
OVERSTONE PARK SCHOOL

School Personnel Code of Conduct



School Personnel Code of Conduct

Date	Review Date	Deputy head and Designated safeguarding lead	Deputy Designated safeguarding leaders
September 2024	August 2025	Mrs Dawn York Proprietor and Principal Mrs Marion Brown	Miss A West Ms J Sinnamon

We believe this policy relates to the following legislation:

- Children Act 1989
- Police Act 1997
- Police Act 1997 (Criminal Records) Regulations 2002
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection and Freedoms Act 2012

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in
- Education Settings (DCSF)
- Keeping Children Safe in Education (DfE)
- Working Together to Safeguarding Children (The Stationery Office)

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 that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards. We expect all support staff, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its pupils.

We have a duty to safeguard and to promote the welfare of all pupils by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes.

We believe we have a duty to safeguard and to promote the welfare of pupils and to protect school personnel by creating a whole school culture that is safe and inclusive. We want to maintain a whole school culture by having in place the principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

We value and respect all pupils and understand that we have a key role to play in identifying child protection concerns as the safeguarding of children and their welfare is paramount. Therefore, we must ensure all school personnel (and volunteers) are appointed following the safer recruitment

guidelines and procedures, Disclosure and Barring Service checked, trained in child protection procedures, understand their roles and comply with the code of conduct.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism.

School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring that the behaviour and safety of pupils, and the leadership and management at this school is of a very high standard.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To safeguard and to promote the welfare of pupils.
- To create and maintain an ethos of mutual respect, openness and fairness.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Proprietors

The Proprietors has:

- delegated powers and responsibilities to the Principal and deputy head to ensure that all school personnel are aware of the School Code of Conduct for safeguarding children and that they are aware of the Designated Safeguarding Lead and deputies.
- delegated powers and responsibilities to the Principal and deputy head to ensure all visitors to the school are aware of and comply with this policy;
- delegated powers and responsibilities to the Principal and deputy head to ensure:
 - compliance with procedures and practice of the Local Authority and the Local Safeguarding Children Board
 - procedures are in place to deal with allegations against school personnel and volunteer helpers.
 - allegations against school personnel or volunteer helpers are referred to the Local Authority Designated Officer
 - compliance with their legal duty of referring to the Disclosure and Barring Service (DBS) if a member of the school personnel or volunteer helper has been dismissed due to safeguarding concerns.
- responsibility for ensuring that the school complies with all equalities legislation.
- nominated a designated Equalities personnel to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- responsibility for ensuring funding is in place to support this policy.

- make effective use of relevant research and information to improve this policy.
- responsibility for ensuring this policy and all policies are maintained and updated regularly.
- responsibility for ensuring all policies is made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal

The Principal will:

- ensure that all school personnel are aware of their responsibilities that are outlined in this policy.
- ensure that all school personnel are aware of Safeguarding and Child Protection policy and all other associated school policies.
- ensure all school personnel and volunteer helpers are aware that the Principal is the Designated Child Protection Teacher.
- ensure the Safer Recruitment policy and procedures are in place and up to date.
- ensure Disclosure and Barring Service checks are in place for all school personnel, governors and volunteer helpers.
- ensure all school personnel, and volunteer helpers undertake annual safeguarding training.
- provide leadership and vision in respect of equality.
- make effective use of relevant research and information to improve this policy.
- provide guidance, support and training to all new staff, governors and new volunteer helpers.
- monitor the effectiveness of this policy.

Role of the DSL

The Designated Safeguarding Lead

- ensure the implementation of this policy.
- ensure everyone connected with the school is aware of this policy.
- work closely with the Principal and the nominated governor.
- be trained in child protection policy procedures.

