



7E – STAFF CODE OF CONDUCT

1. Statutory Policies	Part 2
ISI	Part 3: Welfare, Health and Safety - Safeguarding
Author Led	Headteacher / DSL
Date of Review	August 2025
Next Review	July 2026
Comment	Annual Review
Website	Yes

Related Policies:

BISC Antibullying Policy

BISC Safeguarding and Child Protection Policy

BISC Risk Assessment Policy

BISC Whistle-Blowing Policy

Related Documents:

Keeping Children Safe in Education Act, September 2025

BISC Staff Handbook 2025 - 2026

1. Purpose:

All employees and volunteers working at our school should adhere to the school's values and follow safeguarding and child protection procedures and commit to the school's values:

- Respect yourself, your colleagues and the working environment.
- Be welcoming, honest and open.
- Promote a safe and supportive culture.
- Always promote a positive and dynamic attitude.

Many staff work extremely hard establishing excellent relationships with students and parents, providing high levels of pastoral care whilst being sensitive to professional boundaries. However, a failure to understand professional boundaries can lead to a member of staff making serious mistakes, including career threatening ones. Even an unfounded allegation of professional misconduct can be permanently damaging to any member of staff, their family and the profession.

All staff are responsible for recognising when they are at risk of crossing professional boundaries and if they are, of addressing the issue immediately. Although teaching staff are most at risk, all employees need to recognise the importance of maintaining appropriate professional boundaries when dealing with students. All staff whatever their position, roles and responsibilities have a critical role to play in shaping the lives of young people.

This Code of Conduct is designed to ensure that our school is the safest possible learning and working environment for students and employees. The policy follows the guidance in the most recent Keeping Children Safe In Education, September 2025, UK statutory guidance for schools and colleges.

The clarification of professional boundaries together with appropriate support and training is designed to ensure all staff and volunteers do not place themselves at risk. Wherever a staff member is in doubt, they should always seek the guidance of their line manager.

2. Accountability

The Headteacher is responsible for ensuring that the staff professional Code of Conduct Policy is regularly reviewed and updated. This will happen every academic year.

All staff are accountable in the way in which they exercise authority, manage risk, use resources and protect learners and themselves from discrimination and avoidable harm. All staff have a duty to keep young people, learners and students with special needs and disabilities, safe and to protect them from harm. All staff must comply with the school's Child Protection & Safeguarding Policy and must act when anyone discloses an issue requiring safeguarding action.

School Board members, parents and other stakeholders have legitimate expectations about the nature of professional involvement in the lives of learners. When individuals accept a role that involves working with young people, including students with special educational needs and disabilities, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices. Employees also have a duty to take care of themselves and anyone else who may be affected by their actions or failings. In this respect, the duty of care towards both staff and students can be demonstrated through adherence to these guidelines.

3. Student Involvement in the Code of Conduct

Students are the focus of this code. The student's interaction with all staff and the school community at large is the essence of his/her school experience. Students are made aware of their responsibilities through the Behaviour Policy and agreed class rules.

The student's voice is promoted through the Student Council and students are expected to exercise appropriate behaviour in their interactions with all staff. This includes all communication through social networking sites, emails and phone calls.

4. Duty of Care

All staff, whether paid or voluntary, have a duty to keep students safe and protect them from sexual, physical, emotional or any aspect of harm. Students have the right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of students. Failure to do so may be regarded as professional neglect.

The duty of care is exercised through the development of respectful, caring and professional relationships between staff and students and staff behaviour that demonstrates integrity, maturity and good judgment.

This means that staff should:

- Understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached.
- Always act, and be seen to act, in the students' best interests.

- Avoid any conduct which would lead any reasonable person to question your motives and intentions.
- Take responsibility for their own actions and behaviour.

This means that the school should:

- Foster a culture of openness and support.
- Ensure that systems are in place for concerns to be raised.
- Ensure that there is in place effective recording systems which confirm discussions, decisions and the outcomes of any actions taken.
- Ensure that staff are not placed in situations which render them particularly vulnerable.
- Ensure that all staff are aware of expectations, policies and procedures.

5. Confidentiality

Members of staff will have access to confidential information about students. Staff should never use confidential or personal information about a student and/or his/her family for their own, or to others' advantage (including that of partners, friends, relatives or other external services). Information must never be used to intimidate, humiliate or embarrass the student.

Confidential information about a student should never be used casually in conversation or shared with any other person other than on a 'need to know' basis. In circumstances where the students' identity does not need to be disclosed, the information should remain anonymous.

