

## **Staff Code of Conduct**

### **Promoting Safe Practices**

#### **1. Aims, scope and principles**

This policy aims to set and maintain standards of conduct that we expect all staff to follow.

By creating this policy, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect.

Many of the principles in this code of conduct are based on the Teachers' Standards. School staff have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour.

We expect all support staff, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

Staff must have regard for the ethos and values of the school and must not do or say anything which may bring the school into disrepute. Care should be taken by staff to avoid any conflict of interest between activities undertaken outside school, and responsibilities within the school.

Staff have an individual responsibility to maintain their personal reputation and that of the school, both during and outside school hours. Staff are expected to set good examples to pupils, parents, colleagues and visitors by arriving on time and being well prepared for their roles in the school.

Failure to follow the code of conduct may result in disciplinary action being taken.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive 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 document aims to reduce the risk of these.

## **2. Legislation and guidance**

In line with the statutory safeguarding guidance 'Keeping Children Safe in Education 2022', we should have a staff code of conduct, which should cover acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.

This *Code of Conduct* should be read and understood in the context of:

- an agreed job description or contract;
- appropriate professional standards;
- school policies and procedures; and
- statutory requirements and regulations that apply to schools - in particular, safeguarding and promoting the welfare of children in schools.

The Head of School must provide this Code of Conduct to all staff and volunteers on induction and should notify staff of the expectations. This document is provided so that members of staff are clear about professional conduct and boundaries. School staff and volunteers are in a unique position of influence and must adhere to behaviour that maintains public trust and set a good example to other staff and to all the pupils within the school.

This document is intended to help ensure that ISB is a safe place for pupils, provide clarity as regards expectations of staff and avoid any conduct which would lead any reasonable person to question their motivation and intention. Deviation by a member of staff from this guidance may bring into question the staff member's suitability to work with children and young people.

## **3. Conduct Outside Work**

3.1 Staff must not engage in conduct (including through other employment) outside work which could reasonably be expected to damage the reputation and standing of the school or other members of the school community. Staff must exercise caution when using information technology, including social networking sites, and be aware of the risks to themselves and others. Staff may undertake work outside school, either paid or voluntary, subject to the contractual obligations and consent from the Head of School which will not be unreasonably withheld.

3.2 Staff must inform the Head of School immediately if they are arrested or subject to a criminal conviction or caution. Where safeguarding concerns arise, the Head of School will inform the DSL and carry out a formal risk assessment to identify and mitigate any potential risks to pupils and staff.

## **4 Setting an Example**

4.1 All adults who work in schools set examples of behaviour and conduct which may be used as a model by other staff and by pupils. All adults must, therefore, demonstrate the

highest standards of conduct. All adults must behave in a way that cannot risk giving rise to allegations of abusive or unprofessional conduct. This Code is intended to support all adults to understand what behaviour is and is not acceptable.

## **5 Making Professional Judgements**

5.1 This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight, however, some examples of behaviour that is unlawful, inappropriate or inadvisable. There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil which are not dealt with in this guidance. Individuals are expected to make professional judgements in order to secure the best interests and welfare of the pupils in their charge. Such judgements should always be shared with a senior member of staff, who may inform the child's parent/carer. Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

5.2 Although this Code of Conduct gives advice and instruction on how to deal with specific situations, it should not replace professional common sense and good judgement. In all matters relating to pupil/staff relationships, adults must bear in mind how action might reasonably be regarded by a third party.

## **6 Safeguarding Children**

6.1 Teachers and other adults are accountable for the way in which they exercise authority, manage risk, use resources, and protect pupils from discrimination and from the risk of harm. All staff, whether paid or voluntary, have a duty to keep children safe and do their utmost to protect them from abuse (sexual, physical and emotional, neglect).

Children 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 the safety and well-being of pupils. Failure to do so may be regarded as professional neglect or misconduct.

6.2 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 adults that demonstrates a duty of care, integrity, maturity and good judgement. All staff and volunteers should be familiar with and adhere to the School's Safeguarding and Child Protection Policy.

6.3 Staff must maintain professional boundaries with pupils and always consider whether their actions are warranted, proportionate and equitably. Staff should act in an open and transparent way that would not lead to any questions about their actions or intent.

## **7 Relationships in School**

7.1 Relationships between staff and pupils should be positive and mutually respectful. This Code has been formulated in order to help staff to maintain this balance. The purpose of the Code is to:

- confirm and reinforce the professional responsibilities of staff;

- clarify the legal position in relation to sensitive aspects of staff/pupil relationships; and
- set out the expectations of standards to be maintained within the school.

