

TEACHING & LEARNING HANDBOOK

Ramsden Hall Academy

LAST REVIEW NEXT	September 2025	REVIEW PERIOD	Annually
NEXT REVIEW DATE	September 2026 (Under Review)	OWNER	Andy Stanford

Ramsden Hall Academy - Teaching & Learning Handbook

Introduction

The Teaching and Learning Handbook is the key document in the Academy as it underpins all our work at Ramsden Hall Academy. It reflects the importance we place on teaching, learning, assessment and achievement, focusing on the needs of pupils who are at the core of everything we do.

We are an SEMH school and aim to support all pupils with their specific needs and barriers to learning to enable them to reach their full potential both academically and in terms of managing their behaviour. We use therapeutic approaches following the principles of Trauma Perceptive Practice. We take pride in our work in enabling pupils from age 10-16 to succeed by providing high-quality teaching and learning and by using assessment, engagement and developing educational programmes. This success derives from the attention paid to the pupil's individual needs through an integrated therapeutic approach to the curriculum, the high quality of all staff in the Academy and our commitment to provide the very best for our pupils.

Core Principles

- Every child can achieve
- Every pupil can make progress
- Every member of our community matters
- Everyone deserves a fresh start

Teaching and Learning: Key Principles

- Learning objectives must be shared and reviewed;
- Clear structured lessons promote learning;
- Learning activities should be varied, purposeful and personalised to meet the needs of all pupils;
- Achievement must be recognised and rewarded;
- All pupils are capable of achievement.
- Teachers must ensure a purposeful learning environment is maintained;

We believe that children and young people learn best when they:

- Are confident, feel secure and are aware of boundaries
- Are happy
- Are treated with respect
- Are interested and motivated
- Involved in directing their own learning

- Achieve success and gain approval
- Understand the tasks they are given
- Are challenged and stimulated

The Learning Experience

This should be organised to ensure that learners have opportunities to:

- Achieve academically
- Develop and practice social skills
- Develop and practice independence
- Work co-operatively
- Be creative
- Use their initiative
- Make decisions
- Solve problems
- Work individually, in groups and as a class
- Improve speaking and listening skills
- Develop and discuss their own ideas
- Explore areas they are interested in
- Develop and practice life skills
- Receive support

The Learning Environment

Learning takes place in a safe environment which:

- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities

Planning for Teaching and Learning

We believe that all teaching should be of a high quality leading to each learner making significant and rapid progress academically, socially and emotionally and in relation to any other specific need or individual target. This is achieved by:

- A culture amongst all staff that is focused on continual improvement together, sharing good practice and achieving the best outcomes for every learner
- Every member of staff with responsibility for delivering teaching having a detailed understanding of the specific learning needs of their learners and planning accordingly to allow each learner to make significant and rapid progress. This will involve:
 - Using EHCPs, ILPs, IBPs and Pupil Profiles as working documents to inform planning and resources
 - Working and planning collaboratively with other staff
 - Differentiating work, resources and engagement strategies for individual learners, including differentiating lesson planning for learners in the same lesson
 - Regular effective developmental evaluation, including self-evaluation, of the quality and effectiveness of teaching
 - Effective assessment of the ability and needs of a learner on entry which is used to set individual targets for learners that are achievable, stretching and if met will mean significant and rapid progress both academically and in relation to individual specific needs
 - Monitoring learner progress against targets and making timely and effective intervention where learners are not making progress; tracking progress and intervention in each subject in a consistent manner to contribute to the whole Academy understanding of and planning for each learner
 - Establishing positive behaviour in class, following the Behaviour Policy and ensuring incidents of appropriate and poor behaviour are shared with others so that all staff can understand the whole picture of each learner
 - Planning for each learner to develop the ability to evaluate and take responsibility for their own learning and behaviour
 - Having an understanding of the whole offer that has been put in place to meet the learners' need
 - Regular high quality Continual Professional Development (CPD) to support the development of all staff and meet identified training needs in keeping with the Academy development plan.

