

Part 1

Policy for Safer Working Practices

Part 2

Code of Conduct

Authority Guidelines on Staffing Procedures for Community, Voluntary Controlled, Community Special Schools and Early Years Centres (and those adopted by Governing Bodies of other maintained or non-maintained schools).

**For those working with children and young people
in education settings**

LA New Policy: September 2019

Policy for Safer Working Practices

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1. Policy Statement

The term 'allegation' means where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

2. Overview and purpose of Policy

The Policy seeks to ensure that the responsibilities of School Leaders towards children and employees are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour.

It should assist employees to monitor their own standards and practice and reduce the risk of allegations being made against them.

The Policy supports the school in giving a clear message that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow.

There may be times when professional judgements are made in situations not covered by this policy, or which directly contravene the guidance given by the school. It is expected that in these circumstances employees will always advise their senior colleagues of the justification for any such action already taken or proposed.

All employees have a responsibility to be aware of systems within their school which support safeguarding and these should be explained to them as part of employees' induction and in at least annual employees' training sessions.

It must be recognised that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. However, allegations may also be false or misplaced and may arise from differing perceptions of the same event. It is essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely.

3. Underpinning principles of the Policy

The welfare of the child is paramount.

- employees should understand their responsibilities to safeguard and promote the welfare of students
- employees are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- employees should work, and be seen to work, in an open and transparent way
- employees should acknowledge that deliberately invented or malicious allegations are extremely rare and that all concerns should be reported and recorded
- employees should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern

- employees should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- employees should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- employees should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teacher Regulation Agency (TRA)
- employees and managers should continually monitor and review practice to ensure this guidance is followed
- employees should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against employees, employee's behaviour policy, whistle blowing procedure and their Local Safeguarding Children Board LSCB procedures

4. Introduction

Adults have a crucial role to play in the lives of children. This policy has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.

This means that these guidelines:

- *apply to all adults working in Education and Early Years settings whatever their position, role or responsibilities*

5. Responsibilities of employees

Employees are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children.

This means that employees 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*

All employees have a responsibility to keep students safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Students 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 their safety and well-being. Failure to do so may be regarded as professional misconduct.

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*

The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and students and behaviour by the adult that demonstrates integrity, maturity and good judgement.

The public, local authorities, employers and parents or carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in an education setting,

they should understand and acknowledge the responsibilities and trust involved in that role.

Employers have duties towards their employees and others under Health and Safety legislation which requires them to take steps to provide a safe working environment for employees.

Legislation also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's Health and Safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of these guidelines.

- 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

6. Making professional judgements

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for employees. It does highlight however, behaviour which is illegal, inappropriate or inadvisable.

There will be rare occasions and circumstances in which employees must make decisions or act in the best interest of a student which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the students in their charge and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with a manager.

Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

This means that where no specific guidance exists employees 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 Headteacher or designated 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

7. Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school or education setting are in a position of trust in relation to all students on the roll.

The relationship between a person working with a child or children is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise consequently.

This means that employees should not:

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

The potential for exploitation and harm of vulnerable students means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Employees should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence¹ for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

8. Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 1998. Employers should provide clear advice to employees about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

Employees may have access to confidential information about students and their families which must always be kept confidential and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Employees should never use confidential or personal information about a student or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). 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. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which employees may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities.

This means that employees:

- *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 students and families in a discreet and confidential manner*
- *should seek advice from a senior employee (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 employees and 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*

¹ Sexual Offences Act 2003

If a child – or their parent or carer – makes a disclosure regarding abuse or neglect, the employee should follow the setting's procedures. The adult should not promise confidentiality to a child or parent but should give reassurance that the information will be treated sensitively.

If an employee is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

9. Standards of behaviour

All employees have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including regarding their own children, or children or adults in the community. Employees should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the NCTL, a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2009 set out grounds for disqualification under the Childcare Act 2006 where the person or a person living in the same household or employed in the same household meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or

This means that employees 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 student*
- *use inappropriate language to or in the presence of students*
- *discuss their personal or sexual relationships with or in the presence of students*
- *make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such*

This means that employees 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.*

being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years childcare.

10. Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, employees should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life.

Employees should ensure they are dressed 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.

For health and safety reasons, staff should wear footwear that is flat, robust, and with enclosed toes.

This means that employees should wear clothing which:

- *promotes a positive and professional image*
- *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*

11. Gifts, rewards, favouritism and exclusion

Settings should have policies in place regarding the giving of gifts or rewards to students and the receiving of gifts from them or their parents/carers and employees should be made aware of and understand what is expected of them.

Employees need to take care that they do not accept any gift that might be construed as a bribe by others or lead the giver to expect preferential treatment.

There are occasions when students or parents wish to pass small tokens of appreciation to employees, eg at Christmas or as a thank-you, and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Similarly, it is inadvisable to give such personal gifts to students or their families. This could be interpreted as a gesture of either bribery or grooming. It might also be perceived that a 'favour' of some kind is expected in return.

Any reward given to a student should be in accordance with agreed practice, consistent with the school or

This means that employees should:

- *be aware of and understand their organisation's relevant policies, eg rewarding positive behaviour*
- *ensure that gifts received or given in situations which may be misconstrued are declared and recorded*
- *only give gifts to a student 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 students equally*
- *ensure that all selection processes of students are fair, and these are undertaken and agreed by more than one employee*
- *ensure that they do not behave in a manner which is either favourable or unfavourable to individual students*

setting's behaviour policy, recorded and not based on favouritism.

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when students are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria.

12. Infatuations and 'crushes'

All employees need to recognise that it is not uncommon for students to be strongly attracted to an employee and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

This means that employees should:

- report any indications (verbal, written or physical) that suggest a student may be infatuated with an employee
- always maintain professional boundaries

Any employee who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Headteacher or most senior manager². In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

This means that senior managers should:

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

The Headteacher (or senior manager) should give careful thought to those circumstances where the employee, student and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and employee and maintain the dignity of all. This plan should involve all parties, be robust and regularly monitored and reviewed.

