



Code of Conduct

Policy Family	HR		
Policy Name	Code of Conduct		
Version	2.0		
Date	01/09/24		
Approved By	Board of Trustees		
Review Date	October 2026		
Version	Date	Author	Revision
1.0	01/09/23	C.Steele	Original
2.0	01/09/24	C.Steele	Updated to reflect expanded Trust.

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1. Aims/Purpose/Vision and Values Statement

This code of conduct outlines the conduct that the Learning for Life Trust expects from all our staff and volunteers. This includes trustees, agency staff, interns, pupils on work placement and anyone who is undertaking duties for the organisation, whether paid or unpaid.

The 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.

The Learning for Life Trust is responsible for making sure everyone who works or volunteers within our schools has seen, understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour.

The Trust's values include Integrity, Individuality, Ambition, Creativity, Support and Inspiration and guide the way in which we conduct our relationships with other adults and with the children and young people in our schools.

2. The role of staff and volunteers

In our roles, 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 schools 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.

3. 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 (including online) 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 pupils and reporting any breaches of the school's Behaviour Policy using the appropriate 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.

4. Diversity & Inclusion

Staff and other adults in this Trust are expected to:

- 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 and disability and appreciate that each individual person brings something valuable and different to the school;
- Respect differences in religious beliefs;
- Challenge discrimination and prejudice;
- Encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.

5. Appropriate Relationships

Staff and other adults in this Trust are expected to:

- 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 you 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 pupils, 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 when essential and in line with school policy and procedure.

6. Inappropriate Behaviour

When working with or around children and young people in any educational setting or activity, staff and other adults in this Trust are expected not to:

- 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.
- Discriminate against a child based on protected characteristics in-line with the Equality Policy.

7. Upholding this Code of Conduct

All staff should always follow this code of conduct 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 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 the Learning for Life Trust in-line with our HR policies. The school/Trust 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 relevant Headteacher or the Designated Safeguarding Lead as set out below in section 17. If necessary, staff should follow our whistleblowing procedure, safeguarding and child protection procedures.

8. 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 take action 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 in order to secure the best interests and welfare of the children in their charge and, in doing so, 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 concerns that informed their action, or their proposed action, with their line manager or, where appropriate, the DSL/ Headteacher. This will help to ensure that the safest practices are employed to reduce the risk of actions being misinterpreted;
- always discuss any misunderstanding, accidents or threats with the DSL/ Headteacher;
- 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.

9. Principles of Professional Practice

Staff and other adults in this Trust are expected to:

- place the well-being and learning of pupils at the centre of their professional practice;
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support pupil learning and well-being in and out of the school environment;

- model those characteristics staff seek to instil in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience and a genuine concern for others;
- be able to self-reflect on their practice, develop skills, knowledge and expertise and adapt appropriately to learn with and from colleagues both within and external to the Trust;
- have high expectations for all pupils, be committed to addressing underachievement and work to help pupils progress (narrowing the gap) regardless of their background or personal circumstances;
- all staff should adhere to the E-Safety Policy in relation to social networking sites and must refrain from discussing any matters relating to any school within the Trust.

10. 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 Trustees have a Data Protection Policy which contains details on confidentiality.

Staff who have access to confidential 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, a pupil or their family for their own, or other's 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.

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/carer) makes a disclosure regarding abuse, exploitation or neglect, the member of staff will follow their school's child protection procedures. The adult must not promise confidentiality to a child or parent/carer, 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 leader.

Staff and other adults in this Trust are expected to:

- know the name of their school's Designated Safeguarding Lead, any Deputy Safeguarding Leads and the Teacher for cared for/previously cared for children;
- know how to access/be familiar with the Cumbria Safeguarding Children Partnership (CSCP) procedures and guidance;
- treat information they receive about pupils and families in a discreet and confidential manner;
- seek advice from their DSL or a deputy 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 to;
- know the procedures for responding to allegations made against the Headteacher;

- ensure that where personal information is recorded using modern technology that systems and devices are kept secure in accordance with the school's Online/E Safety Policy and Staff Acceptable Use Agreement (please refer to your individual school's E-Safety Policy for details of this agreement).

11. Standards of Behaviour – Colleague Relationships

The Learning for Life Trust expects adults to manage their workplace and personal relationships appropriately within the context of the school/Trust 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.