Planning and Preparation of Teaching

All learners have a right to expect to receive lessons that should lead to their progress. This progress should be evident over time. Lessons will only lead to progress if they have a clear direction over time and will only meet the needs of individual learners if those needs are planned for. Therefore staff must be able to provide evidence that lessons have been planned. Subject leads and those with leadership in specific areas, such as numeracy and literacy, must ensure that they provide clear guidance and support, especially for new staff, of units for delivery, timelines/outlines of topics/lessons to be delivered and resources that meet the needs of the learners.

Lessons are expected to:

- Ensure learners progress in their learning
- Clearly support learning
- Use a clear structure
- Have elements, such as plenaries, that allow learners to summarise their learning and teachers to assess their progress in the lesson so they can help learners understand how to improve
- Allow learners to develop over time and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- Be differentiated for the individual needs of the learner by task, resource, and/or outcomes
- Use stimulating resources which engage the individual learner
- Use ICT or e-learning when appropriate because it will lead to progress
- Provide pace and challenge for each learner
- Use effective questioning, feedback and reflection techniques to engage, challenge, encourage and develop learners' understanding and progress
- Incorporate numeracy, literacy, ICT skills, British values and SMSC where appropriate
- Meet any external requirements
- Be informed by prior learning and tracking of progress
- Be enjoyable and interesting
- Effectively use other staff where they are present in the lesson
- Take account of the varying needs of differing groups of learners

Weekly lesson plan templates have been developed to assist staff and give them a structure and support for lesson planning - these WLP are shared with all staff at the beginning of each week.

Learning outside the classroom

An integral part of the progress of each learner is their social and emotional development. In all interactions with learners outside the classroom staff are expected to be aware of the targets for each learner and support the learner in meeting these targets. This means that progress during mentor time and on trips should be planned for and progress of learners reflected on and recorded. Time should also be allocated for learners to reflect on the trip and where possible it should be linked to future lessons. The planning of trips should be linked to academic and/or social/emotional targets of individual learners. Learning experiences outside the classroom can raise learners' personal aspirations and increase their cultural capital. We expect all our learners to be treated fairly and equally in accessing curricular trips.

Some trips are rewards and will not be accessible by those who have not met the criteria but curricular trips should be open to all depending on risk assessments. Where specific criteria have to be met for attendance on a trip this must be made clear to learners in advance. In less formal settings such as break and lunch staff should aim to support learners' development of specific skills and qualities, such as resilience, co-operation, emotional intelligence and communication. If staff specifically plan how to do this these informal interactions will lead to progress that the learner may even be unaware of at the time.

Meal times are designed to address the emotional, behavioural and social needs of learners through Emotional Literacy. All staff attending breakfast, break and lunch role model appropriate behaviours and encourage learners to make healthy choices. Staff use this time to praise and challenge learners about the choices they have made in different areas of their lives. Staff throughout the academy are encouraged to use similar principles and structured sessions to develop learners emotionally and socially. At all times all staff are expected to role model the behaviour expectations set out in the Behaviour Policy.

Teaching Strategies

All staff should use teaching strategies which:

- Provide learners with a balanced education so that they are not always experiencing exactly the same thing;
- Use positive behaviour management and encouragement for learners to achieve, including praise and rewards according to Academy policy;
- Allow learners to learn in a variety of styles, including teaching learners how to learn in a variety of ways and to recognise what to do when a teaching style is making it difficult for them to understand what is being taught;
- Encourage learners to work collaboratively with others;
- Equip learners to work independently;
- Nurture learners' creativity;
- Take account of individual academic and non-academic targets of individual learners;
- Make use of good practice developed by colleagues within the Academy;
- Aim to develop rapid progress for individual learners;
- Provide clear feedback to learners so that they know what to do to improve;
- Include regular opportunities for learners to demonstrate their learning and understanding;
- Make learning enjoyable and incorporate fun where it leads to progress