13. Social contact outside of the workplace

It is acknowledged that employees may have genuine friendships and social contact with parents of students, independent of the professional relationship. Employees should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the

This means that employees should:

- always approve any planned social contact with students 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 student which could give rise to concern

² If the Headteacher has the concern that a young person is becoming infatuated with them, they should report this to the chair of governors, trustees or proprietor.

adult and the child and/or create opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Employees should recognise that some types of social contact with students or their families could be perceived as harmful or exerting inappropriate influence on children and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).

If a student or parent seeks to establish social contact, or if this occurs coincidentally, the employee should exercise her/his professional judgement. This also applies to social contacts made through outside interests or the employee's own family.

Some employees may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the employee or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

- *refrain from sending personal communication to students 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 eg babysitting, tutoring*

14. Communication with children (including the use of technology)

In order to make best use of the many educational and social benefits of new and emerging technologies, students need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself.

Employees should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chatrooms, forums, blogs, websites, gaming sites, digital cameras, videos, webcams and other handheld devices. (Given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Employees should not request or respond to any personal information from children other than which may be necessary in their professional role. They should

This means that adults should:

- *not seek to communicate/make contact or respond to contact with students 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*

ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'.

Employees should not give their personal contact details to children for example, email address, home or mobile telephone numbers, details of web-based identities. If children locate these by any other means and attempt to contact or correspond with an employee, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable.

Employees should, in any communication with children, also follow the guidance in section 7 'Standards of Behaviour'.

Employees should adhere to their establishment's policies, including those regarding communication with parents and carers and the information they share when using the internet.

15. Physical contact

There are occasions when it is entirely appropriate and proper for employees 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 student's individual needs and any agreed care plan.

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the student's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Employees should acknowledge that some students are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Employees should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the student.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student, in one set of circumstances, may be inappropriate in another, or with a different child.

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

This means that employees should:

- *be aware that even well-intentioned physical contact may be misconstrued by the student, an observer or any person to whom this action is described*
- *never touch a student 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 students, where*
- *able, to undertake self-care tasks independently*
- *ensure the way they offer comfort to a distressed student is age appropriate*
- *always tell a colleague when and how they offered comfort to a distressed student*
- *establish the preferences of students*
- *consider alternatives, where it is anticipated that a student might misinterpret or be uncomfortable with physical contact*

background. Adults should, therefore, always use their professional judgement .

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If an employee believes that an 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 manager and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (LADO).

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Employees need to be aware that the child may associate physical contact with such experiences. They also should recognise that these students may seek out inappropriate physical contact. In such circumstances, employees should deter the child sensitively and help them to understand the importance of personal boundaries.

A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Students with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the student's needs, consistently applied and open to scrutiny.

16. Other activities that require physical contact

In certain curriculum areas, such as PE, drama or music, employees may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to an activity. It should take place in a safe and open environment ie one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the student. Contact should be relevant to their age or level of understanding and adults should remain sensitive to any discomfort expressed verbally or nonverbally by the student.

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports

- *always explain to the student 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 employees, on a 'need to know' basis, with relevant information about vulnerable children in their care*

This means that employees should:

- *treat students with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a student the reason why contact is necessary and what form that contact will take*
- *seek consent of parents where a student is unable to give this eg because of a disability*
- *consider alternatives, where it is anticipated that a student 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*

governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

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 or carers and students informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

17. Intimate or personal care

Schools and settings should have clear nappy or pad changing and intimate or personal care policies which ensure that the health, safety, independence and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care should be open and transparent and accompanied by recording systems.

Students should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one employee, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one employee unless the student's care plan specifies the reason for this.

A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, should include times left and returned.

Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the individual student's care plan. The views of parents, carers and the student, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

Students are always entitled to respect and privacy and especially when in a state of undress, including, for example, when changing, toileting and showering.

considered prior to initiating physical contact

This means that schools/settings 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 employees are made aware of this guidance and that it is continually promoted*

This means that education settings should:

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

This means that employees should:

- *adhere to their organisation's intimate and personal care and nappy changing policies*
- *make other employees aware of the task being undertaken*
- *always explain to the student 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 student 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 students 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 students*
- *shower with students*

However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

- *assist with intimate or personal care tasks which the student can undertake independently*

18. Behaviour management

Corporal punishment and smacking are unlawful in all schools and early years settings.

Employees should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where students display difficult or challenging behaviour, adults should follow the school's or setting's behaviour and discipline policy using strategies appropriate to the circumstance and situation.

Senior managers should ensure that the establishment's behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and employees should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the student's human rights and/or false imprisonment.

This means that employees should:

- *not use force as a form of punishment*
- *try to defuse situations before they escalate eg 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 or setting which may impact on a student's behaviour*
- *follow the establishment'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*

19. The use of control and physical intervention

A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child³.

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

- committing a criminal offence

This means that education settings should:

- *ensure that they have a lawful physical intervention policy consistent with local and national guidance*
- *regularly acquaint employees with policy and guidance*
- *ensure that employees are provided with appropriate training and support*

³ Para 3.52 Statutory framework for the early years foundation stage (DfE April 2017).

- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline

As a 'No touch' school for behaviour, physical intervention will always be the very last resort. Therefore, we must:

- Only use restraint if a young person is at risk of harming themselves or others.
- Always use minimum force for the briefest possible amount of time.
- Record and report all such incidents to the Headteacher and/or DSL immediately after the incident.

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

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where the school or setting judges that a child's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child's parents.