12. Workplace Relationships

At all times employees of the Trust are required to abide by this code of conduct. 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.

13. Personal Relationships

In addition to the above, 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 Trust'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.

14. Dress & Appearance

In order to safeguard children, maintain professional relationships between adults and pupils in the school context and ensure the reputation of the Trust as a professional organisation, all members of staff should adhere to the following dress code.

It is important that all staff dress in a smart and professional manner, which is appropriate for the kinds of activities undertaken and with due regard to health and safety issues. Staff are role models to pupils and also to those who choose to undertake training within our Trust and should therefore demonstrate the professional nature of our work and appearance. We encourage all members of staff to dress or appear in a manner which prevents rendering themselves vulnerable to criticism or allegations of misconduct.

In order to create and maintain this culture and practice, staff and other adults in this Trust are expected to:

- Wear the 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 appropriate footwear;
- 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 (EYFS, Physical Education etc). 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 technology room;
- 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.

Tattoos:

The appearance of staff working in schools and volunteers should be in keeping with our Standards of Professional Behaviour and dress code. The nature, location, prominence and appearance of tattoos and/or piercings will be carefully considered in relation to the impression they may give to pupils, parents and carers, members of the public or colleagues.

Learning for Life does not normally allow any tattoo on the face or scalp. Tattoos which could reasonably be interpreted as discriminatory or offensive and/or indicate attitudes or views inconsistent with the ethics and/or the standards of professional behaviour are also unacceptable. Tattoos on the hand and neck will only be allowed if they are acceptable in nature, small, discreet and not excessive.

Tattoos which are considered unacceptable include those which are rude, lewd, crude, racist, sexist, sectarian, homophobic, intimidating or violent.

Tattoos, where possible, should be covered at all times. We recognise it may be difficult to cover up tattoos on the hand and neck and a common-sense approach should be taken. Academy Leadership Teams will work with staff affected by this aspect of the policy to advise and guide as to what is and is not acceptable. Not complying if reasonably requested to cover a tattoo in line with this policy is considered a breach of this code of conduct.

Piercings:

Ear lobes that have been excessively stretched are not acceptable. Except in the case of cultural/religious observance, visible body piercing, other than earrings and/or a discrete nose stud are not generally acceptable in the workplace. We will consider the possibility of the piercing(s) adversely impacting on the individual's role and duties and/or the professional image of the Trust before exercising discretion on this issue.

If piercings are worn, we will always consider the nature of work undertaken and any associated risks from the piercing. Academy Leadership Teams will work with staff affected by this aspect of the policy to advise and guide as to what is and is not acceptable. Not complying if reasonably requested to remove or cover a piercing in line with this policy is considered a breach of this code of conduct.

15. 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, staff and other adults in this Trust are expected to:

- Ensure all pupils have access to praise and school rewards through school systems and that selection processes for awards and prizes are fair and pupils selected by more than one member of staff;
- 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 pupils or their families which may be viewed as favouritism or grooming;
- Not show special favours to individual pupils.

16. Infatuations and Crushes

To protect staff and pupils 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, staff and other adults in this Trust are expected to:

- Be aware of the possibility of pupils 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 pupils involved.

17. Social Contact Outside the Workplace

Many staff live and have family and friends in the same community as the pupils who come to a Learning for Life Trust School and it is acknowledged that staff may have genuine friendships and social contact with parents/carers of pupils, independent of the professional relationship. Despite 'community' being a high importance to us, we must be diligent to protect the professional reputation of staff and of the school in the context of our community and safeguard pupils 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.

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/carer 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.

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

In order to create and maintain this culture and practice, staff and other adults in this Trust are expected to:

- 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 pupil as a babysitter or tutoring a pupil, for example, staff must always seek the consent of the pupil'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 pupils at school to maintain the privacy and confidentiality of pupils and their families;
- Only use official email and school phone numbers in communication with parents, carers and pupils 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 pupils, parents and colleagues.

18. Physical Contact

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

To ensure there is clarity for staff and pupils in some curriculum areas such as EYFS, 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.

Physical contact which occurs regularly with a pupil should be subject to agreed and open school policies e.g. Intimate Care Plans, Health Care Plans, Behaviour Management Plans.