Expectations of Learners

Learners are expected to:

- Be ready to learn
- Be on time, use a clock or a watch;
- Dress appropriately, including correct uniform if Academy based;
- Eat and drink in appropriate places;
- Be respectful
- Listen to others and expect to be listened to;
- Use appropriate and positive language;
- Be safe and follow classroom rules/ staff expectations for health and safety;

Learners are expected to take responsibility for their own learning and work with staff to make progress in both academic and non-academic ways. The views of learners to inform planning and delivery are therefore important and learners should be listened to and treated with respect when they discuss their own barriers to learning, what engages them and what helps them succeed.

Monitoring of Teaching and Learning

Our teaching and learning will be systematically and regularly monitored using a variety of strategies. Monitoring strategies will include:

- Work scrutiny;
- Learning walks;
- Informal observations;
- Peer observations;

Subject heads and teachers are responsible for:

- Leading and monitoring the quality of teaching and learning within their curriculum area;
- Supporting the professional development needs of individual teaching and associate staff members within their curriculum area;

Continuing Professional Development (CPD)

All staff should:

- Update their subject knowledge regularly
- Explore new topics or areas within their subjects that are relevant to the interests of individual learners and could be used to engage learners to make better progress
- Keep their teaching practice and strategies up to date with current trends and initiatives, including those most prevalent in local and similar schools
- Actively discuss and share good teaching and learning strategies, especially those that have worked with hard to reach children
- Proactively input to their personal CPD programme, including through the Performance Management process
- Actively engage with whole staff training
- Support the development of colleagues through collaborative planning, shared developmental lesson observations and developmental learning walks.

Shared Routines in Teaching and Learning (including how to create a safer working practice) – Please refer to Appendix 1.

Appendix 1

Shared Routines in Teaching and Learning

As an Academy we believe that the following guidelines represent good practice. We strive to achieve these standards at all times but recognise that exceptional circumstances can prevent us from doing so.

- Welcome everyone to the lesson – many of our children are either hyper vigilant or on the ASD spectrum and so can read non-verbal cues extremely well, or miss them altogether. Build relationships so that you know who needs a very positive welcome and who needs a more low-key approach.
- We are an Attachment Friendly school, and so please use the key strategies below to develop and maintain secure attachments.
- Everything we do is based around key therapeutic and nurture principles – please consider and address emotional and cognitive development together, and in stages tailor-made to the needs of the whole child.
- Know and use the pupil's preferred strategies from their Pupil Profile Risk Assessments.
- Have interesting work well prepared, including specifically differentiated materials for pupils at their level.
 - There should always be a choice of activities – some of our pupils' mental health needs mean that they are not always able to accept challenge positively, and may need a more calming activity.
- Ensure that reading is integral to your lessons and that you provide materials at the right reading level for individual needs.
- Make sure that the room is seen as a safe space for you and the children, laid out as you want it and that the materials and equipment are ready for use.
 - Ensure that any sharp or potentially dangerous objects, including scissors, pencil sharpeners and staples are kept safely and strictly monitored by staff.
- Establish and insist on routines for: -
 - Entering the classroom
 - Seating arrangements
 - Explaining the tasks ahead
 - Equipment needed
 - Giving out work
 - Listening to the teacher
 - Listening to other pupils
 - Questions and answers