In some circumstances a member of staff may be expected to share information about a learner, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass on information without delay, but only to those with designated child protection responsibilities (The Designated Safeguarding Lead or Deputies [DSL/DDSLS]).

If a member of staff is in doubt about whether to share information or keep it confidential, he/she should seek guidance from a designated senior person. Any media or legal enquiries should be passed to the Headteacher.

Rules for the storing and processing of personal information about students are aligned with European General Data Protection Regulation (GDPR).

This means that all staff should:

- Know what information can be shared and in what circumstances it is appropriate to do so.
- Treat information they receive about students in a discreet and confidential manner.
- Seek advice from Senior Leadership Team (SLT) if they are in doubt about sharing information they hold which has been requested.
- Know to whom concerns or allegations should be reported (see Safeguarding and Child Protection Policy).

6. Making a Professional Judgment

No guidance can provide a complete definitive list of what is appropriate behaviour for staff in all circumstances. There may be occasions in which staff have to make decisions or act in the best interest of students which could contravene this guidance or where no guidance exists. Individuals are expected to

make judgments about their behaviour in order to secure the best interests and welfare of the students in their charge.

Such judgments should always be recorded accurately and shared with the SLT and/or the DSL/DDSLs. In undertaking these actions, individuals will be seen to be acting reasonably. Adults should always consider whether their actions are warranted, proportional, wise and applied equitably.

This means that where there is no specific guidance staff should:

- Discuss the circumstances that informed their action or their proposed action with a member of SLT, line manager and the parent/carer.
- Report any actions which could be misinterpreted to their line manager.
- Discuss any misunderstandings, incidents, or threats with a line manager.
- Record any areas of disagreement about a course of action taken and, if necessary, refer to a higher authority.
- Ensure that copies of records which confirm decisions, discussions, and reasons why actions were taken are maintained.

7. Whistle Blowing (see separate BISC Whistle Blowing Policy)

Whistle Blowing is the practice of reporting on a matter of concern, especially where it relates to the physical, mental or emotional safety of students or staff, freely, responsibly and without fear of repercussion.

Staff should:

- Be continually vigilant for aspects of the school that could cause physical, emotional or mental harm to students or to other staff members.
- Report these matters of concern promptly, professionally and without fear of repercussion to the Headteacher.
- Feel reassured that such reporting will not put them at risk of consequences for having spoken out.

8. Power and Positions of Trust

All staff working in education settings are in positions of trust in relation to the students under their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is essential that all those in positions of trust understand the power this can give them over those they care for and the responsibility they must exercise because of their relationship.

The relationship between an adult and a student is NOT a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Therefore, all staff have a responsibility to ensure that this unequal balance of power is not used for personal advantage or gratification. All staff must maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

It is an offence for any adult in a position of trust to engage in sexual activity with, or in the presence of that child, or to cause or incite that individual to engage in or watch sexual activity.

This means that staff should not:

- Use their position to gain access to information for their own and others' advantage.
- Use their position to intimidate, bully, humiliate, coerce or undermine students.
- Use their status and standing to form, or promote relationships which are of a sexual nature, or which may become so in the course of time.

9. Propriety and Behaviour

All staff working with students have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of the students. It is therefore expected that all staff will adopt high standards of personal conduct in order to maintain the confidence and respect of colleagues, students, parents and the public in general.

There may be times, for example, when a member of staff's behaviour or actions in their personal life comes under the scrutiny of the local community, the media or public authorities. This could be because their behaviour is considered to compromise their position in the workplace or indicate an unsuitability to work with children. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

All staff in contact with students should therefore understand and be aware that safe practice also involves using judgment and integrity about behaviours in places other than the work setting. The behaviour of an adult's partner or other family member may raise similar concerns and require careful consideration as to whether there may be a potential risk to students in the workplace.

This means that staff should not:

- Behave in a manner which would lead any reasonable person to question their suitability to work with students or act as a poor role model.
- Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

This means that staff should:

- Be aware that behaviour in their personal lives may impact on work with students.
- Follow the codes of conduct deemed appropriate by the school.
- Understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with students.

10. Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, adults should always dress in ways appropriate to their role and this may need to be different to how they dress when not at work.

All staff who work with students should ensure they are dressed appropriately for the tasks and the work they undertake. Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

This means that staff should wear clothing which:

- 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.
- Does not show political or otherwise contentious slogans.
- Is not considered to be discriminatory and is culturally sensitive.