20. Sexual conduct

Any sexual behaviour by an employee with or towards a student is unacceptable. It is an offence for an employee in a position of trust to engage in sexual activity with a student under 18 years of age⁴ and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Students are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are

- *have an agreed policy for when and how physical interventions should be recorded and reported*

This means that employees 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 employees should not:

- *use physical intervention as a form of punishment*

This means that employees should:

- *not have any form of sexual contact with a student 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 student which could be interpreted as sexually suggestive,*

⁴ Sexual Offences Act 2003: abuse of a position of trust

additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.

Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing students to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child and manipulate the relationship so sexual abuse can take place. All employees should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a senior manager any concerns about the behaviour of a colleague which could indicate that a student is being groomed.

21. One-to-one situations

Employees working in one-to-one situations with students at the setting, including visiting employees from external organisations can be more vulnerable to allegations or complaints.

To safeguard both students and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should consider the individual needs of each student and should be reviewed regularly.

Arranging to meet with students from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior employee, the student and their parents or carers.

provocative or give rise to speculation eg verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact

- *not make sexual remarks to or about a student*
- *not discuss sexual matters with or in the presence of students other than within agreed curriculum content or as part of their recognised job role*

This means that employees 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 student becomes distressed or angry*
- *consider the needs and circumstances of the student involved*

22 Home visits

All work with students and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits.

This means that employees should:

- *agree the purpose for any home visit with their manager*
- *adhere to agreed risk management strategies*

It is essential that appropriate policies and related risk assessments are in place to safeguard both employees and students, who can be more vulnerable in these situations.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the student, parents or carers and any others living in the household. Consideration should be given to any circumstances which might render the employees becoming more vulnerable to an allegation being made eg hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations.

Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

- 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

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 employees are not exposed to unacceptable risk
- make clear to employees that, other than in an emergency, they should not enter a home if the parent/carer is absent
- ensure that employees have access to a mobile telephone and an emergency contact

22. Transporting students

In certain situations, employees or volunteers may be required or offer to transport students as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their employees and to manage any known risks⁵.

Employees should not offer lifts to students unless the need for this has been agreed by a manager. A designated employee should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort⁶.

This means that employees should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- consider any specific or additional needs of the student
- have an appropriate licence or 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 student this is for the minimum time
- be aware that the safety and welfare of the student is their responsibility

⁵ See also <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

⁶ OEAP updated guidance (July 2018) <https://oeapng.info/3618-transporting-young-people-in-private-cars/>

It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.

Employees 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 carrying capacity is not exceeded.

Employees should never offer to transport students outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the child's parent(s). The school's health and safety policy and/or educational visits policy should set out the arrangements under which employees may use private vehicles to transport students.

23. Educational visits

Employees responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety available at: www.gov.uk/government/publications/health-and-safety-advice-for-schools⁷

The duties in the Health and Safety at Work etc Act 1974 and the supporting regulations apply to activities taking place on or off the school premises (including school visits) in Great Britain. All school employers must have a Health and Safety policy. This should include policy and procedures for off-site visits, including residential visits and any school-led adventure activities.

The Management of Health and Safety at Work Regulations (1999) impose a duty on employers to produce suitable and sufficient risk assessments. This would include assessment of any risks to employees, children or others during an educational visit, and the measures that should be taken to minimise these risks.

For regular activities, such as taking students to a local swimming pool, the risks should be considered under the school's general arrangements and a check to make sure that the precautions remain suitable is all that is required.

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*

This means that employees should:

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

⁷ Guidance is also available from the Outdoor Education Advisers' Panel <http://oeapng.info/>

For annual or infrequent activities, a review of an existing assessment may be all that is needed.

For new higher-risk activities or trips, a specific assessment of the significant risks should be carried out.

Employees should take particular care when supervising students in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, employees remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school or setting activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, adults and parents should be informed of these prior to the start of the trip.

In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe employee/child ratio and suitable gender mix of employees.

24. First Aid and medication

All settings should have an adequate number of qualified first aiders. Parents should be informed when first aid has been administered.

Any school employees may be asked to become a qualified first-aider or to provide support to students with medical conditions, including the administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment⁸.

Employees should receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

Advice on managing medicines is included in the statutory guidance on supporting students at school with medical conditions. In circumstances where a student needs medication regularly, this would usually be recorded in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be

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 that adults should:*
- *adhere to the school or setting's health and safety and supporting students with medical conditions policies*
- *make other employees aware of the task being undertaken*
- *have regard to students' individual healthcare plans*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*

⁸ Teachers cannot be required to do these tasks but other employees, whose contracts are agreed locally, can be required to do so if their contracts provide for it.

administered, the correct dosage and any storage requirements.

After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures. This could include for example, the application of any ointment or sun cream, or use of inhalers or Epi Pens.

If an employee is concerned or uncertain about the amount or type of medication being given to a student this should be discussed with the Designated Safeguarding Lead.

Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Employers are also responsible for managing the performance of their employees and for ensuring they are suitable to work with children.

Risk assessment is likely to recommend that employees' medication on the premises must always be securely stored and out of reach of children

- *explain to the student what is happening.*
- *always act and be seen to act in the student's best interest*
- *make a record of all medications administered*
- *not work with students whilst taking medication unless medical advice confirms that they are able to do so*

25. Photography, videos and other images

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should employees be expected or allowed to use their personal equipment to take images of students at or on behalf of the school or setting.

All settings should have arrangements regarding the taking and use of images, which is linked to their safeguarding and child protection policy. This should cover the wide range of devices which can be used for taking/recording images eg cameras, mobile-phones, smart phones, tablets, webcams etc and arrangements for the use of these by both employees, parents and visitors.

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. Regard needs to be given when images are taken of young or vulnerable

This means that employees should:

- *adhere to their establishment's policy*
- *only publish images of students where they and their parent/carer have given explicit written consent to do so*
- *only take images where the student 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 employee is aware that the photography/image equipment is being used and for what purpose*
- *be able to justify images of students in their possession*
- *avoid making images in one to one situations*

This means that adults should not:

children who may be unable to question why or how the activities are taking place.