- Co-operative work
 - Stopping work
 - Summarising the session
 - Leaving the room to go to the toilet or take five
 - Clearing up
 - Packing up and leaving the classroom.
- Establish positive norms of behaviour – “*This is how we behave in here*” but remember that all behaviour is communication.
 - Concentrate on the work in hand – try not to be distracted from that by some of the expert distraction techniques our children have learnt.
 - Praise and encourage those who are working well – 2 positives before 1 negative.
 - Use open questioning carefully, in a supportive and non-threatening way to advance learning.
 - Give specific, child friendly feedback both verbally and on their work according to the policy.
 - Use eye to eye contact or a hand gesture to express both approval and disapproval.
 - Have a quiet word with the pupil that the behaviour is inappropriate and should stop.
 - Change and adapt activities if they are too challenging or are adversely affecting behaviour.
 - Try to maintain a sense of humour – but not at the pupils’ expense.
 - Describe the effects of the behaviour not the behaviour itself (“*When you call out it disturbs the others.....*” “*When you make a noise, the class can’t hear – etc.*”)
 - Send for help in good time
 - Have your radio to hand and secure – do not allow pupils to use it
 - Ask for specific transfer adults for pupils who have that as a strategy
 - Use the word “Now” if the call is urgent.
 - Allow time for a pupil to unwind before he is asked to make things right.
 - Follow up any inappropriate behaviour with the pupil on their own, or through one of their transfer adults.
 - Be aware of when a strategy isn’t working and behaviour isn’t changing so that the tutor, child’s team and, if necessary, the SLT can be consulted.

Please Don't

- Rely solely on worksheets
- Give everyone exactly the same work
- Refer to previous incidents – these should be dealt with out of the lesson so that the pupils can have a fresh start
- Shout; if necessary project your voice, but then return to normal levels
- Make personal, sarcastic or hurtful comments about the pupils
- Allow pupils to wear coats or hats, or keep bags on the work tables
- Finish the lessons in a rush without summarising what has been covered
- Draw unnecessary attention to inappropriate behaviour
- Provoke confrontations
- Make any physical contact with the pupils unless they are endangering themselves or others, or causing damage – please refer to our safe touch policy and ensure you know the pupils' personal preferences.

Rewards and Consequences

It should be noted that rewards and consequences are more likely to be effective if:

- they are given immediately
- it is clear what they are for
- they are related to appropriate or inappropriate behaviour
- they relate to small target steps in achievement
- the targets are agreed between teacher and pupil and reviewed regularly.

The celebration and reward of achievement

We reward and celebrate achievement through lesson points, lottery slips, individual reward programmes and trip tokens (please see behaviour policy for more details) and also by:

- making the pupil aware of success throughout the lesson
- talking about successes at the end of the lesson and awarding the relevant points
- making positive comments on the pupil's work
- awarding stickers for the work (where age appropriate)
- asking the pupil to show work to a visitor or another member of staff
- pointing out achievements to the rest of the group
- taking work home to parents/carers
- a certificate at the end of the week
- charts on the wall
- work displayed
- photographs or videos
- a personal portfolio of work.

Consequences

In general, a consequence is a positive response to inappropriate behaviour. They can be used to reinforce the pupil's behaviour targets in their Individual Education Plans. Consequences should be made as positive as possible. Use restorative approaches and the agreed templates on Sleuth to guide the conversations.

Possibilities for "putting things right" should be negotiated according to each pupil's behaviour targets within their IEPs. They might include:

- apologising
- making up lost work in free time
- repairing damage caused

Whatever other considerations apply, remember that consequences imposed too long after an incident or for too long simply reinforce resentment and the pupil's feelings of shame and rejection. After a while, ongoing consequences do not mean anything.

Consequences should be:

- Restorative
- Related to the behavioural targets of the pupil
- Focussed on the behaviour, not on the child as a person
- Perceived as fair

Afterwards the slate should be wiped clean and a fresh start made by all concerned.