7.2 It is hoped that staff will be reassured by this Code. Its purpose is to promote the highest standards of care for pupils and to protect teachers and other adults from making professional misjudgments, and from the potentially devastating consequences of false allegations, without compromising school activities.

7.3 There may be occasions when a pupil is in distress and in need of comfort as a reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Due to the nature and needs of many of the pupils, there are occasions when it is entirely appropriate for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils it should be in response to their needs at that time, appropriate to their age, stage of development, gender and background. Where possible, staff should seek the child's permission or inform them before initiating contact.

## **8 Staff/Pupil/Former Pupil Contact**

### **8.1 As a general rule, staff should avoid contact with pupils outside school.**

- They must not give pupils their personal contact details (including but not limited to mobile phone numbers and personal email addresses). Thank you letters to pupils or parents should not contain these personal details. If children locate these by any other means and attempt to contact or correspond, the adult should not respond and must report the matter to the DSL.
- They must not make arrangements to meet pupils, individually or in groups, outside school other than on school visits authorised by the Heads of Schools.
- They should not contact or visit pupils at home without the prior agreement of the Heads of Schools. They should keep a record of any such occasion and ensure they are never alone with the pupil if they visit the pupil's home.

8.2 Some pupils may be reluctant to end the pupil-adult relationship they have enjoyed with members of staff in the school. When a pupil leaves school the professional duty of care ends. However, it is important to continue to maintain professional standards of behaviour. Although current and former pupils may request meetings with staff for help with university applications, or references for future careers, these meetings and any associated correspondence should be conducted at school within office hours and in a professional manner.

8.3 If you are in any doubt regarding appropriate contact with a current or former pupil you should seek advice from a member of the leadership team.

8.4 Members of staff who are parents of pupils, friends with parents of pupils or who, for example, are voluntary workers in activities attended by pupils, will, of course, have contact

with pupils outside school. However, they should still use their professional judgement to respect the spirit of this Code.

8.5 There are occasions when adults deliberately set out to groom children where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. This frequently starts with adults who are known to them in a position of trust. Adults should be aware that consistently conferring special attention and favour upon a child might be construed as being part of a grooming process and as such would be treated as unacceptable conduct.

8.6 It is accepted that the effective use of technology brings benefits to learning. Adults must ensure that they establish and adhere to safe and responsible practices. All adults must adhere to the stated Acceptable Use Policy and Online Safety Policy.

Communication between pupils and adults, by whatever method, should take place within clear and explicit boundaries. This includes the wider use of technology and social networking. Adults should ensure that all communications are transparent and open to scrutiny. Adults should be circumspect in their communications with pupils so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.

Staff should not request or respond to any personal information from children other than that which may be necessary for their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'. Emails or text communications between a staff member and a child outside agreed protocols may lead to disciplinary and/or criminal investigations.

8.7 Staff and volunteers using social media should be aware of privacy settings and understand that they could easily be identified as employees of the school. Staff who use social media sites should ensure maximum privacy settings.

Staff must not be friends with or follow current pupils on social media and should avoid other similar links. Any invitation to become a friend or similar should be politely declined and the member of staff should remind the pupil of the school rules relating to social media and personal contact details. The incident should be reported to the DSL so that she can make a decision as to whether a record should be made and/or any further action taken. If staff have links with parents or former pupils on social networking sites they should ensure that their privacy settings are such as to prevent friends' friends (who may be current pupils) from accessing their profile or other data.

8.8 Email, messaging or use of social media sites between adults and pupils outside agreed protocols may lead to disciplinary and/or criminal investigations.

## **9 Language**

9.1 Staff must not swear, blaspheme or use any sort of offensive or inappropriate language in front of pupils. They should not use language which is discriminatory or demeaning in relation to gender (including gender reassignment), religion, race, nationality, ethnicity, sexual orientation, disability or age.

Staff should not make sexual remarks or innuendos, patronise or humiliate pupils. Discussion of issues of a sexual nature (other than in the context of the curriculum as specified in schemes of learning) should be kept to a minimum and only conducted where necessary from a pastoral perspective. Any concerns arising from such discussions should be reported to the DSL, Heads of School.

## **10 Physical Contact**

10.1 There are occasions when it is 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 school's known assessment of a pupil's welfare needs and/or any agreed care plan.

10.2 Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to the age, stage of development, gender, ethnicity and teaching context.