11. The Use of Personal Living Space

No student should be in or invited into the home of an adult who works with them. Members of staff with children in school should take care with social events involving their children's friends from the school.

It is not appropriate for any employee to expect or request that private living space be used for work with students. Neither is it appropriate for the school to expect or request that private living space be used to see student for, e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling.

Under no circumstances should students assist with chores or tasks in the home of a member of staff who works with them. Neither should they be asked to do so by friends or family of that adult.

This means that staff should:

- Be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.
- Challenge any request for their accommodation to be used as an additional resource for the school.
- Be mindful of the need to maintain professional boundaries.
- Not ask students to undertake personal jobs or errands.

12. Gifts, Rewards, Favouritism

The giving of gifts or rewards to a student should be part of an agreed policy for supporting positive behaviour or recognising achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of students whilst in other situations the giving of a gift to an individual student will be part of an agreed plan and discussed with SLT and the parent/carer.

There may be specific occasions when staff working with students may consider it appropriate to give the students a small personal gift of insignificant value. This is only acceptable practice where, in line with the agreed policy, the staff member first discusses the giving of the gift with their line manager or the Headteacher and the parent/carer.

Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom a student.

All staff should exercise particular care when selecting students for school teams, productions, educational visits and, or specific tasks 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, agreed criteria.

This means that staff should:

- Be aware of the school's policy on the giving and receiving of gifts.
- Ensure that gifts received or given in situations which may be misconstrued are declared.
- Only give gifts to individual students as part of the agreed reward system.
- When giving gifts other than those above, ensure these are of insignificant value.
- Ensure that all selection processes which concern students are fair and that wherever practicable these are undertaken and agreed by more than one member of the SLT or the Headteacher.

13. Infatuations

Occasionally a student may develop an infatuation with a member of staff who works with them. All staff should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

A member of staff, who becomes aware that a student who is developing an infatuation, should discuss this at the earliest opportunity with the DSL. On their advice the appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that staff should:

- Report and record any incidents or indications (verbal, written or physical) that suggest a student may have developed an infatuation with a member of staff.
- Always acknowledge and maintain professional boundaries.

14. Communication with students, including the use of technology

In order to make the best use of the many educational and social benefits of new technologies, students need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognized that e-safety risks are posed more by behaviours and values than the technology itself. All staff working in this area must therefore ensure they establish safe and responsible online behaviours. This means working to local and national guidelines on acceptable user policies. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse. Learning platforms are now widely used and clear agreement by all parties about acceptable and responsible use is essential.

Communications between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, webcams, websites and blogs. Staff should not share personal information with a pupil. They should not request, or respond to, any personal information from the students, other than that which might be appropriate as part of their professional role. Staff should ensure all communications are transparent and open to scrutiny.

Staff should be circumspect in their communications with students to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to students, including e-mail, home or mobile telephone numbers.

E-mail or text communications between a member of staff and a student outside the agreed policy may lead to disciplinary and, or criminal investigations. This includes communications through internet-based websites.

This means that staff should:

- Ensure that personal social networking sites are set at private and students are never listed as contacts.
- Never use or access the social networking sites of students.
- Not give personal contact details to students, including their mobile telephone number.
- Only contact students for professional reasons and in accordance with school policies and procedures.
- Not use the internet or web-based communication channels to send personal messages to a student.

15. Social Contact

Staff should not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. If a parent or student seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgment in making a response. There will be occasions when there are social contacts between staff and students, where for example members of staff are part of the same social circle, through their children's friendships. These contacts, however, will be easily recognised and openly acknowledged.

Nevertheless, there must be awareness on the part of those working with students that some social contacts, especially where they are not common knowledge can be misconstrued as being part of a grooming process. This can also apply to social contact made through outside interests or through the staff member's own family.

It is recognised that staff can support a parent who may be in difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the staff member for support outside their professional role. This situation should always be discussed with a member of SLT.

This means that staff should:

- Have no secret social contact with students or their parents.
- Do not accept offers of lifts to and from school from a parent.
- Consider the appropriateness of the social contact according to their role and nature of their work.
- Always approve any planned social contact with the student or parents with senior colleagues.
- Advise SLT of any social contact they have had with students with whom they work which may give rise to concern.
- Report and record any situation which may place a student at risk or which may compromise the school or their own professional standing.
- Be aware that the sending of birthday or faith cards should always be recorded and/or discussed with a line manager.

