploitation. Staff need to be aware that the child may associate physical contact with such experiences. They should recognise that these pupils may seek out inappropriate physical contact. In such circumstances, staff should

deter the child sensitively and help them to understand the importance of personal boundaries.

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

We 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.

We will also ensure that we provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care.

Staff and other adults in this school are expected to:

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

18. Other activities that require physical contact

In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age and understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sport's governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance must be reported to the Head teacher/DSL and parent.

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 and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

We have in place guidance and protocols on appropriate physical contact that promote safe practice and include clear expectations of behaviour and conduct.

Staff and other adults are made aware of this guidance and it is brought to their attention on a regular basis. It also forms part of the staff and volunteer induction programme.

Staff and other adults in this school are expected to:

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

19. Intimate/personal care

We have clear nappy and intimate care procedures which ensure that the health, safety, independence and welfare of children is promoted and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by recording systems.

Anyone undertaking intimate/personal care in an education setting is in regulated activity and must be checked against the relevant DBS barred list, even if the activity only happens once. We will, therefore, ensure that only individuals that have been checked against the relevant DBS barred list (children's barred list) are permitted to undertake or assist with intimate or personal care.

Pupils are encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this will normally be undertaken by 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 and that, wherever possible, they are visible and/or audible. Neither students, volunteers nor temporary/visiting staff will be permitted to provide any form of intimate care unless it is absolutely necessary, the individual is appropriately trained and authorised to do so by a senior member of staff. Intimate care procedures do not include the need for more than one member of staff unless the child's Education Health and Care Plan (EHC Plan) specifies the reason for this.

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

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

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. There does, however, need to be an appropriate level of supervision to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. The supervision will be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

We have written individual healthcare plans (IHCPs) in place for any pupil who could be expected to require intimate care. Wherever possible, we will ensure that pupils are actively consulted about their own healthcare plan. We will also ensure that intimate/personal care is provided by staff known to the child.

Staff and other adults in this school are expected to:

- **adhere to the school's intimate care procedures;**
- **make other staff aware of the task being undertaken;**
- **always explain to the pupil what is happening before a care procedure begins;**
- **consult with colleagues where any variation from the agreed procedure/healthcare plan is necessary;**
- **record the justification for any variations to the agreed procedure/health care plan and share this information with the pupil and their parent;**
- **avoid any visually intrusive behaviour;**
- **where there are changing rooms – announce their intention of entering;**
- **always consider the supervision needs of the pupils and only remain in the room where their needs require this.**

Staff and other adults will not:

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

20. Behaviour management

Corporal punishment and smacking are unlawful in all schools. Staff must not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Staff should understand the importance of challenging inappropriate behaviours between children, including child on child sexual violence and sexual harassment. Downplaying certain behaviours, e.g. dismissing sexual harassment as "just banter", just having a laugh", "part of growing up" or "boys being boys", can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Where pupils display difficult or challenging behaviour, adults must follow the school's Behaviour Policy and procedures which includes information on when and under what circumstances it is appropriate to use reasonable force and what strategies to use which are appropriate to the circumstance and situation.

Where a pupil has specific needs in respect of particularly challenging behaviour, a Behaviour Management Plan which incorporates the positive handling plan, will be drawn up and agreed by all parties, including, for example, a medical officer, where appropriate.

The Head teacher will ensure that the school's Behaviour Policy and procedures includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff must take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil's human rights and/or false imprisonment.

Staff and other adults in this school are expected to:

- **not use force as a form of punishment;**
- **try to defuse situations before they escalate e.g. by distraction;**
- **keep parents informed of any sanctions or behaviour management techniques used;**
- **be mindful of, and sensitive to, factors both inside and outside of the school or setting which may impact on a pupil's behaviour;**
- **follow the school's Behaviour Policy and procedures;**
- **behave as a role model;**
- **avoid shouting at children other than as a warning in an emergency/safety situation;**
- **refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI);**

- **be aware of the legislation and potential risks associated with the use of isolation and seclusion;**
- **comply with legislation and guidance in relation to human rights and restriction of liberty;**
- **be clear as to the school's Policy and procedures with regard to child on child abuse and how and to whom to report concerns;**
- **be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.**