10.3 Physical contact may be appropriate where a pupil is in distress and needs comforting or if a member of staff has to give first aid. This is sometimes unavoidable with young children. Staff should listen, observe and take note of the child's reaction or feelings and, so far as possible, use a level of contact and/or form of communication which is acceptable to the pupils and job role. Parents should always be informed when first aid has been administered. Staff should use their own professional judgement when they feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. Particular care must be taken in instances which involve the same pupil over a period of time.

10.4 Physical contact should never be secretive, for the gratification of the adult or represent a misuse of authority. If a member of staff believes that 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 DSL or Head of School.

10.5 In certain curriculum areas, such as PE, music, drama, staff may need to initiate some physical contact with children, for example, to demonstrate a technique in the use of equipment or an instrument. Physical contact should only take place when it is necessary in relation to a particular activity. The extent of contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age and understanding. Adults should remain sensitive to any discomfort expressed verbally or nonverbally by the pupil.

10.6 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 misunderstanding and potential allegations.

10.7 In certain circumstances intimate physical contact with children may be necessary, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. When administering intimate care staff should apply the principles set out above and be particularly alert to children's rights to safety, privacy and dignity. As with other types of physical contact, the responses of the child should

be carefully and sensitively observed, and where necessary, any concerns passed to the DSL. See *Intimate Care Policy*.

## **11 Use of Reasonable Force**

11.1 By law, any member of staff put in charge of pupils by the Head of School may reasonably intervene to prevent a child from:

- hurting themselves or others
- damaging property
- causing disorder

11.2 This applies when a teacher or other adult is on school premises and when he or she is in charge of the pupil elsewhere, for example on a field trip or other authorised out of school activity.

11.3 Reasonable force is only appropriate where no other form of control or restraint is available and where it is necessary to intervene. Any force used must always be the minimum needed to achieve the desired result and must be appropriate for the age, sex and understanding of the pupil and in keeping with the school's Behaviour Policy.

11.4 Before intervening physically a member of staff must, wherever practicable, tell the pupil to stop and what will happen if he or she does not. The member of staff must continue attempting to communicate with the pupil throughout the incident and must make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

11.5 Staff must always avoid touching or holding a pupil in a way that might be considered indecent or could cause harm.

11.6 Any member of staff who is involved with or witnesses use of force on a pupil (including where it is used to restrain or control the pupil) must inform the DSL or Head of School immediately following the incident. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. The member of staff involved must always provide a written report as soon as possible afterwards and parents must be notified by a senior member of staff.

## **12 Action to take in Self-Defence or in an Emergency**

12.1 The law allows anyone to defend themselves or another person against an attack provided they act within the law in using reasonable force.

## **13 Searching Pupils**

13.1 Staff have powers to search pupils including to tackle cyber-bullying. The staff can use this power under the specific authority of the Senior Leadership Team and where there is good reason to do so, i.e. that something, if not found, could be used to harm children or adults, disrupt teaching or break the school rules. Staff would always seek to carry out any

exceptional search of pupils with prior consent, where appropriate, and in keeping with the law. Please refer to the Searching and Withholding section of the Behaviour Policy.

## **14 Isolation and One-to-One Working**

14.1 If an adult is alone with a pupil he/she should ensure that any such meeting or lesson is as visible as possible and that it takes place in public or semi-public places such as the library or classrooms. As such, he/she should ensure that the door to the room has a glass panel which is not obscured or is left open. If this is not possible then another adult must be close by. Furniture should also be positioned to allow easy access into or out of the room.

14.2 Staff working in one to one situations with children and young people may be more vulnerable to allegations and pupils may be more vulnerable to harm by those seeking to abuse their trust. All staff should recognise this possibility and plan and conduct such meetings or lessons accordingly.

14.3 No member of staff must ever be behind a locked door with a pupil. Staff should never arrange a one to one meeting in a remote or secluded area. Any meetings which take place outside agreed working arrangements should not take place without the agreement of the DSL and parents. Staff should always report any incidents or concerns to the DSL or Head of School.

## **15 Relationships**

15.1 As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school are in a position of trust in relation to the pupils on roll. The relationship between a person working with children is one where the adult has a position of power or influence. It is vital for all 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.

15.2 We best serve the pupils in our care by a pastoral approach that is concerned, collective and thorough, but professionally detached. We do not serve pupils or parents well by encouraging situations in which pupils develop excessive reliance on individual teachers or members of staff.