- **renew training every two years in order to;**
 - **understand the assessment process.**
 - **understand the procedures of a child protection case conference and child protection review conference.**
 - **understand the specific needs of children in need.**
 - **understand the specific needs of children with special educational needs and those of young carers.**
 - **have in place a secure and accurate record system of all concerns and referrals.**

- **take the lead in dealing with child protection issues.**
- **keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk.**
- **be trained in working with all agencies.**
- **familiarise school personnel with the policy and procedures;**
- **investigate and deal with all cases of suspected or actual problems associated with child protection.**
- **ensure parents are aware that referrals about suspected abuse or neglect may be made.**
- **make child protection referrals.**
- **record all child protection referrals.**
- **co-ordinate action within the school.**
- **liaise and seek advice from the Local Authority Designated Officer when the need arises.**
- **liaise with social care and other agencies.**
- **transfer the child protection file of any pupil leaving to join another school.**
- **provide support for any child at risk.**
- **not promise confidentiality to any child but always act in the interests of a child.**
- **act as a source of advice within the school.**
- **help create a culture within the school of listening to children.**
- **keep up to date with all new guidance on safeguarding children.**
- **keep all school personnel up to date with any changes to procedures.**
- **organise appropriate training for school personnel.**
- **ensure all incidents are recorded, reported and kept confidential.**

- keep all paperwork up to date.
- report back to the appropriate school personnel when necessary.
- annually review the policy with the Principal

Role of School Personnel & the Code of Conduct

Principles

- The welfare of the child is paramount (Children Act 1989).
- Staff should understand their responsibilities to safeguard and promote the welfare of children.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which could lead any reasonable person to question their motivation and intentions.
- Staff should work and be seen to work in an open and transparent way.
- Staff should behave professionally, treat all pupils with respect and ensure that their behaviour does not inadvertently lay them open to allegations of abuse.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief or sexual identity.
- Staff should continually monitor and review their practice to ensure they follow the guidance contained in this code.

This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school.

Propriety and Behaviour

- Staff are expected to adopt high standards of personal conduct in order to maintain the confidence and respect of all those with whom and for whom they work.
- Staff have an individual responsibility at all times to ensure appropriate use of school property and resources.
- Staff should understand the need to act as good role models for pupils. This includes their work in school and on school trips. They also have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils.
- Staff should understand and be aware that safe practice also involves using judgement and integrity about behaviours outside the work setting.

- Behaviour in their personal lives may impact on their work with pupils and the reputation of the school.
- Staff conduct and performance must not be adversely impacted by alcohol or drugs when undertaking their duties (including on school trips). Illegal drugs are prohibited on site. Consumption of alcohol is not permitted on site except at school functions or when otherwise agreed by the Principal that modest amounts of alcohol may be consumed.
- Staff should be aware that any unlawful discriminatory behaviour or other conduct which brings the school or profession into disrepute will result in disciplinary action.

Attendance and Punctuality

- Staff should make every effort to attend when required to do so. If a member of staff is going to be unavoidably late/delayed or is ill, they must report the absence as soon as possible to the Administrator.
- In the case of planned absence, authorisation must be sought from the Principal.

Dress and Appearance

- Dress should be smart, appropriate to the role and not likely to be viewed as offensive, revealing or sexually provocative. It should not distract, cause embarrassment or give rise to misunderstanding. Denim is not permitted.
- Games staff should be in smart clothing when not on the games field.

Health and Safety and First Aid

- All Staff have a duty to ensure that a safe working environment exists. Fire and evacuation procedures must be adhered to and Staff are required to familiarise themselves with the procedures and their responsibilities as set out in:

Health and Safety Policy
First Aid Policy

Transporting pupils

- Staff should not transport pupils in their own vehicle other than on approved School business with permission of the Head or in the case of emergency.
- A member of staff should never be alone in a vehicle with a pupil.
- Wherever possible and practicable, transport should be in a vehicle other than a private vehicle, with at least one adult additional to the driver acting as an escort.

Accident and Incident Reporting

- An accident report form should be completed for all accidents on site. A copy of the form should be given to the administrator as appropriate to the circumstances.
- In the case of a serious accident or incident the school is aware of the need to report it following 'Reporting of Injuries, Diseases and Dangerous Occurrences Regulations' (RIDDOR)

External Activity

- Any outside work or activity which may conflict with the interests of the school or which makes use of school resources or property must always be agreed in advance with the Principal. The use of school resources and property for personal purposes is not permitted unless agreed by the Principal.

Use of Personal Mobile Phones

The school recognises that personal mobile phones have the potential to be used inappropriately. Mobile phones should never be used to take photographs of or video children.