21. The use of control and physical intervention

- Legal framework and scope
  This section is implemented in line with statutory guidance on restrictive interventions, including the use of reasonable force, and Keeping Children Safe in Education. Adults in school may reasonably intervene to prevent a child from: committing a criminal offence; injuring themselves or others; causing damage to property; or engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Principles and restraint practice
Great care must be exercised so adults do not physically intervene in a manner that could be unlawful. Force must never be used as a punishment. Pupils must not be restrained in a way that affects airway, breathing or circulation (for example covering the mouth/nose or applying pressure to the neck/abdomen). If a pupil is unintentionally held on the ground staff should release or re-position to a safer alternative as quickly as possible. The use of any restrictive intervention carries potential for physical and psychological harm and should be avoided wherever possible by using preventative and de-escalation strategies.

Training and risk assessment (mandatory)
Where restraint is a foreseeable possibility, the school will identify which staff require further, accredited training. Where appropriate, training should align with national good practice (Restraint Reduction Network principles or equivalent human-rights focused, preventative training) and reflect the school's context and risk assessments. Staff identified to use restrictive interventions must complete certified training before being authorised to intervene and must undertake refresher training at least annually. All staff will receive basic de-escalation and behaviour prevention training at induction and refreshed annually.

Behaviour Management Plans (BMPs) and planning
Where it is judged a child's behaviour may present a serious risk to themselves or others, the school will produce a Behaviour Management Plan (BMP) and Individual Risk Assessment. Where relevant, the BMP will include a physical intervention annexe describing agreed, proportionate responses. BMPs will be shared with the child (where appropriate) and parents/carers, and reviewed after any significant incident or at least termly. Parental agreement does not permit unlawful use of force or deprivation of liberty.

Recording, notification and review (mandatory)
Every incident involving reasonable force, restraint, seclusion or other restrictive practice must be recorded promptly on the school's secure incident log, using the minimum fields set out in this policy. Parents/carers must be notified without delay — ordinarily on the same school day or, at latest, the next working day — and the record reviewed by the Headteacher (or delegated senior leader) within three working days. The Headteacher will present anonymised trend data to governors at least termly.

Medical assessment and post-incident support
Where there is any sign of injury or breathing/medical concern following an intervention, the pupil and any member of staff involved must receive an immediate medical assessment; the outcome will be recorded. The school will offer debrief and support to pupils and staff involved; a formal post-incident review will take place within five working days to consider causes, amendments to BMPs, and any further safeguarding or training actions.

22. Sexual conduct

- Prohibition and reporting
  Any sexual behaviour by a member of staff with or towards a pupil is unacceptable and may be a criminal and disciplinary matter. Staff must not engage in sexual contact with pupils or behaviour that could be interpreted as sexually suggestive or grooming. Online conduct is included within this prohibition; staff must not form personal social media relationships with pupils. All staff must follow the Staff Code of Conduct and KCSIE. Concerns about an adult's behaviour must be reported immediately to the Headteacher or the Designated Safeguarding Lead (DSL). Where the allegation concerns the Headteacher, report to the Named Governor and the Local Authority Designated Officer (LADO) without delay.

23. One-to-one situations

- Risk assessment and safeguarding measures
  Staff working one-to-one with pupils, in person or online, are in a more vulnerable position for allegations. Planned one-to-one work must be subject to a written risk assessment authorised by a senior leader and stored securely. Staff should ensure visual access and/or an open door in face-to-face settings; avoid signs that create secrecy.

Remote one-to-one sessions
Remote one-to-one sessions must use school devices and school accounts wherever possible, have written parental consent, be scheduled in advance and recorded on the school's session log. Wherever possible a second adult should be aware of or available during the session. Expectations of conduct, background and dress apply equally online as in school.

Conduct and escalation
Staff should work one-to-one only when necessary and with senior leader approval. Any situation where a pupil becomes distressed or angry must be reported to a senior leader and the DSL immediately.

24. Home visits

- Authorisation and risk assessment
  Home visits must be authorised by a senior leader and logged on the school diary. Staff must check with the DSL for any safeguarding history before the visit. Where risks are identified, staff must not attend alone. If little or no information is available, staff must not undertake a lone visit.