15.3 All teachers and adults in school have a relationship of trust with all pupils by virtue of their position and the work they undertake. This relationship of trust must not be distorted and those in positions of trust must exercise responsibility as a consequence of the power they have over those they teach and/or care for. Where a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong and could lead to a disciplinary action resulting in dismissal.

15.4 It is unacceptable for a member of staff to have any kind of sexual or intimate relationships/contact with a pupil of any age or to encourage such relationships/contact.



Such relationships/contact are a serious breach of trust and professional standards even where the pupil is over 18.

The Sexual Offences Act 2003 makes it a criminal offence for a teacher to involve a pupil under 18 in a sexual activity regardless of whether or not the pupil consents to that activity. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. Keeping Children Safe in Education (2022), defines sexual abuse as, “Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening”.

15.5 It is also unacceptable for a member of staff to have any kind of sexual or intimate relationships/contact with a pupil of any age in attendance at another school. Members of staff are also prohibited from forming any kind of sexual or intimate relationships/contact with an individual under the age of 18, who is no longer in school attendance. This would raise serious concerns about the suitability of the adults to continue working with children and young people.

## **16 Punishments**

All staff must follow the agreed Behaviour Policy and Anti-Bullying Policy. Corporal punishment, or the threat of corporal punishment, is not acceptable and is unlawful.

Staff may not smack, strike or otherwise physically punish a pupil; deprive a pupil of food or drink; enforce food or drink; prevent contact by telephone to parents or any independent listener or helpline; use sarcasm or demeaning comments towards children; withhold any aids or equipment needed by the pupil or impose any punishment which is intended to distress or humiliate a pupil.

## **17 Confidentiality and Data Protection**

17.1 Staff must respect the privacy of pupils, parents and colleagues and must not pass confidential or sensitive information to any third parties (including addresses or telephone numbers), without checking first with the person concerned.

17.2 In some circumstances staff may have access to confidential information relating to pupils. These details must be kept confidential at all times and only shared when legally permissible and in the interests of the child.

17.3 Information about pupils, parents or colleagues must never be disclosed to telephone enquirers. Staff should ask the enquirer to put the request in writing so that it can be dealt with appropriately.

17.4 The storing and processing of personal information about pupils and staff are governed in accordance with data protection legislation, namely, the General Data Protection Regulation 2016 (as amended, extended or re-enacted from time to time). All employees and volunteers must adhere to the Data Protection Policy. ISB has a designated Data Protection Officer (dpo@isb.ro), this is the person responsible for data protection compliance within the school.

17.5 If a staff member is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the DSL and/or DPO. Any actions should be in line with locally agreed information sharing protocols.

Staff should never use confidential or personal information about a pupil or his/her family for their own, or others' advantage. The information must never be used to intimidate, humiliate or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis.

17.6 There are 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 the information on without delay, but only to those with designated safeguarding responsibilities. The school's Safeguarding and Child Protection Policy and Procedures must always be followed. Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and protect the safety of children.

## **18 Comments and Discussions with Pupils**

18.1 Staff must avoid comments to or about pupils which could be taken to have sexual overtones. It is equally unacceptable for staff to encourage debate and discussion between groups of pupils, which could be interpreted as having sexual overtones, which are not justified in the context of the teaching programme. Specific guidance may be needed to assist newly qualified or other staff who are new to this area of work. This will call for the exercise of careful judgment in responding to questions raised by pupils.

18.2 Notwithstanding the advice given above it is recognised that, in order to discharge particular pastoral responsibilities, staff may from time to time need to engage in conversation with pupils which cover sensitive matters. Teachers and other adults must use their professional judgement to ensure that they are not drawn into areas inappropriate to their duties or their relationship with the pupils concerned. Staff must also use their discretion to ensure that, for example, any probing for details cannot be construed as an unjustified intrusion.

18.3 Staff must respect the rights of others and respect those with different beliefs. Staff must not express extreme views without balance on sensitive topics such as sexual orientation or religious belief.

The use of sarcastic, demeaning or insensitive comments towards young people can also be potentially very damaging and must be avoided. In particular, staff must not make any racist, sexist, homophobic or otherwise discriminatory comments.

## **19 Infatuations and Crushes**

19.1 These can involve pupils and adults of both sexes on both a heterosexual and homosexual basis. They need to be handled sensitively. Careless and insensitive reactions may cause distress to those involved and have been known to provoke false accusations.