- Understand that contact with parents / students in a social context may be called into question and will need to be justified.

16. Sexual Contact

Any sexual activity between an adult and student with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action, usually instant dismissal. Sexual activity does not simply mean to physical contact. It may also include noncontact activities, such as causing under 18s to engage in or watch sexual activity or the production of pornographic material.

Keeping Children Safe In Education September 2025 defines sexual abuse as “forcing or enticing a child or young person to take part in sexual activities, whether or not the individual is aware of what is happening”.

Adults sometimes embark on a course of behaviour known as ‘grooming’ where the sole purpose is to gain the trust of a child and manipulate that relationship so sexual abuse can take place. All staff must be aware that consistently conferring inappropriate special attention and favour upon a student might be construed as being part of a ‘grooming’ process and as such will give rise to concerns about their behaviour.

This means that staff must not:

- Have sexual relationships with students.
- Have any form of communication with a student which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mails, phone calls, texts, physical contact.
- Make sexual remarks to, or about a student.
- Discuss their own sexual relationships with, or in the presence of students.

This means that staff must:

- Ensure that their relationships with students clearly take place within the boundaries of a respectful professional relationship.
- Take care that the language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

17. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role.

A ‘no touch’ approach is impractical for all staff and will in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs and course requirements at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Appropriate physical contact in school may occur depending on the area of activity and may be appropriate for the activity/subject involved i.e. sports training activity.

It is not possible to be specific about the appropriateness of each physical contact since an action that is appropriate with one learner in one set of circumstances may be inappropriate in another, or with a different individual. Staff should therefore use their professional judgement at other times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible to the DSL or DDSs.

Physical contact, which occurs regularly with a student is likely to raise questions unless the justification for this is part of a formally agreed plan e.g. in relation to a student with SEND. Where feasible, staff should seek the individual's permission before initiating contact.

Staff should listen, observe and take note of the individual's reaction or feelings and, so far as possible, use a level of contact and/or form of communication which is acceptable to the student for the minimum of time necessary.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of every student. Students with special needs 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 individual's needs, consistently applied and open to scrutiny.

Some students may seek inappropriate physical contact. All staff should be particularly aware of this especially when it is known that a student has suffered previous abuse or neglect. In the student's view, physical contact might be associated with some experiences and lead to some action being misinterpreted. In all circumstances where a student initiates inappropriate physical contact, it is the responsibility of the member of staff to sensitively deter the student and help them to understand the importance of personal boundaries. Such circumstances must always be reported and discussed the DSL/DDSs.

This means that staff should:

- Be aware that even well-intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described.
- Never touch a student in a way which may be considered indecent.
- Always be prepared to report and explain actions and accept that all physical contact is open to scrutiny.
- Not indulge in horseplay.
- Always encourage students, where possible, to undertake self-care tasks independently.
- Work within Health & Safety regulations
- Be aware of cultural or religious views about touching and always be sensitive to issues of gender.
- Understand that physical contact in some circumstances can be easily misinterpreted.

18. Other Activities that require Physical Contact

Some adults who work in certain settings, for example sport, drama or outdoor activities, will have to initiate some physical contact with students, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a pupil so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and practice.

Physical contact should only take place when it is necessary in relation to an activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum amount of time necessary.

Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the individual.

Guidance and protocols around safe and appropriate physical contact are provided by sports 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 DSL/DDSLs who will then advise the next appropriate action.

It is good practice that all parties clearly understand at the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and students informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

This means that all staff should:

- Treat students with dignity and respect and avoid contact with intimate parts of the body.
- Always explain to the students the reason why contact is necessary and what form that contact will take.
- Seek consent of parents where a young person/student is unable to participate in any activity 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 or religious issues that may need to be considered prior to initiating physical contact.

19. Behaviour Management

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

Staff should not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Any sanctions or rewards used should be part of the school's Behaviour Policy.

Corporal punishment in any form is not acceptable.

When a student displays difficult or challenging behaviour, adults must follow the Behaviour Policy and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

When a student has specific needs in respect of particularly challenging behaviour, a Positive Handling Plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management plan of the school.

This means that staff should:

- Not use any form of physical punishment.
- Try to diffuse situations before they escalate.
- Inform parents of any behaviour management techniques used.
- Adhere to the school's Behaviour Policy.
- Be mindful of factors which may impact on a student's behaviour e.g. bullying, abuse, and where necessary take appropriate action.