Students who have been previously abused in a manner that involved images may feel particularly threatened using photography, filming etc employees should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation.

Making and using images of students will require the age appropriate consent of the individual concerned and their parents/carers. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the setting have access.

For the protection of children, it is recommended that when using images for publicity purposes that the following guidance should be followed:

- if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames)
- if the child is named, avoid using their image
- schools and settings should establish whether the image will be retained for further use, where and for how long
- images should be securely stored and used only by those authorised to do so

26. Exposure to inappropriate images

Employees should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

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 setting's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

If indecent images of children are discovered at the establishment or on the school or setting's equipment an immediate referral should be made to the Designated Officer, (LADO) and the police contacted if relevant. The images and equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also

- *take images of students for their personal use*
- *display or distribute images of students 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*

This means that employees should:

- *abide by the establishment's acceptable use and e-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*

be made to children's social care in line with local arrangements.

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

Employees should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network, and the LADO contacted without delay. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility that they will be at risk of prosecution themselves.

27. Personal living accommodation including on-site provision

Generally, employees should not invite any students into their living accommodation unless the reason to do so has been firmly established and agreed with their manager and the student's parents or carers.

It is not appropriate for employees to be expected or requested to use their private living space for any activity, play or learning. This includes seeing students for eg discussion of reports, academic reviews, tutorials, pastoral care or counselling. Managers should ensure that appropriate accommodation for such activities is found elsewhere in the setting.

Under no circumstances should students be asked to assist adults with jobs or tasks, either for or without reward, at or in their private accommodation. This guidance should also apply to all other persons living in or visiting the private accommodation.

This means that employees 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 students to undertake jobs or errands for their personal benefit*

28. Overnight supervision and examinations

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, examination boards may allow

This means that:

- *schools should ensure that all arrangements reflect a duty of care towards students and employees*

candidates to take an examination the following morning, including Saturdays.

The supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent or carer or centre employees.

The examination board requires the centre to determine a method of supervision which ensures the candidate's wellbeing. As a result, in some circumstances employees may be asked to volunteer to supervise students perhaps in their own homes.

The overriding consideration should be the safeguarding of both the student and employees; therefore, many local authorities, professional associations and unions do not endorse the practice of employees supervising candidates overnight in their own homes. Some schools employ alternatives such as a 'sleep-over' on the school premises.

Where arrangements are made for employees to supervise a student overnight then all necessary safeguards should be in place.

Where employees 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 student 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
- employees should have regard to any local and national guidance

29. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with students to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied eg drama.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and employees should take guidance in these circumstances from the Designated Safeguarding Lead.

Care should be taken to comply with the setting's policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously

This means that employees should:

- have clear written lesson plans
- take care when encouraging students 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 students

reviewed to ensure it is lawful and consistently applied. Employees should always also comply with the policy for sex and relationships education (SRE). It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science.

30. Whistleblowing

Whistleblowing is the mechanism by which employees can voice their concerns, made in good faith, without fear of repercussion. Education settings should have a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. Employees who use whistle blowing procedures should have their employment rights protected.

Employees should recognise their individual responsibilities to bring matters of concern to the attention of senior management 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.

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 employees should:

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

31. Sharing concerns and recording incidents

All employees should be aware of their establishment's safeguarding procedures, including the procedures for dealing with allegations against employees and volunteers.

In the event of an allegation being made, by any person, or incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher, senior manager or Designated Safeguarding Lead as appropriate.

Employees should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with or behaviour towards students, so that appropriate support can be provided and/or action can be taken.

In order to safeguard and protect students and colleagues, where employees have any concerns about someone who works with children, they should

This means that employees 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 employees and volunteers

immediately report this to the Headteacher, proprietor or senior manager in line with the setting's procedures.

Appendix 1: Safer Working Practices at APH

In addition to the guidance above, the following specific guidance should be followed for staff working at APH:

CONFIDENTIALITY

- Seek permission from parents/carers and the young person before contacting schools re the child's continuing education.
- Not share health issues with schools without parent / carer consent.
- Leave the bedside, without the need for prompting, when doctors or other professionals require time with the young person to meet health needs or provide health interventions.
- Keep confidential information on students in a locked cupboard and keep the keys to this cupboard secure at all times.

MEDICAL ISSUES

It is understood that children in hospital will not always be medically able to access education. In addition, there are circumstances where the medication received by a child places them in an especially vulnerable state. Lessons will only take place where the child is well enough to access the learning AND is well enough to make a judgement as to whether to engage or not. If a child is, or appears to be, under the influence of anaesthetics and/or other medication that may affect their cognitive or emotional functioning, advice MUST be sought from medical staff prior to the commencement of any teaching.

INFECTION CONTROL

In the interests of both staff health and protecting the health of the young people who access the various sites of Wirral Hospitals' School, we will take necessary precautions to minimise the risk of passing infections from the hospital to the rest of the community. To this end, all WHS staff visiting the hospital must thoroughly clean and disinfect their hands, using the provided hand gel, upon entering the ward and prior to exiting.

In addition, whenever there is an occasion of high infection at Arrowe Park Hospital which causes restrictions to visiting, advice will be sought from the Sister/Matron of the children's ward and from Infection Control at Arrowe Park Hospital as to whether it is safe for WHS staff to continue with teaching. On these occasions the Headteacher will make the final decision as to whether to allow teaching to continue. This decision will be reviewed frequently until the visiting restrictions are lifted.

INTIMATE AND PERSONAL CARE

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. During these times, it is inappropriate for lessons to continue.

Therefore we must:



WIRRAL

- Leave the room/bedside if a child is in a state of undress.
- Immediately cease the lesson if it becomes necessary for a child to undertake one of the above actions.
- Wherever possible, rearrange the lesson for an alternative time to avoid the need to be present during one of the above activities.