The term 'phone' in this policy denotes mobiles phones, iPods, iPads, MP3, MP4 players, cameras and any similar portable electronic devices. This policy also contains guidance specific to EYFS.

Use of Technology, Electronic Communications and Storage of Images

The Acceptable Use Policy should be followed at all times.

Staff must ensure that they establish safe and responsible behaviours in their use of electronic communications and when online. All staff must have read and signed the Acceptable Use Policy.

Staff are expected to use Information Technology in the course of any lesson only as an aid to teaching. Staff should not be sending or receiving work or personal emails or accessing the internet other than for the purpose of teaching.

On the rare occasions when teacher input may not be needed by children (e.g. during a test) a teacher's paramount duty is to supervise the children. Use of email or the internet for work purposes may be undertaken only if the supervision of the children remains secure. Staff should not at any time use personal devices, e.g. mobile phones or tablets, to access the internet during lesson times.

Staff should have a thorough knowledge of the school's Online safety policy and the Cyberbullying Policy.

Staff must log off when they leave a computer.

Staff must never allow visitors to use their log on details.

Staff should keep social networking profiles private and refrain from joining groups that are directly linked to the School.

Staff should refrain from making comments about the School or discussing the school on their personal social media networks.

Pupils and ex pupils under the age of 18 should not be 'friends' or 'contacts'. Staff should have no online contact with ex pupils under the age of 18.

Staff with their own website should keep private details off the website and guard against giving out information which could bring the school into disrepute.

Email exchanges with pupils should be for professional purposes only, using the school email system alone, with the use of appropriate formal language and salutations. Staff should be aware that any email can be forwarded (or if deleted can be retrieved), so should think before sending. When using e-mail, Staff need to be aware of the less formal style that can characterise this form of communication and ensure that e-mails do not convey an inappropriate tone.

Staff should never photograph pupils using their own cameras unless using a memory card provided by the school. Best practice is to book a camera in advance or arrange for photographs to be taken by the school photographers. All photographs taken of the children should be uploaded on school computers only.

It is not appropriate for Staff to take images of pupils for their personal use. However, working with pupils may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of pupils.

When taking photographs, Staff need to remain sensitive to pupils who appear uncomfortable and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

Images should be stored securely on school hardware and be used only by Staff authorised to do so.

When images are used, the pupils in them should not be named.

Whistleblowing

The school has a Whistleblowing Policy. Where a member of staff has good reason for concern regarding the conduct or competence of a colleague, they should follow the procedures in the policy. This is particularly important where the welfare of children may be at risk.

All staff have a duty to report themselves if there is any reason why they may not be able to carry out their duties effectively or if there is anything that may affect their ability to work safely with children.

Staff need to be aware of their responsibilities under PREVENT. Any worries about pupils should be viewed as safeguarding issues and reported to the Designated Safeguarding Lead following the procedures set out in the Safeguarding and Child Protection Policy. Any worries about colleagues should be reported under Whistleblowing.

Professional Judgement

On very rare occasions, there may be a time when staff must make a judgement in the best interests of the pupils in their charge which

contravenes this guidance or for which no guidance exists. Such judgements should always be recorded and shared with the Head and the Deputy Head. The parent or carer must also be informed where necessary. In doing so, individuals will be seen to be acting reasonably. Staff should always consider whether their actions are warranted, proportionate and safe, and applied equitably.

Confidentiality

Staff may have access to confidential or personal information about pupils or colleagues in the process of undertaking their everyday responsibilities.

They should never use this information for their own or others' advantage (including that of partners, friends, relatives or other schools/services). Confidential information about a pupil should never be used casually in conversation or shared with any person other than on a need-to-know basis and never be used to intimidate, humiliate or embarrass the pupil.

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.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass on information without delay, but only to those with designated child protection responsibilities. If in doubt about whether to share information or keep it confidential, staff should seek guidance from the Principal.

Good Practice

Staff must be prepared to provide support and comfort to children during times when there may be stress at school, worry about problems at home or homesickness. We need to attend to a child's welfare and needs without becoming unduly concerned that we may be doing the wrong thing.