In order to create and maintain this culture and practice, staff and other adults in this Trust are expected to:

- Never touch a pupil in a way which might be considered indecent;
- 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;
- Not use any form of corporal punishment as it is unlawful in schools;
- Recognise that pupils may not be comfortable with physical contact by an adult and to seek consent from any pupil(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 pupil's reaction and maintain communication with the pupil(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 pupils;
- Use professional judgement to ensure the contact is appropriate to the age, stage of development, gender, ethnicity and background (including previous abuse) of the pupil;
- Ensure physical contact does not happen in secret and that colleagues report any concerns about another adult making physical contact with a pupil to the Headteacher or DSL as soon as possible (see the Child Protection Policy).
- Adopt a school policy in relation to SEND pupils whereby staff with training may touch a pupil 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. It is important to 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.

19. One to One Situations

To ensure the safeguarding and wellbeing of staff and pupils, 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, staff and other adults in this Trust are expected to:

- 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 pupils which may suggest secrecy;
- Report concerns to the Headteacher or DSL.

20. Staff Personal Living Accommodation

To maintain professional boundaries, members of staff should not invite pupils 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 pupils such as tutorials, pastoral care or counselling. Only in particular and clearly defined circumstances should staff ask pupils 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 pupils from adults seeking to groom them.

In order to create and maintain this culture and practice, staff and other adults in this Trust are expected to:

- 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 pupils as an additional resource for school;
- Maintain appropriate professional and personal boundaries with pupils;
- 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 pupil's parents or carers if staff ask pupils to undertake jobs or errands for the personal benefit of staff. An example of this might be asking a sixth-form pupil to babysit. Staff will contact parents or carers directly in advance, seek their consent in principle and thereafter inform them whenever they request the pupil to work for them. Colleagues may seek the advice of senior staff on this matter.

21. Sexual Conduct

To ensure the safeguarding and wellbeing of staff and pupils, all sexual behaviour between staff and pupils is prohibited. It is illegal for staff in a position of trust to engage in any sexual activity with a pupil 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 pupil 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, staff and other adults in this Trust are expected to:

- Follow the Child Protection policy.
- Follow the Code of Conduct regarding communications between pupils 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 pupils.

22. The Use of Control and Physical Intervention

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

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

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.

The Trust's schools have procedures for the use of physical intervention which is consistent with national guidance. Staff are regularly acquainted with the Behaviour Policy and procedures. Where required, staff are trained in appropriate physical intervention techniques.

Under no circumstances will physical force be used as a form of physical punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where we judge that a child's behaviour presents a serious risk of harm to staff or others, we will put in place a robust risk assessment which will be reviewed regularly.

In all cases where physical intervention has taken place, a record will be made of the incident and subsequent actions. The Headteacher/other senior manager will regularly review the records.

Similarly, where it can be anticipated that physical intervention is likely to be required, a management plan will be put in place which both the pupil (where he/she has the skills and ability to understand the Plan) and parents/carers are aware of and, have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

Staff and other adults in this Trust are expected to:

- adhere to their school's physical intervention procedures;
- always seek to defuse situations and avoid the use of physical intervention wherever possible;
- where physical intervention is necessary, only use minimum force and for the shortest time needed.

23. Home Visits

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

In order to create and maintain this culture and practice, staff and other adults in this Trust are expected to:

- 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.
- 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
- Report concerns to the Headteacher or DSL.

24. Transporting Pupils for School Related Purposes

Wherever possible, transport arrangements should be made in advance by a designated member of staff.

Transport by a member of staff must meet the requirements outlined within the Health and Safety Policy.

Staff and other adults in this Trust are expected to:

- plan and agree arrangements with all parties in advance (including parents/carers);
- respond sensitively and flexibly where any concerns arise;
- consider any specific or additional needs of the pupil;
- have an appropriate licence/permit for the vehicle;
- ensure they are fit to drive and free from any drugs, alcohol or medication which is likely to impair judgement and/or ability to drive;
- ensure that if they need to be alone with a pupil that this is for the minimum time;
- be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer;
- report the nature of the journey, the route and the expected time of arrival in accordance with agreed procedures;
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven and the purpose of the journey;
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified;
- refer to their school procedures and national guidance for Educational Visits.