ONE-TO-ONE SITUATIONS

One-to-one situations have the potential to make a young person more vulnerable to harm and staff more vulnerable to malicious or unfounded allegations being made against us. It is acknowledged that most lessons that take place at Arrowe Park Hospital are conducted on a one-to-one basis. However, reasonable and sensible precautions should be taken. Therefore, we should:

- Conduct lessons at the bedside wherever possible and in full view of other hospital staff i.e. without bedside curtains being drawn around the bed.
- Only use separate side rooms for lessons if it has been agreed by both the young person and their parent/carer, if present, or the lead nurse if the parent is not present.
- Wherever possible, ensure that a parent/carer is present for lessons that take place in side rooms. If this is not possible, ensure that the door remains open at all times during the lesson.
- Avoid the use of 'engaged' or similar signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- Always report any situation where a child becomes distressed or angry to a senior colleague and the ward sister.
- Report any medical concerns to a member of the medical staff.
- Only use the adolescent room for lessons if it is absolutely necessary. On these occasions we should always leave the door open and inform a member of the nursing staff prior to starting the lesson.

PART 2

Code of Conduct for Employees in Schools

Authority Guidelines on staffing procedures for Community, Voluntary Controlled, Community Special Schools and Early Years Centres (and those adopted by Governing Bodies of other maintained or non-maintained schools)

This code sets out the expected standards of behaviour for all employees working within schools.

Revised: September 2020
Amended: November 2020

Code of Conduct for Employees in Schools

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1. Extract from Teachers' Standards
2. Potential gross misconduct list
3. Supplementary policies, procedures and guidance

1. Policy statement

- 1.1. The school seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for pupils in their care. This document clarifies what is expected in terms of professional behaviour.
- 1.2. In addition to this code, anyone employed under teachers' terms and conditions of employment has a statutory obligation to adhere to the 'Teachers' Standards' document. The relevant extract 'Part 2 – Personal and professional conduct' is contained below at Appendix 1.
- 1.3. Employees should be aware that failure to comply with the code of conduct could result in disciplinary action which may potentially include dismissal.
- 1.4. This code does not form part of the contract of employment and can be amended at any time.
- 1.5. The code shall apply to all staff including the Headteacher.
- 1.6. This code is supplemented by additional policies and guidance documents which are listed at Appendix 3.

2. Core principles

- 2.1. The welfare of pupils and employees is paramount.
- 2.2. Employees are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- 2.3. Employees should work, and be seen to work, in an open and transparent way.
- 2.4. Employees should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- 2.5. Records should be made of any such incident and of decisions made or further actions agreed.
- 2.6. All employees should know the name of their designated person for child protection, be familiar with child protection arrangements and understand their responsibilities to safeguard children.
- 2.7. Employees should be aware that breaches of criminal law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- 2.8. In the case of a major health outbreak, employees are expected to follow Government and Public Health advice. Failure to do so could result in disciplinary action being taken against them.

3. Procedure

- 3.1. The Code of Conduct outlines examples of conduct that would be deemed appropriate for any member of staff employed in a school.
NB Failure to maintain the requirement of the code of practice may result in formal action under the school's Disciplinary and/or Capability Work Performance Policy and Procedure.

4. Setting an example

- 4.1. All employees who work in schools set examples of behaviour and conduct which can be copied by pupils and volunteers.

- 4.2. Employees must always avoid using inappropriate and/or offensive language.
- 4.3. Employees must act as role models, demonstrating high standards of conduct in order to encourage pupils and volunteers to do the same.
- 4.4. Employees should be aware of and adhere to the school's rules in respect of behaviour such as use of mobile phones, eating or drinking in corridors and classrooms, chewing gum etc.
- 4.5. Employees must avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

NB For more information please refer to the section on Standards of behaviour in the Policy for Safer Working Practices.

5. Appointments

- 5.1. All employees involved in staff appointments should ensure that these appointments are based on merit.
- 5.2. All employees involved in staff tendering processes eg Supply Staff should ensure that these selections are based on merit.

6. Gifts and hospitality

- 6.1. Employees need to take care that they do not accept any gift that may be construed as a bribe by others or lead the giver to expect preferential treatment. It is acceptable to receive small tokens of appreciation from parents or pupils at the end of term eg any gift up to £25 such as box of chocolates, bottle of wine.
- 6.2. If a gift is high value eg over £25, or the employee is concerned that it may be construed as a bribe, then it should be reported to the Headteacher.

NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

7. Declaration of interests

- 7.1. All employees must declare on at least an annual basis, or where a potential conflict arises during the year, to the Headteacher any financial or personal interests which could conflict with the school's interests on the declaration of interest form, available on Wescom. ***NB Where an employee is unsure, they should discuss the matter with the Headteacher.***
- 7.2. Employees must not be directly involved in any staff appointment or decisions relating to discipline, pay, promotion or pay adjustments for any individual who is a relative or with whom they have a close personal relationship.
- 7.3. In this event they must inform their Headteacher as soon as they become aware of the application or matter in question.
- 7.4. Any external work that employees undertake must not bring the school into disrepute or conflict with the school's interests.
- 7.5. All relationships of a business or private nature with external contractors, or potential contractors should be made known to the Headteacher.

NB In the case of the Headteacher, any financial interests or relationships of a business or private nature must be declared to the Governing Body.

NB For more information please refer to the School's Conflict of Interest Policy and Procedure and Declaration Form.

8. Confidentiality of information

- 8.1. Information obtained in the course of employment should not be used to the detriment of the school, for personal gain or benefit, nor passed on to others who might use it in such a way.
- 8.2. Employees must take all reasonable steps to ensure that the loss, destruction, inaccuracy or disclosure of information does not occur as a result of their actions, including information relating to school business, staff and pupil data.
- 8.3. The storing and processing of personal information is governed by the Data Protection Act 2018 and General Data Protection Regulations 2017, and the school will give clear guidance to employees about their responsibilities under this legislation.

