



Freshford C of E Primary School

Code of Conduct for Safe Working Practice 2017

Introduction

Adults have a crucial role to play in the lives of children. This Code of Conduct for Safe Working Practice (based on the Guidance for Safer Working practice for those working with children and young people in education settings – October 2015) is designed to help establish the safest possible learning and working environment which safeguards children and reduces the risk of them becoming falsely accused of improper or unprofessional conduct.

This document provides a guide for adults working in school whatever their position, role or responsibilities. It refers to and complements other policies and guidance, including:

- School Child Protection Policy
- School Behaviour Policy
- Staff Code of Conduct for ICT
- Visitors' Code of Conduct for ICT
- Policy on the use of mobile phones and cameras by staff, volunteers and non-staff, and the sharing of images
- Staff and Volunteer Acceptable Use of ICT Policy
- Whistleblowing Policy

All adults working in the school should know the name of the Designated Child Protection Teacher in the school, be familiar with local child protection arrangements, and understand their responsibilities to safeguard and protect children and young people.

Responsibilities

This means that staff should:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour

This means that employers should:



- promote a culture of openness and support
- ensure that systems are in place for concerns to be raised
- ensure that adults are not placed in situations which render them particularly vulnerable
- ensure that all adults are aware of expectations, policies and procedures

This means that Managers / Proprietors/ Governing Bodies should:

- ensure that appropriate safeguarding and child protection policies and
- procedures are distributed, adopted, implemented and monitored

Making professional judgements

This means that where no specific guidance exists adults should:

- discuss the circumstances that informed their action, or their proposed action, with their line manager, or where appropriate, the school's designated safeguarding lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with the head teacher or designated safeguarding lead (currently the headteacher is also the safeguarding lead)
- always record discussions and actions taken with their justifications
- record any areas of disagreement and, if necessary, refer to another agency/the LA/Ofsted/NCTL/other Regulatory Body of the team and the parent/carer.
- report any actions which could be mis-interpreted to their senior manager
- always discuss any misunderstanding, accidents or threats with a senior manager
- record any areas of disagreement about course of action taken and if necessary referred to a higher authority
- ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken.

Power and positions of trust and authority

This means that adults should not:

- use their position to gain access to information for their own advantage and/or a pupil's or family's detriment
- use their power to intimidate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so



Confidentiality

This means that staff:

- need to know the name of their Designated Safeguarding Lead and be familiar with LSCB child protection procedures and guidance
- are expected to treat information they receive about pupils and families in a discreet and confidential manner
- should seek advice from a senior member of staff (designated safeguarding lead) if they are in any doubt about sharing information they hold or which has been requested of them
- need to be clear about when information can/ must be shared and in what circumstances
- need to know the procedures for responding to allegations against staff to whom any concerns or allegations should be reported
- need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure

Standards of Behaviour

This means that staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
- make, or encourage others to make sexual remarks to, or about, a pupil
- use inappropriate language to or in the presence of pupils
- discuss their personal or sexual relationships with or in the presence of pupils
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

This means that staff should :

- be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children
- understand that a person who provides Early Years education or Childcare may be disqualified because of their “association” with a person living or employed in the same household who is disqualified.

Dress and Appearance



This means that staff should wear clothing which:

- promotes a positive and professional image that is appropriate to their role
- 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
- is compliant with professional standards

Gifts, Rewards, Favouritism and Exclusion

This means that adults should:

- be aware of and understand their organisation's relevant policies, e.g. rewarding positive behaviour
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded
- only give gifts to a pupil as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally
- ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

Infatuations and crushes

This means that staff should:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff
- always maintain professional boundaries

This means that senior managers should:

- put action plans in place where concerns are brought to their attention

Social contact outside of the workplace

This means that staff should :

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme
- advise senior management of any regular social contact they have with a pupil which could give rise to concern



- refrain from sending personal communication to pupils or parents unless agreed with senior managers
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring

Communication with children (including the use of technology)

This means that adults should:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school or setting
- follow their school / setting's Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute

Physical Contact

This means that staff should:

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



This means that education settings should:

- ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care

Other activities that require physical contact

This means that staff should:

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

This means that schools should :

- have in place up to date guidance and protocols on appropriate physical contact, that promote safe practice and include clear expectations of behaviour and conduct
- ensure that staff are made aware of this guidance and that it is continually promoted

Intimate / Personal Care

This means that the education setting should:

- have written care plans in place for any pupil who could be expected to require intimate care
- ensure that pupils are actively consulted about their own care plan

This means that staff should:

- adhere to their organisation's intimate and personal care and nappy changing policies
- make other staff aware of the task being undertaken



- always explain to the pupil what is happening before a care procedure begins
- consult with colleagues where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering
- always consider the supervision needs of the pupils and only remain in the room where their needs require this

This means that adults should not:

- change or toilet in the presence or sight of pupils
- shower with pupils
- assist with intimate or personal care tasks which the pupil is able to undertake independently

Behaviour Management

This means that staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the school which may impact on a pupil's behaviour
- follow the school's behaviour management policy
- behave as a role model
- avoid shouting at children other than as a warning in an emergency/safety situation
- refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI)
- be aware of the legislation and potential risks associated with the use of isolation and seclusion
- comply with legislation and guidance in relation to human rights and restriction of liberty