Nevertheless, the boundaries of what is acceptable without being over-intimate need to be clear and the following guidance is offered to staff:

Communication and Contact with Pupils

All communication and contact between pupils and adults should take place within clear and explicit professional boundaries.

Staff should also be circumspect in their communications and contact with pupils so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.

Staff should share concerns with the appropriate member of staff. The Safeguarding and Child Protection Policy and procedures should be followed in all case relating to safeguarding issues including Female Genital Mutilation (FGM) and Prevent.

Language

Staff should not swear, blaspheme or use offensive language in front of pupils.

Staff should not use language which is discriminatory and demeaning in relation to gender, religion, ethnicity, sexual orientation, disability or age.

Staff should not make sexual innuendos or any comments of a sexual nature (other than in the context of SRE in the PSHEE curriculum), nor make any comments trivialising alcohol or drug abuse.

The use of sarcastic, demeaning or insensitive comments towards young people can also be regarded as a form of abuse which is potentially very damaging and must be avoided.

It is recognised that, in order to discharge particular pastoral responsibilities, staff may from time to time need to engage in conversation with children which covers sensitive matters. Staff 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. In circumstances where such conversations occur, staff must let the Principal know immediately.

One-to-One Situations

One-to-one situations have the potential to make pupils more vulnerable to harm by those who seek to exploit their position of trust. Staff may also be more vulnerable to unjust or unfounded allegations being made against them.

When one-to-one situations occur, reasonable and sensible precautions must be taken to ensure the safety and security of pupils and Staff alike.

Teachers of individual lessons, i.e., music and individual needs (including SEND) should endeavour to ensure that their teaching takes place where visual contact with others can be maintained.

Avoiding Misinterpretation

Staff should

- **Try to model appropriate boundaries regarding personal space.**
- **Avoid special relationships or rumours of having ‘favourites’.**
- **Avoid spending unequal amounts of time with a given child or group of children.**
- **Be wary of forming ‘special’ relationships with particular children’s families that might compromise them professionally.**
- **Be aware of how their actions may be interpreted by others looking in from outside.**
- **Be observant of the behaviour of colleagues and, if they feel that their actions could be seen by others as inappropriate, tell them or the Designated Safeguarding Lead.**

Interviewing children and dealing with an unhappy child

If it is necessary to be alone with a child, this should, ideally, be in a place in full view of others.

If a child is injured or upset, appropriate comforting is a natural reaction. In full view of others, this is fine but staff should be aware that in a one to one situation, such comforting may be open to mis-interpretation.

Be aware that an upset child might readily misconstrue a situation and, if possible, always ensure that the child is accompanied by a friend.

When investigating allegations of e.g. bullying, it is wise to invite another pupil to attend, so that the child feels supported. This will also act as protection from misinterpretation.

In responding to individual children’s distress, staff will need to consider carefully whether they should offer advice, sympathy or counselling if a discussion enters a sensitive area or, alternatively, refer them to a colleague or agency better placed to offer appropriate advice.

Behaviour Management

All pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult and challenging behaviour.

Staff should not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments is not acceptable in any situation. Any sanctions or rewards used should be part of recognised systems and procedures as set out in the Behaviour Policy.

Any incidents of bullying should be dealt with swiftly in accordance with the Anti-bullying Policy and Cyberbullying Policy.

Physical Contact with Pupils

Given the age of the pupils, physical contact between pupils and staff may be appropriate. Staff must exercise common sense when with the children in their care and should make sure any physical contact is appropriate to the situation. Staff should never have any physical contact with a child which could be misinterpreted. Some incidences where physical contact may be necessary/unavoidable are:

Contact in PE/Swimming. It should, however, be seen as appropriate by others.

Physical contact may be necessary in Drama and in some forms of skills coaching – e.g. in instrumental music lessons. Any such contact should likewise be seen as appropriate.

First Aid – staff who administer First Aid should, where possible, ensure that another adult is present if there is any doubt over the possibility of any physical contact being misconstrued.

Teachers of individual instrumental music lessons should teach only in the designated space where all teaching rooms are clearly visible from the outside and should avoid unnecessary physical contact.

Comforting a child who is upset or unwell.

If a child needs to be restrained, the school's Physical Restraint and Use of Reasonable Force Policy should be followed.