Potential consequences:

- a) A “look” – eye contact in a disapproving manner
- b) A gesture – meaning “*please don’t do that again*” – often the STOP signal
- c) General reminder about points and possible consequences
- d) A request to manage themselves and remember what they are working towards
- e) A request to leave the activity/situation/class/group
- f) The group moves to another classroom and On Call staff support the remaining pupil(s)
- g) Loss of privileges until a restorative conversation takes place
- h) Educational consequences – e.g. a lesson on swimming safety and a session as a lifeguard, minibus safety training
- i) Withdrawal from specified activities – e.g. IT activity, swimming etc. – reasons given
 - Pushed to its logical conclusion, the pupil who behaves inappropriately for most of the time will have no privileges and will not go on any trips. Care must be taken that the withdrawal of a privilege is the consequence for one incident. Withdrawal of privileges will not be made as the result of adding up incidents. In practice, if inappropriate behaviour is dealt with positively through the setting of targets, and a fresh start made, then children should take part in all privileged activities – but will be withdrawn from them if they demonstrate that they cannot cope with them.
- j) Telephone contact home
 - Parents/carers are often only involved at crisis point. They should be involved earlier, rather than later on in proceedings, and for positive and negative reasons through the tutor weekly call. Children hate and react against “complaints” to parents/carers, and parents/carers do not like to be made to feel responsible for inappropriate behaviour in school. Nothing is to be gained from alienating parents. Remember that some pupils who exhibit more dysregulated behaviour have a poor relationship with their parents/carers who can use contact with home as an excuse to further reject, or even physically abuse their children.
- k) Work sent home
- l) Catch Up – at the end of the day or after school
- m) Restorative work around the school – e.g. repairing damage
- n) Verbal apology
- o) Written apology
- p) Fixed term exclusion

Exclusions do not endear the school to disaffected pupils or to their parents/carers who have to look after them at home. The longer pupils are excluded, the longer it will take to re-integrate them. It is the initial stages of exclusion which have the impact and long exclusions lead to further dissatisfaction. Care must be taken to ensure that the pupil feels that the consequence is complete in itself and that they can make a fresh start without recriminations when they return. Pupils will be welcomed back into school. On

return to school the pupil should be seen by a senior member of staff if and as required or if the exclusion was for 3 days or longer to clarify a positive re-entry to school.

- q) Pathways Provision
- r) Change of placement or Permanent exclusion.

Attachment Strategies

I need you to help me feel safe and secure so I can grow and learn by...

A unique Child	Positive Relationships	Enabling Environments	Learning and Development
Understanding what may have affected my development and behaviour.	Meeting me and greeting me.	Wondering out loud for me ' I wonder if X is making you feel ...'	Giving me a safe space where I can go for ' Time In '.
	Showing an interest in me.		Giving me play opportunities that reflect my individual interests.
Understanding that I need to be dependent on you before I can become interdependent.	Spotting me using my 'friendly part 'and my 'kind part'.	Watching me and thinking about how to support my needs.	Giving me opportunities to play with my friends, and by myself
		Thinking about activities that might make me feel sad or anxious.	
Being positive about having me in the setting and how everyone can support me to be all I can be.	Communicating with me in a warm, responsive way. If I say 'I can't' saying 'I can see you are in a no sharing part at the moment but you showed me your sharing part on Monday'	Ensuring that everyone knows what triggers my anxiety and what soothes me.	Enjoying what we are doing together.
			Allowing me the time to engage in a calming activity.

Explaining to me what's happening and why. Noticing me and giving me 'droplets' of praise.		Know who to talk to when I need more support.	Allow me to take risks and make mistakes. Everything you do helps me to learn and develop.
	Understanding my key life events	Ensuring that everyone talks with me through the day.	
Drawing round me and helping me think about my different parts like my 'friendly part,' 'my kind part'.	Using the word 'Let's' lots and joining in alongside me.	Helping me see routines so I know what's happening next.	Having time to think about what this place is like for me.
Thinking about and plan with colleagues to help me cope with change.	Showing me how you will 'keep me in mind'.		Wondering aloud.
Understanding that change is frightening and that I need to regain control.		Understanding how the sensory environment can support me.	
Knowing what triggers my anxieties and what soothes and reassures me.	Talking to my parents or carers about how to respond to my needs.	Showing me how the environment is safe for me.	
	Understanding that I think change will be harmful.	Talk to other people who care for me.	