On the visit
Staff should agree the purpose of the visit with senior leaders, carry a school mobile phone and emergency contact, and ensure the parent's consent before entering the home. The child should be seen in an open and observable space where possible. Staff must know how to contact emergency services and partner agencies if they judge a child or adult to be at immediate risk of harm.

Records and escalation
Detailed records of time of arrival/departure and any concerns must be made and shared with the Headteacher/DSL. Any safeguarding concerns must be escalated following the school's child protection procedures.

25. Transporting pupils

- Authorisation and oversight
  Staff should never offer lifts to pupils unless authorised by the Headteacher. The school will appoint a named Transport Lead who will plan and retain oversight of transport arrangements

and retain evidence of vehicle safety, driver licence checks and appropriate insurance where private vehicles are used.

Risk assessment and supervision
Transport arrangements must be risk-assessed in advance, including likely behaviour and supervision needs. If close supervision is required a second adult must travel as an escort. Drivers must ensure all passengers wear seatbelts and comply with child-car-seat legislation.

Emergency lifts
Staff must not regularly transport pupils outside of duties. In an emergency where a staff member gives a lift, this must be recorded and reported to a senior manager and the pupil's parent/carer.

26. Educational visits

- Planning and safeguarding checks
  Staff organising visits must follow the school's Educational Visits procedures and DfE guidance. Risk assessments must consider safeguarding, DBS status of volunteers, staff/pupil ratios, overnight sleeping arrangements and staff gender mix where relevant. A safeguarding briefing for staff and pupils must be included in pre-visit preparation.
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27. First aid and medication

- Training and IHPs
  The school maintains a sufficient number of qualified first-aiders in line with its risk assessment. Staff supporting pupils with medical conditions will have suitable training and competency evidence before undertaking responsibility. Individual Healthcare Plans (IHPs) must be in place for pupils who require regular medication and reviewed at least annually or sooner if the condition changes.

Records and escalation
A record of all medicines administered will be kept. Concerns about medication or staff competence must be discussed with the DSL/Headteacher and recorded.

Staff medication
Adults taking medication that may affect their ability to care for children should seek medical advice and inform the school; the school will act on that advice when deploying staff.

28. Use of technology for remote learning

- Platform, conduct and safeguarding
  Remote learning will be used in exceptional closure or emergency circumstances. The school's Acceptable Use Policy and Online Safety Policy govern remote sessions. Staff must use school devices and accounts, ensure appropriate backgrounds, dress and communal settings (no bedrooms), and use monitored platforms with appropriate security settings.

- One-to-one remote sessions
  One-to-one remote tuition requires parental consent, authorised risk assessment and logging of sessions. Where appropriate and lawful, group sessions may be recorded for safeguarding monitoring; staff must inform parents and pupils in advance.

Minimum incident-record template (mandatory fields)
Use these fields for every recorded incident involving reasonable force, restraint, seclusion or other restrictive practice. Attach witness statements and any relevant media. These will be completed in the red positive handling book stored in the Head Teachers office.

- Pupil name / DOB / year group.
- Date and time of incident.
- Location.

- Staff present (names / roles).
- Summary of events leading to intervention (concise).
- Type of intervention used (physical restraint / escorted seclusion / other) — techniques used and duration.
- Lawful reason for intervention (injury to self/others, criminal offence, damage to property, disorder).
- Injuries observed (pupil/staff) and immediate medical action taken.
- Parent/carer notified (time, method, person who notified).
- Post-incident actions (debrief completed — date, BMP review date, support offered to pupil/staff).
- Record completed by (name/role) and date.

Governance, retention and oversight

- Records will be stored securely with restricted access (Headteacher, DSL and Named Governor for Safeguarding). Retention will follow the school's records retention schedule and data protection law. The Headteacher will review records within three working days of each incident and present anonymised termly trend data to governors.

Named roles

- Headteacher: James Blackwell — overall responsibility for training, record review and governance reporting.
- Designated Safeguarding Lead (DSL): Penny Leck
- Named Governor for Safeguarding: Vicky Monkhouse
- LADO contacts and procedures will be followed for any allegations concerning staff.

Signed: Headteacher: James Blackwell
Date: 01/09/2026

Key statutory references

Restrictive interventions, including use of reasonable force, in schools — Department for Education (April 2026).

- Keeping Children Safe in Education — 2026
- Department for Education (statutory guidance).