19.2 It is in the interests of all parties to avoid adding to the problem. Anyone finding themselves in this situation should not do or say anything which could be construed as

encouraging the crush or making jokes about the situation. In such situations, the advice of the DSL or Head of School must be sought.

19.3 Other members of staff have a part to play in alerting a colleague to the possibility of an infatuation in order that appropriate steps can be taken to minimise hurt and distress and the risk to the adult concerned.

19.4 Whilst the risk of infatuation is not limited to any particular group of members of staff, new staff and volunteers must recognise their particular vulnerability to adolescent infatuation. If a member of staff is concerned that he/she is developing a friendship with a pupil which would have the potential to become an unacceptable relationship, he/she must seek guidance from the DSL or Head of School and must ensure that the relationship does not develop further.

## **20 Out of School and After School Activities**

20.1 Staff must take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. The more relaxed adult-pupil relationships that may promote successful activities can be misinterpreted by young people. It is important to emphasise that the standards of professional conduct and behaviour expected of staff outside and after school are no different from those which apply within the school. Staff should be aware of the particular care which should be taken with older, more mature pupils in these circumstances.

## **21 Transporting Children**

21.1 In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. A designated member of staff is appointed to plan and provide oversight of all transport arrangements and respond to any difficulties that may arise. Staff should not transport pupils in their own vehicles or alone unless this is unavoidable; in which case specific approval from the Head of School should be obtained in advance, or as soon as possible thereafter. Where this is not possible, for example in an emergency, the incident should be reported to the Head of School.

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

## **22 Personal Letters, Gifts and Electronic Communication**

22.1 Staff should only write letters or send emails to individual pupils about routine matters of academic study or pastoral care, congratulations on recent achievements or other purely professional issues.

22.2 Adults should not give presents to an individual pupil (as opposed to small gifts to a whole group) outside of the school rewards system. If an adult believes it to be necessary to write a personal note or give a present to an individual pupil, s/he should discuss the

purpose and context with a senior colleague, who should refer to the Head of School if they require further advice.

22.3 Adults need to be aware that the giving of gifts can be misinterpreted by others as a gesture either to groom a young person.

22.4 All staff using e-mail should be aware of the less formal style that can characterise this form of communication and should ensure that emails do not convey an inappropriate or overly familiar tone. There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank you and this is acceptable although if the member of staff feels that this may indicate a crush or infatuation he/she should refer this matter to the DSL or Head of School. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

### **23 Socialising, Alcohol and Drugs**

23.1 Adults have a professional duty to set a responsible example to pupils. Adults should not put themselves in a position which may compromise their professional status. Adults should bear in mind that most pupils have mobile recording and photographic technology to hand, and the potential this has for comments or actions to be recorded out of context.

23.2 On occasions when adults are socialising in groups, in public locations, it is important that professional standards are maintained and no opportunity is given to pupils to compromise these. If adults become aware that pupils are socialising in the same venue, staff are encouraged to consider changing their plans. There may be times when this is difficult, for example at a restaurant, and in these circumstances, staff are strongly advised to moderate their behaviour accordingly.

23.3 Adults must maintain the highest professional standards at school social events and they must not continue to socialise with pupils after the official finishing time or at alternative locations. Adults must not drink alcohol on school premises.

23.4 Use of or being under the influence of illicit drugs is strictly prohibited and will render the user liable to dismissal for gross misconduct. Use of or being under the influence of alcohol is strictly prohibited, including on school trips (whether a day trip or residential visit). Any breach of these rules may result in disciplinary action. Smoking or vaping on the school site is prohibited.

### **23 Use of Images**

23.1 There are no circumstances that will justify adults making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the school or personal equipment, on or off the premises or making, storing or disseminating such material is illegal.

23.2 If indecent images of children are discovered at the establishment or on the school's equipment an immediate referral will be made by the DSL and the Head of School to the Local Authority Designated Officer and reported to the police.

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

## **25 Photography, Videos and Other Images**

25.1 The school can provide school cameras for taking photos to be uploaded on social media or for school records. These devices must be signed in/out and their use agreed in writing by the Heads. The school photographer/cameraman is also available to record activities in school and on available trips.

25.2 Whilst images are regularly used for very positive purposes, adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

25.3 Use of photographic and video images is outlined in the Privacy Policy which is in line with the GDPR requirements.

## **26 Dress and Appearance**

26.1 Adults should dress and present with appearance appropriate to their professional role; this may be different to that adopted in their personal life. Staff should ensure they are dressed smartly, decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation. Refer to the dress code explained in the Staff Handbook.