20. Use of Control and Physical Intervention

There are circumstances in which adults working with students displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a student's behaviour if it is necessary to prevent personal injury to the individual or, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.

When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used.

Under no circumstances should physical force be used as a form of punishment. The duty of care which applies to all staff working with students requires that reasonable measures are taken to prevent individuals being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the student. The parents/carers should be informed the same day.

This means that staff should:

- Adhere to the school's Behaviour Policy.
- Always seek to defuse situations.
- Always use minimum force for the shortest period necessary.
- Record and report as soon as possible after the event any incident where physical intervention has been used.

21. Pupil in Distress

There may be occasions when a student needs comfort and reassurance, and this may involve physical contact. Some students may need immediate physical comfort. Adults should use their professional judgment to comfort or reassure an individual in an age-appropriate way whilst maintaining clear professional boundaries.

Where an adult has a concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with DSL/DDSLs and parents/carer.

This means that staff should:

- Consider the way in which they offer comfort and reassurance to a distressed individual and to do it in an age-appropriate manner.
- Be circumspect in offering reassurance in 'one-to-one' situations, but always record such actions in these circumstances.
- Follow professional guidance or codes of practice.
- Never touch an individual in a way that might be considered indecent.
- Record and report situations which may give rise to concern from either party.
- Not assume that all individuals seek physical comfort if they are distressed.

22. Intimate Care

Some job responsibilities necessitate intimate physical contact with individuals on a regular basis, for example assisting individuals with toileting, providing intimate care for students with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be considered and recorded as part of an agreed care plan.

All students have a right to safety, privacy and dignity when contact of a physical nature or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the individual should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the student, parents/carers and the school must be negotiated and recorded.

This means that staff should:

- Adhere to the school's guidelines or code of practice.
- Make other staff aware of the task being undertaken.
- Explain to the child what is happening.
- Consult with SLT and parents/carers where any variation from agreed procedure/care plan is necessary.
- Record the justification for any variations to the agreed procedure/care plan and share the information with parents.
- Ensure that any changes to the agreed care plan are discussed, agreed and recorded.

23. Personal Care

Students are always entitled to respect and privacy. Staff should take particular care when students are in a state of undress, changing clothes, bathing or undertaking any form of personal care.

There are occasions where there will be a need for an appropriate level of supervision in order to safeguard students and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.

Students need to be vigilant about his/her own behaviour, ensuring they follow agreed guidelines and be mindful of the needs of students with whom they work.

This means that staff must:

- Avoid any physical contact with students who are in a state of undress.
- Avoid any visually intrusive behaviour.
- Where there are changing rooms announce their intention of entering.

This means that adults must not:

- Change in the same place as students.
- Shower/bath with students.
- Assist with any personal care that students can undertake themselves.

24. First Aid and Administration of Medication

Some students may need medication during school hours. In circumstances where individuals need medication regularly a health care plan should be drawn up to ensure the safety and protection of students and staff. This will be drawn up by the school Nurse.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a student, this should be discussed with the appropriate SLT member at the earliest opportunity. When administering first aid, whenever possible, staff should ensure that another adult is present, or be aware of the action being taken. Parents should always be informed when first aid has been administered.

This means that staff should:

- Adhere to the school's policy for administering first aid and medication.
- Comply with the necessary reporting requirements.
- Make other adults aware of the task being undertaken.
- Explain to the student what is happening.
- Always act and be seen to act in the student's best interests.
- Report and record any administration of first aid or medication.
- Have regard to any health care plan which is in place.
- Always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.

25. One-to-One Situations

It is not realistic to state that 'one-to-one' situations should never take place. It is, however, appropriate to state that where there is a need, agreed with a member of SLT and/or parents/carers, for an adult to be alone with a student, certain procedures and explicit safeguards must be in place.

'One-to-one' situations have the potential to make a student more vulnerable to harm by those who seek to exploit their position of trust. Adults working in 'one-to-one' settings with students may also be vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognized so that when 'one-to-one' situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of students and the adults who work with them.

There are occasions when managers will need to undertake a risk assessment in relation to the specific nature and implications of 'one-to-one' work. These assessments should consider the individual needs of the student and the individual worker and any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with students away from the school premises should not be permitted unless approval is obtained from their parents and a senior colleague with delegated authority.

This means that staff should:

- Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.
- Avoid meetings with any student in remote or secluded areas.
- Always inform other colleagues and, or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by
- Avoid the use of 'engaged' or equivalent signs whenever possible. Such signs create an opportunity for secrecy or the interpretation of secrecy.
- Always report any situation when a student becomes distressed or angry to SLT.
- Carefully consider the needs and circumstances when in 'one-to-one' situations.