The use of Control and Physical Intervention

This means that education settings should:

- ensure that they have a lawful physical intervention policy consistent with local and national guidance
- regularly acquaint staff with policy and guidance



- ensure that staff are provided with appropriate training and support
- have an agreed policy for when and how physical interventions should be recorded and reported

This means that staff should:

- adhere to the school or setting's physical intervention policy
- 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

This means that staff should not

- use physical intervention as a form of punishment

Sexual Conduct

This means that staff should:

- not have any form of sexual contact with a pupil from the school or setting
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a pupil
- not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role

One to one situations

This means that staff should:

- ensure that wherever possible there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved

Home visits

This means that staff should:



- agree the purpose for any home visit with their manager
 - adhere to agreed risk management strategies
 - avoid unannounced visits wherever possible
 - ensure there is visual access and/or an open door in one to one situations
 - always make detailed records including times of arrival and departure
 - ensure any behaviour or situation which gives rise to concern is discussed with their manager
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- This means that education settings should:
 - ensure that they have home visit and lone-working policies which all adults are made aware of. These should include arrangements for risk assessment and management
 - ensure that all visits are justified and recorded
 - ensure that staff are not exposed to unacceptable risk
 - make clear to staff that, other than in a an emergency, they should not enter a home if the parent/carer is absent
 - ensure that staff have access to a
 - mobile telephone and an emergency contact

Transporting pupils

This means that staff should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- take into account 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 medicine which is likely to impair judgement and/or ability to drive
- ensure that if they need to be alone with a pupil 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 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
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified
(Refer to Local and National guidance for Educational visits)

Educational Visits



This means that staff should:

- adhere to their organisation's educational visits guidance
- always have another adult present on visits, unless otherwise agreed with senior staff
- undertake risk assessments
- have parental consent to the activity
- ensure that their behaviour remains professional at all times
- never share beds with a child/pupil
- never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Head teacher, parents and pupils
- refer to local and national guidance for Educational Visits, including exchange visits (both to the UK and abroad)

First Aid and Medication

This means that education settings should:

- ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant
- ensure training is regularly monitored and updated
- refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions

This means that adults should:

- adhere to the school or setting's health and safety and supporting pupils with medical conditions policies
- make other staff aware of the task being undertaken
- have regard to pupils' individual healthcare plans
- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities
- explain to the pupil what is happening
- always act and be seen to act in the pupil's best interest
- make a record of all medications administered
- not work with pupils whilst taking medication unless medical advice confirms that they are able to do so

Photography, videos and other images

This means that staff should:

- adhere to their establishment's policy
- 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 when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school or setting
- ensure that a 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 making images in one to one situations

This means that adults should not:

- take images of pupils for their personal use
- 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
- take images of children in a state of undress or semi-undress
- take images of children which could be considered as indecent or sexual

Exposure to inappropriate images

This means that staff should:

- abide by the establishment's acceptable use and online safety policies
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate

Personal living accommodation including on site provision

This means that staff should:

- be vigilant in maintaining their privacy, including when living in on-site accommodation
- be mindful of the need to avoid placing themselves in vulnerable situations
- refuse any request for their accommodation to be used as an additional resource for the school or setting
- be mindful of the need to maintain appropriate personal and professional boundaries
- not ask pupils to undertake jobs or errands for their personal benefit

Overnight supervision and examinations

This means that:

- schools should ensure that all arrangements reflect a duty of care towards pupils and staff

Where staff do supervise candidates overnight:

- a full health and safety risk assessment should have been undertaken



- all members of the household should have had appropriate vetting including, where eligible, DBS and barred list checks
- all arrangements should be made in partnership and agreement with the pupil and parents/carers
- arrangements involving one to one supervision should be avoided wherever possible.
- as much choice, flexibility and contact with 'the outside world', should be incorporated into any arrangement so far as is consistent with appropriate supervision
- whenever possible, independent oversight of arrangements should be made
- any situation which gives rise to complaint, disagreement or misunderstanding should be reported
- staff should have regard to any local and national guidance

Curriculum

This means that staff should:

- have clear written lesson plans
- take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.

This means that adults should not:

- enter into or encourage inappropriate discussions which may offend or harm others
- undermine fundamental British values
- express any prejudicial views
- attempt to influence or impose their personal values, attitudes or beliefs on pupils

Whistleblowing

This means that schools and settings should:

- have a whistleblowing policy in place which is known to all
- have, as part of their safeguarding and child protection policy, clear procedures for dealing with allegations against persons working in or on behalf of the school or setting

This means that staff should:

- report any behaviour by colleagues that raises concern
- report allegations against staff and volunteers to their manager, or registered provider, or where they have concerns about the manager's response report these directly to the DO



Sharing Concerns and Recording Incidents

This means that staff should:

- be familiar with their establishment's arrangements for reporting and recording concerns and allegations
- know how to contact the LADO / DO and Ofsted/regulatory body 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 the school or setting

This means that education settings should:

- have an effective, confidential system for recording and managing concerns raised by any individual regarding adults' conduct and any allegations against staff and volunteers

Completed : March 2017

Approved : (date)

Signed :

Review :