Physical Intervention

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff. Corporal punishment and the threat of corporal punishment are prohibited. Staff must never shout at, humiliate or use sarcasm with pupils.

Staff must follow the guidelines set out in the Physical Restraint and Use of Reasonable Force Policy.

Changing

PE, Games or other changing supervision needs to be visible and protective but also non-intrusive and discreet. Staff should announce their intent to enter, before entering the changing rooms.

Staffing arrangements should, where possible, allow for same gender supervision of changing.

Where possible, more than one member of staff should be in charge of changing, to avoid the potential for compromising circumstances and to remove as far as possible any opportunity for abuse.

When it is not possible for more than one member of staff to be in attendance, staff need to be particularly alert to the potential hazards of being the sole member of staff in charge of changing. At such times, a member of staff should ensure that a group of children is present and should avoid being alone in the changing room with an individual child.

Any concerns with regard to the supervision of changing should be addressed to the Director of Sport and/or to one of the designated persons.

Any other events – e.g. theatrical productions – that require changing arrangements should follow the above guidance.

Staff should avoid changing in the presence of children. The staff changing room should be used in the Swimming pool. If a gender clash arises, the female member of staff should use the girls' changing room.

Searching and Confiscation

There may be times when a member of staff needs to search a pupil or a pupil's belongings because something has gone missing and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the Searching and Confiscation Policy.

Intimate Care

Helping a child who has soiled their clothing

There may be occasions when a member of staff needs to undertake personal care tasks with children but particularly to those who are in the Early Years and Foundation Stage. The normal range of development for this group of children indicates that they may not be fully toilet trained. In addition to this there are other vulnerable groups of children and young people that may require support with personal care on either a short, longer term or permanent basis due to SEN and disability, medical needs or a temporary impairment. Examples of these may be children who have limbs in plaster or are temporarily wheelchair bound. In such circumstances staff must follow the guidelines set out in the Intimate Care Policy.

Social Contact with pupils

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship.

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of Staff should exercise his or her professional judgement in making a response.

Some social contacts will be easily recognised and openly acknowledged, for example when the parent and Staff are part of the same social circle.

Nevertheless, Staff should be aware that some social contacts which are not common knowledge can be misconstrued as being part of a grooming process.

It is recognised that Staff can support a parent who may be in particular difficulty; however, care needs to be exercised in situations where the parent comes to depend on the member of staff for support outside their

professional role. These situations should be discussed with the Principal and, where necessary, referrals made to the appropriate support agency.

Contact with pupils out of School

Staff should never arrange meetings with individual pupils off the school premises without the prior approval of the Principal.

Staff should never take children on overnight trips alone.

Staff should not arrange private tuition of any of the school's pupils, in school or beyond, during term time or holiday time, without the prior approval of the Principal. Once approval has been granted, further approval must be sought from the Designated Safeguarding Lead to ensure the proper procedures for safeguarding are in place.

Staff should not arrange tuition on the school's premises of any pupil from beyond the school without the prior approval of the Principal.

Staff should not give pupils their home address, home telephone number, mobile phone number, or non-School e-mail address.

Staff should not make arrangements to meet pupils, individually or in groups, outside School other than on School trips authorised by the Principal.

Staff are advised not to attend private pupil parties and should be aware of their professional standing and responsibilities when attending parties arranged by parents at which pupils are also present.

Gifts, Rewards and Favours

Staff 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 will give rise to concerns about their behaviour.

Staff should not give presents to an individual pupil outside of the school rewards system. This could be a form of grooming.

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

It is unacceptable to receive gifts on a regular basis or of any significant value.

Gifts given or received in situations which may be misconstrued must be declared to the Bursar.

Staff should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice.

Similar care should be exercised when pupils are excluded from an activity. No child should be excluded from an activity without prior consultation with the Principal.

Relationships

Staff should understand that they are in a position of trust in relation to pupils, giving them influence and power by virtue of the knowledge they have and/or the authority invested in their role.

Staff should ensure that their relationships with pupils clearly take place within the boundaries of a respectful professional relationship and avoid behaviour which might be misinterpreted by others.

A relationship between an adult and a pupil is not a relationship between equals and there is a potential for exploitation and harm of vulnerable young people.

Staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Infatuations

Occasionally, pupils may develop an infatuation for a member of staff. In such situations the advice of the Principal.

Staff should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is beyond reproach.

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 member of staff concerned.

Whilst the risk of infatuation is not limited to younger members of staff, they 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 ensure that the relationship does not develop further.

Staff have a responsibility to ‘whistleblow’ on themselves or a colleague immediately in such circumstances.

Sexual Contact

Staff should not have any form of communication with a pupil which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, texts, emails or physical contact.

Staff should not make sexual remarks to, or about a pupil, discuss their own sexual relationships with or in the presence of pupils or have sexual relationships with pupils. It is an offence for a member of staff to engage in sexual activity with or in the presence of a pupil or to cause or incite that pupil to engage in or watch sexual activity.

Any sexual activity between a member of staff and a pupil may be regarded as a criminal offence and will always be a matter for disciplinary action.

Grooming

A child abuser may spend a great deal of time and energy ‘grooming’ a child and thereby creating an opportunity for abuse. Such grooming will involve gaining the child’s confidence and trust and may also involve gaining the trust of the child’s family and/or of other adults associated with the child.

Within the context of a school, it is essential to be aware of possible warning signs of grooming and to raise any concerns in this regard with the Principal or Designated Safeguarding Lead. Such warning signs may include spending excessive amounts of time with a particular child or group of children, arranging to meet with children outside of school, albeit in the company of their parents or e.g. by arranging holiday tuition (often with the

parents' full support), breaching guidelines with regard to being alone with children or using inappropriately sexual language with children. All of these behaviours are dealt with in the guidance above and staff should feel comfortable that, by following the guidance, they will avoid arousing unjustified suspicions.

In recent times, internet grooming has become an increasing concern. The school's ICT policies provide safeguards against such activity within school but staff should take seriously and report to the Designated Safeguarding Lead or the Principal any concern that a child may at home be engaged in unsuitable internet activity. Staff who identify a pupil who is at risk of being drawn into terrorism must challenge extremist ideas and pass their concerns on immediately to the Designated Safeguarding Lead.

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- promote good progress and outcomes by pupils.
- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- guide pupils to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- Plan and teach well-structured lessons.
- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of learning and children's intellectual curiosity.
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Adapt teaching to respond to the strengths and needs of all pupils.
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- **Manage behaviour effectively to ensure a good and safe learning environment.**
- **have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.**
- **have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.**
- **manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.**
- **maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.**

Role of Pupils

Pupils must be made aware of:

- **basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.**
- **how to assess risk to themselves.**
- **how to keep themselves safe.**

Raising Awareness of this Policy

- **School Handbook/Prospectus.**
- **School website.**
- **Staff Handbook.**
- **Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.**
- **School events.**
- **Meetings with school personnel.**
- **Written communications with home such as weekly newsletters and of end of half term newsletters.**
- **Annual report to parents.**
- **Headteacher reports to the Governing Body.**
- **Information displays in the main school entrance.**
- **Text messages**
- **Email**
- **Social media:**
 - **Facebook**

- **Twitter**
- **Virtual pin boards**
- **School blog**

Training

All school personnel:

- **have equal chances of training, career development and promotion.**
- **receive training on induction which specifically covers:**
 - **All aspects of this policy**
 - **Safeguarding and Child Protection**
 - **Safe use of Internet Social Networking Websites**
 - **Disciplinary Procedure**
 - **Grievance Procedure**
 - **Equal opportunities**
 - **Inclusion**
- **receive periodic training so that they are kept up to date with new information.**
- **receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.**

Raising Awareness of this Policy

We will raise awareness of this policy via:

- **School Handbook/Prospectus.**
- **School website.**
- **Staff Handbook.**
- **Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.**
- **School events.**
- **Meetings with school personnel.**
- **Written communications with home such as weekly newsletters and of end of half term newsletters.**
- **Annual report to parents.**
- **Principal reports to the Governing Body.**

- Information displays in the main school entrance.
- Text messages
- Email
- Social media:
 - o Facebook
 - o Twitter
 - o Virtual pin boards
 - o School blog

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal:	Mrs M F Brown	Date:	September 2024
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