Safer Working Practice



Effective practice for safer working

How to Create a Safer Working Practice?

Safer working practice is a culture, environment and set of working practices and procedures within which we can operate and work safely and effectively.

In our workplace it is essential, not only to protect the pupils in our Academy from abusers, who will attempt to infiltrate our organisation in order to have unquestioned access to vulnerable children, but also so that you as an individual staff member, can look forward to continuing your professional practices within a safe and aware environment.

The essential components are:

- An aware and safe culture, our staff team practices should create a culture where we feel safe to challenge one another, such as questioning a colleagues inappropriate clothing or being able to point out the dangers of discussing personal matters at work in a constructive, non-critical manner.
- A non-collusive environment, all staff understand the need to share appropriate information, however trivial it may seem, with colleagues.
- Defined and consistent boundaries, not only between staff and pupils, but also in our communication with colleagues. Be aware that personal information you share with a colleague may be repeated, and possibly within earshot of a pupil.
- A culture where abusive staff are not able to operate, as we have an environment where potential abusers would feel uncomfortable and scrutinised
- Use of our Whistleblowing policy.
- Recording should be accurate and concise as it could be the thing that protects you in an allegation investigation.
- Good communication with colleagues, including ensuring another colleague is aware of your whereabouts and what you are doing. This includes using your radio.

Such a culture will enable we continue working effectively and safely with some of the most vulnerable individuals in our society.

We rely on the dedication, professionalism and skill of all staff. However, our work with vulnerable pupils places staff in a position of power. In order to retain the trust of those we are trying to support, guide and educate it is essential we take all reasonable steps to ensure this power is exercised responsibly.

As a staff member you may feel something 'isn't quite right', but you cannot quite put your finger on it, so you may not express your concerns because you feel that to do so may be disloyal to the colleague or Academy. Even if you have a more solid concern you may feel you will be harassed or victimised, or even that you will not be believed.

Remember the welfare of the child is paramount

We must ensure we: -

- Deter serious malpractice
- Ensure all staff play their part in keeping our Academy safe
- Promote accountability throughout the Academy
- Uphold the reputation of the organisation and Academy to maintain public confidence.

The whistle blowing policy aims to ensure all concerns are appropriately addressed. If you don't tell the appropriate person, we may miss a vital part of the puzzle that stops a potential abuser entering into our Academy. Your responsibility is to tell the head teacher of your concerns.

The truth will keep us all safe.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the Academy's confidential reporting (whistleblowing) policy.

Whistleblowing concerns about the Head Teacher should be raised with the Chair of the Academy Council or CEO, Mark Jordan.

Allegations of Abuse against Staff

This policy follows the Government guidance Keeping Children Safe in Education – Part 4 – Allegations of Abuse made against teachers and other staff – Sept 2016.

Duties as an employer and employee

It is essential that any allegation of abuse made against a member of staff, pupils on placement or volunteers, in our Academy is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The person to take your concerns to is the Head teacher. If your concern is about the Head teacher, please contact the Chair of the Advisory Board or CEO, Mark Jordan.

This policy will be used in respect of all cases in which it is alleged that a member of staff (including a volunteer, pupil) has:

- behaved in a way that has harmed a child, or may have harmed a child (see above for definition of harm);
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. This will include cases of verbal abuse.

As an employer, the Academy will:

- all unnecessary delays will be eradicated
- the Academy will not undertake its own investigation of an allegation without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police
- in borderline cases discussions with the LADO can be held informally and without naming the Academy or individual
- enquiries and assessment by children's social services about whether a child is in need of protection or in need of services
- consideration by the Academy of disciplinary action in respect of the individual.