NB For more information please refer to the school's ICT Policy and Procedure.

9. Sharing of confidential information

- 9.1. There are circumstances where employees are expected to share information about a child, for example, when child protection issues arise. In such cases employees have a duty to pass information on without delay in line with school policy or local procedures.
- 9.2. If employees are in doubt about whether to share information or keep it confidential, they should seek guidance from a senior manager or person with designated child protection responsibilities.
- 9.3. Whilst employees who work with children and young people need to be aware of the need to listen to and support them, they must not make promises to keep secrets, neither should they request this of a child or young person under any circumstances.
- 9.4. Employees should not be discussing work related issues in public places, including when using mobile phones.

NB For more information please refer to the School's Information Sharing Policy and Procedure.

10. Use of school facilities, resources and time

- 10.1. The school's property and facilities (eg stationery, computers, photocopiers, and mobile phones) may only be used for school business unless permission for their private use has been explicitly granted.
- 10.2. Employees must ensure that they use school funds entrusted to them in a responsible and lawful manner.
- 10.3. Only duties relating to their employment at the school should be undertaken during work time unless the express permission of the Headteacher is sought.

11. Duty of trust and care

- 11.1. All employees have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. This is exercised through the development of respectful and caring relationships between adults and children and young people and also through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement.

- 11.2. Employees must, at all times, act in accordance with the trust that the public is entitled to place in them as an employee of the school. Employees are expected to be ready and able, at the agreed times, to carry out their job.

12. Dignity at work

- 12.1. All members of the local community, clients and employees have a right to be treated fairly and equally and with dignity and respect.
- 12.2. Employees should be aware that their behaviour may inadvertently intimidate or offend other employees, parents, pupils or members of the public.
- 12.3. The school is opposed to and will not tolerate all forms of discrimination, harassment, victimisation, and bullying and has procedures in place to deal with complaints of this nature.

NB For more information please refer to the school's Dignity at Work Policy and Procedure.

13. Whistleblowing

- 13.1. Employees have a duty, without fear of recrimination, to report suspicions or knowledge of any wrongdoing they become aware of, for example:
- activities which they believe to be illegal, improper, unethical or otherwise inconsistent with the code
 - anything which involves, or they think involves, irregularities with money or other property of the school
 - school employees, or other individuals, being involved in potentially fraudulent or corrupt activities, or theft
- 13.2. Employees must report any alleged impropriety or breach of procedure to the Headteacher so that the matter may be investigated immediately. If any suspected wrongdoing involves the Headteacher then reports should be made to the chair of the governing body.

NB For more information please refer to the School's Whistleblowing Policy and Procedure.

14. Conduct outside of work

- 14.1. Employees must not engage in conduct outside of work which could damage the reputation of the school or the employee's own reputation or the reputation of other members of the school community.
- 14.2. Any employee facing criminal charges must notify their Headteacher as soon as possible, whether they feel the matter is relevant to their employment or not.

NB For more information please refer to Appendix 1, extract from Teachers' Standards document.

15. Communications with pupils

- 15.1. Employees must not give their personal contact details (including their mobile telephone number, home address and e-mail address) to pupils unless there are exceptional circumstances and the Headteacher has granted permission. They should not request any personal information from a pupil.

- 15.2. Communication with pupils must at all times take place within appropriate professional boundaries and must be transparent and open to scrutiny. Contact should only be made for appropriate professional purposes.

NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

16. Use of ICT

This includes the use of mobile phones, text messaging, instant messaging, e-mails, digital cameras, videos, webcams, websites, online gaming and blogs, and other similar technologies.

- 16.1. All employees should not be communicating with pupils outside school through the use of ICT, unless the purpose is solely to conduct their professional duties and has been agreed with your line manager/ Headteacher.
- 16.2. In exceptional circumstances, if an employee needs to contact a pupil through the use of ICT outside school hours, the communication must at all times be within appropriate professional boundaries and must be transparent and open to scrutiny.
NB Contact should only be made for appropriate professional reasons.
- 16.3. Internal e-mails should only be used to communicate in line with the protocols laid out within the school's policy on internet and e-mail usage.
NB For more information please refer to the school's relevant policies.

17. Social media

- 17.1. Employees should not post any comments on social media or the internet that could potentially be defamatory to the school or damage the school's reputation.
NB Comments must not disclose confidential information relating to the school, its pupils, governors, employees and local community.
- 17.2. Bullying, harassment and victimisation of employees, pupils or other persons affiliated with the school through online means will not be tolerated and may be subject to disciplinary action.
- 17.3. Photos and/or personal details of pupils must not be uploaded to any employee's personal social media account.
- 17.4. Employees must not allow current or recent pupils access to their social media accounts, including adding them as 'friends', except in cases where permission has been given by the headteacher (eg alumni groups). It is the employee's responsibility to ensure that their accounts and passwords are secure, and any potential breach should be reported to the Headteacher immediately.
- 17.5. It is advised that employees do not identify themselves with the school on their personal social media accounts. If they do identify themselves as an employee of the school, then they must behave appropriately and in line with the school's values.
- 17.6. It is advised that employees make all social media profiles 'private' so that pupils and parents do not have access to their personal details and images. Employees should be aware that they leave themselves open to a charge of professional misconduct if inappropriate images of them are made available on a public profile.
- 17.7. It is advised that employees exercise caution and do not accept friend requests from parents other than where close personal or familial relationships already exist.

- 17.8. Accessing, marketing and storing child pornography or indecent images of children is illegal and is likely to lead to a criminal conviction and the individual being barred from working with children and young people.
- 17.9. Under no circumstances should employees in schools use school equipment to access inappropriate images on the internet or access any other site which could call into question their suitability to work with children. The same rule applies to the use of the school's equipment by members of staff at home eg laptops and tablets. Equipment containing such images or links must not be brought into the workplace.
- 17.10. If an employee becomes aware that they are in an online game with a pupil, they should cease the game immediately. Under no circumstances should employees seek out pupils or share identity tags or usernames with them to play online games.
NB For more information please refer to the School's Social Media Policy.