26.2 It is recognised that there may be specific occasions where the usual dress code may not be appropriate eg. residential/outdoor adventure visits etc. In these instances, guidance will be provided so that both students and adult's dress codes are appropriate. In accordance with current practice, the dress code may be relaxed on training days when pupils are not present, and on enrichment and theme days. This will be at the discretion of the SLT.

26.3 Footwear must be safe, sensible, smart, and clean and have regard to health and safety considerations. Staff need to be aware that shoes with covered toes are worn to avoid injuries. Fingernails should not be too long, or sharp that they present as a health and safety hazard to others.

## **27 Reporting of Concerns**

27.1 If a staff member has any concerns about a child s/he should complete a 'Record of Concern' form and hand it to the DSL or in their absence to the DS Deputies. Where an adult has a concern (whether low level or allegation) about another adult or wishes to self-report, they should follow the procedure set out in the Safeguarding Policy. As set out in this policy,

all low level concerns and self-reports should be made to the DSL and all allegations should be made to the Heads of School or DSL.

27.2 Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

## **28 Whistleblowing**

28.1 All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a pupil or pupils. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a pupil or pupils at risk they should in the first instance report their concern to the Head of School unless their concern relates to the Head of School in which case they should report their concern to the Board.

28.2 Concerns raised under this policy are distinct from concerns or allegations about an adult's suitability to work with or have access to children, which should be reported in accordance with the Safeguarding Policy.

28.3 No member of staff will suffer a detriment or be disciplined for raising a genuine concern about an unsafe practice, provided that they do so in good faith and following the whistleblowing procedures.

## **29 Supervision of Changing Rooms**

29.1 Adults must always change or shower privately; never in the same space as children.

29.2 Staff should make it clear to children where they are in the vicinity of the changing room without routinely being inside.

29.3 If staff need to enter the changing room, it is recommended they should alert pupils to this by announcing this beforehand.

29.4 Where possible, female staff should supervise girls and male staff should supervise boys. This is not always possible and when it's the case SLT should assess this.

29.5 Where pupils need support getting changed, the Intimate Care Policy should be followed. (This does not apply to age-related support for younger children).

## **31 Professional responsibilities**

31.1 Staff have the obligation to follow the procedures for absence including informing of break duties. The revised procedure for absences states that if you accumulate 5 individual sick days over the school year, starting with the 6th time you get sick, a staff member will need to bring a medical report from the family doctor to cover this day and any subsequent days.

Also, if a member of staff gets sick right immediately before or after a holiday, he or she must bring a medical report from the first day.

Days taken to care for dependents (e.g. children) are included with these days. So 5 days of absence is allowed in total until a doctor's note will be requested.

If there are 3 days of sickness in a row, a medical report is still needed.

The medical report should be brought to the HR Office on the first working day after the sick leave, preferably before the end of the current month, but not later than the 5th of the next month. (e.g. if you get sick on 18th February, the best day to bring the medical report would be the 19th of February, but you can bring it till the end of the month and not later than the 5th of March).

The extra days without a medical report from the family doctor will be considered as unpaid leave.

31.2 All staff are required to sign in and out of the building at all times to ensure a comprehensive record is available in the event of an emergency. An electronic system is installed which allows staff to register quickly and simply. All staff will be supplied with an identity badge that should be visible and worn at all times when in school, and should only be removed for safety reasons. When out in the community, staff must wear their school ID badge at all times. It is the responsibility of staff members to inform their line manager and office staff if their ID badge is lost or left home or if details on their badge need altering.

Welcoming families and other visitors as members of the school community is at the heart of the school. However, we also have a duty of care to ensure the safety and welfare of all those who use the school premises and we work under strict national and local safeguarding (Child Protection) guidelines. As a result, all regular visitors will need to be accompanied in school by a member of staff. Visitors will be issued with a visitor identity badge that should be visible and worn all the time they are in the school. All staff will appropriately enquire regarding unknown adults who are on site without a visitor badge.

### **31 Links with other policies:**

This policy links with other policies like:

- Safeguarding and Child Protection Policy
- Staff Disciplinary procedure and policy
- Behaviour Policies
- Online safety policy
- Acceptable use policy
- Risk assessment policy
- Whistleblowing policy
- Staff Handbook
- Health and Safety Policy

|                     |                  |
|---------------------|------------------|
| <b>Approved by:</b> | Whole School SLT |
| <b>Date:</b>        | August 2022      |
| <b>Review:</b>      | August 2023      |