25. Trips and visits

Taking pupils 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, staff and other adults in this Trust are expected to:

- Follow and adhere to the EVC policy and procedures at all times
- Undertake the relevant risk assessments required according to the nature of the visit;
- Ensure the good behaviour and conduct of the pupils 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 for the duration of any school trip.

26. 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, staff and other adults in this Trust are expected to:

- Follow the schools' 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;
- 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 pupils, 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 pupils.

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 pupils.
- Offer pupils 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.

27. The use of Mobile Phones and recording images/video

The Trust approach to online safety has, at its core, the aim of safeguarding pupils 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 pupils in our schools. 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, staff and other adults in this Trust are expected to:

- 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 pupils 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 pupils. We will use, for example, the staff workrooms/staff rooms 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 (where possible) during trips or educational visits to communicate with parents and carers.
- Not use personal phones for routine school business to contact parents or pupils. 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 pupils.

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity or to celebrate achievement. The Data Protection Act 1988 affects the use of photography. All staff are expected to check their school database to ascertain whether or not parental consent has been given for children to be the subject of images.

Staff are permitted to take digital/video images to support educational aims, but must follow school procedures concerning the sharing, distribution, and publication of those images. Those images will, wherever possible only be taken on school equipment. In the event of using a personal device to take photographs of pupils, staff should seek the permission of a senior manager and delete the images from their personal device at the earliest opportunity. (see the e-Safety Policy).

Staff and other adults in our Trust are expected to:

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

Staff and other adults must not:

- take images of pupils for their personal use;
- take images of any individual in the Trust, unless they have permission to do so;
- display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child);
- take images of children using personal equipment unless it is agreed by a senior manager;
- take images of children in a state of undress or semi-undress;
- take images of children which could be considered as indecent or sexual.

28. Whistleblowing

Most problems or concerns within the workplace can usually be easily resolved, often informally. Sometimes however it is necessary to follow the Trust's Grievance Procedure. Very occasionally more serious issues may arise that cause suspicion and trigger the implementation of the Whistle-blowing Policy.

The Whistle-blowing Policy is a mechanism which enables staff to raise concerns in the proper manner and identify malpractice at an early stage. Staff concerns should be shared with a senior member of staff where any of the following examples are evident:

- allowing a pupil to be treated badly; pretends not to know it is happening;
- gossips/shares information inappropriately (including on social networking sites);
- demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language;
- dresses in a way inappropriate to the job role;
- does not treat pupils fairly/demonstrates favouritism;
- demonstrates a lack of understanding about personal professional boundaries;

- uses their position of trust to intimidate, threaten, coerce or undermine;
- appears to have an inappropriate social relationship with a pupil/s;
- appears to have a special or different relationship with a pupil/s;
- seeks to have unnecessary opportunities to be alone with a pupil.

29. 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'.

To safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children (member of staff, supply staff, volunteer or contractor) they must immediately report this to the Headteacher or DSL as outlined above in the allegation's procedure for reporting.

All low-level concerns will be recorded in writing. The name of the individual sharing their concerns should also be noted. If the individual wishes to remain anonymous, this will be respected as far as reasonably possible. The following will be recorded:

- details of the concern;
- the context in which the concern arose; and
- details of the action taken.

All records will be kept confidential, held securely and comply with the Data Protection Act 2018 and UK GDPR. Records will be retained at least until the individual leaves our employment.

Records will be regularly reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on the correct course of action/disciplinary procedures or where the behaviour meets the 'harms threshold', a referral to the Local Authority Designated Officer (LADO) will be made.

Consideration will be given to whether there are wider cultural issues within the school/Trust that enabled the behaviour to occur and where appropriate Policies could be revised, or extra training delivered, to minimise the risk of it happening again.

In relation to references for future employment, we will only provide details of substantiated safeguarding allegations. Low-level concerns will not be included in references unless they relate to issues which would normally be included, for example: misconduct or poor performance.

Staff and other adults in this Trust are expected to:

- be familiar with their school's arrangements for reporting and recording concerns and allegations;
- know how to contact the LADO/Safeguarding Hub directly if required;
- take responsibility for recording any incident and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in their school, setting or Trust.

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.