Members of staff who are currently working in any Academy or college regardless of whether the Academy or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Remember - Your responsibility is to inform the Head Teacher, who will ensure the appropriate personnel are informed. Should your concern be about the head teacher please inform Chair of the Academy Council, John Wotherspoon or CEO, Mark Jordan.

How do we better develop safer working practice?

Dress Code

The dress code reflects the culture and image of the Academy. The Headteacher is entitled to apply their discretion in determining the image of the Academy, including the personal presentation of staff, especially as they are in a position of authority, projecting an appropriate image to pupils, parents and members of the public.

The line manager will need to consider the health and safety requirements of the role held by an individual for example a caretaker would be required to wear personal protective equipment when undertaking any manual duties and PE staff may need to wear sportswear.

There may be different rules for out of academy activities (non-pupil days, summer fairs etc) but in any case dress should be such that:

- It is 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 and/or culturally insensitive.

A question to ask yourself :- Does your top still cover that tattoo on your hip when you raise your arms over your head?

All those involved in the care and education of children must dress in a manner which befits their professional responsibilities and authority within the organisation.

Jewellery

Every care must be taken not to wear watches or other jewelry that may have the danger of causing harm to the pupils or be a way of causing harm to the wearer. A confrontational situation or physical intervention may scratch a pupil, or a pupil may use a strong necklace or lanyard to pull against the throat of a staff member, so this must be considered prior to wearing.

Tattoos and body piercing

Staff with tattoos must be very aware that any that are likely to cause offence, be sexually explicit, politically provocative or which may conflict with policies values and principles of the school should not be visible to the pupils. Body piercing on staff in intimate / private areas are not to be discussed or divulged to the pupils for any reason.

Gifts

Staff or teams may use a sweet, bar of chocolate, small trinket for the pupils as a way of rewarding their efforts, however this must be open, recorded and evidenced within the reward structure. Personal and private gifts must not be given under any circumstances as this may then be seen as favouritism or even lead to the possibility of an accusation of grooming.

Personal information

It is important that staff walk the fine line between giving too much personal information and the pupils feeling they know nothing about you. As guidance, you may wish to mention if you have children, but you would not tell them what school they go to. You may mention you are married, but not that you had an argument with your partner about who makes the bed in the morning.

Social Media

There is no reason to have any of our pupils on Social Media. Why would you want to? The line between professional relationships and social relationships must be maintained at all times to ensure your safety and the safety of our pupils.

Have a think!

1. Phone A pupil takes your mobile phone from your back pocket and runs off with it, going into the bathroom where you are unable to follow. You encourage them to give it back and offer a coke and bar of chocolate in return for the phone. After a few minutes they hand the phone back. You check your call register and see no calls were made when they had the phone.....

2. Chat While quietly chatting to a colleague in the dining hall you tell them your plans for the weekend. A pupil over hears you and later in the day you need to challenge the pupil about their behaviour.....
3. Gifts You are clearing out your cupboards and find a couple of silver rings, a hat, jumper and some DVDs you don't want. You mention this to the pupils and when everyone has left your lesson a pupil asks if they can have one of the rings for their girlfriend. Why not you think, I don't want them.....

Consider your initial thoughts and concerns

How vulnerable are you now?

1. Phone You are just pleased to get your phone back undamaged so you do nothing, however your phone has been accessed, numbers copied, your photos of friends and family, personal photos copied..... How vulnerable are you now?
2. Chat.....The following week the pupil makes an allegation of an inappropriate relationship between you. They say they can prove this as they were out with you, at the place you had previously mentioned to the staff member. Its ok, you can prove who you were with, and they were at home with their family, but will others think "there is no smoke without fire"..... How vulnerable are you now?
3. GiftsWas the ring a simple gift, or was this a payment to keep their mouth shut about you abusing them!..... How vulnerable are you now?

Or was this the story of the staff member you had concerns about, but said nothing?

Working within safer working practice will help keep us all safe, and potential perpetrators less likely to infiltrate our team.