18. Photography, video recordings and other creative arts

- 18.1. Some school activities 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 and safety of pupils. Informed written consent from parents or carers and, where possible, agreement from the pupil, should always be sought before an image is taken for any purpose.
- 18.2. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media or on the internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.
- 18.3. It is not appropriate for employees to take photographs of children for their personal use.
NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

19. Curriculum

- 19.1. The curriculum can sometimes include or lead to discussion about subject matter of a sexually explicit or sensitive nature and employees may wish to seek guidance from a senior member of staff when responding to pupils' questions.
- 19.2. Employees should not enter into or encourage inappropriate or offensive discussions about sexual activity.
NB The RSE curriculum should be age appropriate. Advice is available from Brook and PSHE Association.

20. Intimate care

- 20.1. A care plan should be agreed and drawn up with parents for all pupils who require intimate care on a regular basis. The views of the pupil should be actively sought where possible when drawing up a care plan. Depending on their age, maturity and ability, pupils should be encouraged to act as independently as possible. This plan should be reviewed regularly.
- 20.2. Where any changes to the agreed plan are required, consultation should take place with senior staff and parents or carers.

- 20.3. A record should be made of any variations from the agreed plan and the justification for this and this must be shared with the pupil's parents or carers.
- 20.4. When assistance is required, employees should ensure that another appropriate adult is in the vicinity and is aware of the task being undertaken.
NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

21. First aid and medication

- 21.1. Employees should be suitably trained before administering first aid. The school will have trained and named individuals to undertake first aid.
- 21.2. Employees should be suitably trained before administering any agreed medication.
- 21.3. Where possible, employees should ensure that another adult is aware of the action being taken. Arrangements will be in place to ensure that parental consent is obtained for the administration of first aid. Parents or carers should always be informed when first aid has been administered, and a record made.
- 21.4. In circumstances where pupils need medication regularly, a health care plan should be in place to ensure the safety and protection of the pupil and the adults working with them.
NB For more information please refer to the relevant section in the Policy for Safer Working Practices and medication management policy.

22. Extra-curricular activities

This includes school trips, out of school clubs and overnight supervision.

- 22.1. Where activities take place off the school site or out of normal school hours, an additional appropriate adult should be present unless otherwise agreed with senior staff.
- 22.2. Parental consent must always be obtained for the activity.
- 22.3. Employees should ensure that their behaviour remains professional at all times during such activities and stays within clearly defined professional boundaries.
- 22.4. Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements and pupils, adults and parents should be informed of these prior to the trip.
NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

23. Transporting children

- 23.1. It is advisable that private vehicles are not normally be used for transport of pupils. Where this is required there should normally be at least one additional adult to the driver acting as an escort. If private vehicles are being used, the Headteacher should be aware and the vehicle and the driver has no previous driving convictions.
NB This excludes driving offences resulting in points on the driver's licence and no further action.
- 23.2. At all times the driver must ensure that they have appropriate insurance and that maximum capacities are not exceeded in vehicles.
NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

24. One-to-one situations

- 24.1. Employees working in one-to-one situations with pupils are more vulnerable to allegations and therefore should plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both employees and pupils are met.
- 24.2. Meetings should be conducted in an area where there is visual access or with an open door.
- 24.3. A colleague should be informed about the meeting beforehand, assessing the need to have them nearby.
- 24.4. Employees should always report to a senior member of staff when a pupil has become distressed or angry during a one to one meeting.

NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

25. Behaviour management and use of reasonable force

- 25.1. The use of physical intervention should be avoided wherever possible and should only ever be used in line with the guidance issued within the school's behaviour management policy.
- 25.2. Under no circumstances should physical force or intervention be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.
- 25.3. In settings where restrictive physical interventions may need to be employed regularly eg there will be a clear policy in place on the use of such intervention as part of a wider behaviour management policy. Risk assessments should be carried out and individual care plans should be in place in consultation with parents or carers and, where appropriate, pupils.
- 25.4. In all cases where physical intervention is employed, the incident and subsequent actions must be recorded. This includes written and signed accounts from all those involved (including the pupil). Parents or carers must be informed of the incident on the same day.
- 25.5. Training will be provided to employees in respect of behaviour management and the use of physical intervention.

NB For more information please refer to the School's Behaviour Management Policy and the relevant section in the Policy for Safer Working Practices.

26. Sexual conduct

- 26.1. Any sexual contact between an employee and a pupil is both inappropriate and illegal. This does not just refer to physical contact but also to non-contact activities such as causing children to engage in or watch sexual activity or the production of pornographic material.
- 26.2. Employees must not pursue sexual relationships with children and young people either in or out of school.
- 26.3. Employees should avoid any kind of behaviour which could be construed as 'grooming' a pupil such as singling out pupils for special attention and buying gifts for pupils.

26.4. Employees must avoid any form of communication with a pupil which could be interpreted as sexually suggestive or provocative ie verbal comments, letters, notes and physical contact. This includes making sexual remarks about, or to, pupils, and discussing personal sexual relationships within their presence.

NB For more information please refer to the School's Behaviour Management policy and to the relevant section in the Policy for Safer Working Practices.

27. Social contact

27.1. Employees should not seek to have social contact with pupils or their parents or carers unless the reason for this contact has been firmly established with a senior manager or Headteacher.

27.2. If a pupil or parent attempts to establish social contact or if this occurs coincidentally then the employee should exercise their professional judgement in making a response and must make their manager and the parent of the pupil aware of the situation.

27.3. Where the nature of the employee's role involves work in the community or the employee lives in the community, care should be taken to maintain appropriate personal and professional boundaries.

NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

28. Physical contact

28.1. There will be circumstances where physical contact between employees and pupils is entirely appropriate, for example as an integral part of some lessons such as PE, drama and music. Employees should use their professional judgement at all times about the appropriateness of physical contact with pupils and, where feasible, seek the child's permission before initiating contact.

28.2. Physical contact should only be initiated for the minimum time necessary; it should be appropriate to the age and stage of the pupil and appropriate to the employee's role and the needs of the child.

28.3. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.

28.4. If an employee thinks that an incident of physical contact may have been misinterpreted, they must report this immediately to the Headteacher.

NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

29. Personal care

29.1. Pupils are entitled to respect and privacy at all times and especially when changing clothes, washing, showering or undertaking any form of personal care. Supervision may be required to safeguard young people or satisfy health and safety considerations. This should be appropriate to the needs and age of the pupils concerned.

29.2. Employees must not have any physical contact with pupils when they are in a state of undress, change in the same room as pupils or shower or bathe with them.

29.3. Employees should announce their intention to enter rooms where pupils are changing and avoid any visually intrusive behaviour whilst in the room.

NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

30. Personal living space

- 30.1. No pupil should be in or invited into the home of an employee unless the reason for this has been firmly established and agreed with parents or carers and a senior manager or Headteacher.
- 30.2. If there are exceptional circumstances (eg family connections or friendships between the employee's children and the pupil) then a senior manager or Headteacher and the pupil's parent or carer must be made aware and the employee should avoid being alone with the pupil at home.

NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

31. Pupils in distress

- 31.1. There may be occasions when a distressed pupil needs comfort and reassurance. Employees should remain self-aware at all times, ensuring that their contact is not threatening, intrusive or subject to misinterpretation.
- 31.2. Where a situation gives rise to concern, employees should always tell a colleague when and how they offered comfort to a distressed pupil and make a record of the incident. If an employee is unsure about how to offer comfort to a distressed pupil then they should seek advice from a senior staff member.

NB For more information please refer to the relevant section in the Policy for Safer Working Practices.

32. Sharing concerns and recording incidents

- 32.1. All employees should be aware of the school's procedures for safeguarding children and for dealing with allegations against members of staff. Employees who are subject to allegations are advised to contact their union or professional association.
- 32.2. In the event of any allegation being made, information should be clearly and promptly recorded and reported to a senior manager without delay.
- 32.3. In cases where a pupil develops an infatuation, there is a high risk of words or actions being misinterpreted and for allegations to be made against employees. Employees should report to a senior manager any concerns that a pupil may be infatuated with them.
- 32.4. All accidents and incidents should be reported appropriately in line with the school's health and safety policy.

NB For more information please refer to the relevant section in the 'Policy for safer working practice' and health and safety policy.

33. Appearance and standard of dress

- 33.1. All staff are models for the learners in the school, therefore they have a responsibility to model appropriate dress and appearance.
- 33.2. All employees' appearance must be professional at all times both within the workplace and when representing the organisation.

- 33.3. The employee dress code reflects the high expectations of the school in terms of teaching and learning, behaviour and student uniform.
- 33.4. It is recognised that staff within the school perform a variety of different roles and the dress code takes this into account.
- 33.5. The school recognises the diversity of cultures and religions of its employees and will take a sensitive approach when this affects dress and uniform requirements. However, priority will be given to health and safety, security and other similar considerations.

NB For more information please refer to Code of Practice on Appearance and Standard of Dress in School.

Code of Conduct for Employees in Schools

Appendices

1. Extract from Teachers' Standards
2. Potential gross misconduct list
3. Supplementary policies, procedures and guidance

Extract from Teachers' Standards

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Potential gross misconduct list

Examples as listed in the Disciplinary Procedure

Examples of conduct that may be considered to constitute gross misconduct include:

- unauthorised removal of the school's property
- stealing from the school, its members, members of staff, or the public and other offences of dishonesty
- sexual offence
- sexual misconduct
- conduct at work likely to offend common decency
- fighting
- physical assault including the imposition of any form of corporal punishment and the use of unreasonable force to control or restrain pupils
- consuming alcohol during working time
- being on duty under the influence of drink or drugs, other than those which have been medically prescribed
- deliberate falsification of documentation
- falsification of qualifications which are a stated requirement of employment
- malicious damage to the school's property
- serious breaches of safety regulations endangering other people, including deliberate damage to, neglect of, or misappropriation of safety equipment
- criminal conduct
- improper disclosure of information and misconduct in relation to official documents
- failure to act or comply with a reasonable instruction
- serious neglect of duty
- breaches of the school's Equal Opportunities Policy including racial and sexual discrimination / harassment
- inappropriate use of social media, as defined in the Social Media Policy.
- bullying / harassment
- serious failure to uphold public trust and maintain high standards of ethics and behaviour within and outside school
- serious failure to maintain proper and professional regard for the ethos, policies and practices of the school
- serious misuse of the school's email, internet and other electronic facilities
- failure to adhere to Safer Working Practices document (in the case of safeguarding / professional conduct allegations, failure to do so may lead to dismissal)

Supplementary policies, procedures and guidance

School HR policies and procedures

- Whistleblowing
- Disciplinary
- Dignity at Work
- Social Media
- Managing Allegations
- Safer Working Practices for Adults Working in Schools Settings
- Code of Practice on Appearance and Standard of Dress in School
- Conflict of Interest

School policies and procedures

- Behaviour Management
- Physical Intervention
- Intimate Care
- Administration of Medicines
- Child Protection / Safeguarding Policy and Procedures
- Data Protection
- Health and Safety
- IT Usage

Statutory guidance

Teachers' Standards

www.gov.uk/government/publications/teachers-standards

Keeping Children Safe in Education

www.gov.uk/government/publications/keeping-children-safe-in-education--2

Use of Reasonable Force in Schools

www.gov.uk/government/publications/use-of-reasonable-force-in-schools