26. Transporting Students

In certain situations (e.g. out of school activities) staff and volunteers may agree to transport students. A nominated member of staff should be appointed to plan and provide oversight of all such transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. There will be occasions when adults are expected or asked to transport students as part of their duties. Adults who are expected to use the school car, or on rare occasions their own vehicle, for transporting students should ensure the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

All passengers should wear seatbelts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger students.

It is inappropriate for adults to offer lifts to a student outside their normal working duties.

They may be occasions when a student requires transport in an emergency situation or where not to give a lift may place a student at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers for their prior consent.

This means that staff should:

- 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.
- Be aware that the safety and welfare of the student (s) is their responsibility until they have safely passed over to the parent/carer.
- Ensure that their behaviour is always appropriate.
- Ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper insurance for the type of vehicle being driven.
- Ensure that any impromptu or emergency arrangements of lifts can be justified if questioned.

27. Educational Visits and After School Activities

Staff should take particular care when supervising students on educational visits and outings where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour always remains professional.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these arrangements prior to the start of the visit. In all circumstances, those organising visits and outings must pay careful attention to ensuring safe staff/student ratios and to the gender mix of staff especially on overnight stays.

Staff must keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

This means that staff should:

- Always have another adult present in out of workplace activities unless otherwise agreed with SLT.
- Undertake risk assessments in line with the school policy where applicable.
- Have parental consent for the activity.
- Ensure that their behaviour always remains professional.

28. Photography and Videos

Working with students may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of individuals. Informed consent from parents/carers and agreement, where possible, from the student, should always be sought before an image is taken for any purpose and the guidelines of external awarding body guidelines should be followed in relation to the use of photographic evidence for portfolio work etc.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. 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 purpose 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.

Adults need to remain sensitive to any students who appear uncomfortable, for whatever reason and should recognize the potential for such activities to raise concerns or lead to misunderstandings. Staff must not take photographs of students for their personal use.

When using a photograph, the following guidance should be followed:

- If the photograph is used, avoid naming the student.
- Establish whether the image will be retained for further use.
- Images should be securely stored and used only by those authorized to do so.

This means that staff should:

- Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded.
- Be able to justify images of children in their possession.
- Avoid making images in 'one-to-one' situations or which show a student with no surrounding context.
- Ensure the student understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- Only use equipment provided or authorized by the school.
- Report any concerns about any inappropriate or intrusive photographs found.
- Always ensure they have parental permission to take and/or display photographs.

This means that staff must not:

- Display or distribute images of students.
- Use images which may cause distress.
- Take images 'in secret' or take images in situations that may be construed as being secretive.

29. Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat. Accessing, making and storing indecent images of children is illegal. This will lead to a criminal investigation and the individual being barred from working with children, if proven.

Adults should not use equipment belonging to the school to access adult pornography; nor should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work within education.

Adults should ensure that students are not exposed to any inappropriate images or web links. All staff need to ensure that internet equipment used by students have appropriate controls with regards to access, e.g. personal passwords should be kept confidential.

Where indecent images of children or other unsuitable material is found, staff can expect the police to be informed immediately. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to evidence being contaminated which can lead to a criminal prosecution.

30. Punctuality and Timekeeping

All employees are required to adhere to the official working hours adopted by the school. As pay is generally the counterpart of working hours, the school reserves the right to deduct pay for any missed working hours and to take appropriate disciplinary action as and when necessary.

Staff members are expected to be in school during the working day, Monday-Friday, which begins at 7.30am and may regularly extend to the conclusion of 6pm activities. However, if staff have no designated afternoon commitments, they may leave campus from 4.15pm after they have received permission from their respective Heads of School and/or Deputy Headmaster.

Authorisation for absence during the working day should be sought from a member of SLT or the HR Director with as much notice as possible. **ALL** academic staff should make themselves available at the end of daily lessons to assist with parent pick-up, until dismissed by the Heads of School and/or Deputy Headmaster.

Nothing irks staff more than seeing their colleagues leaving school earlier than permitted. Everyone has lives outside school, but in this respect, we are all equal and so punitive actions will be taken against those who willingly & knowingly choose to ignore the school's official working hours.

This means that staff should:

- Follow the school's Acceptable Use of Technology Policy.
- Ensure that students are not exposed to unsuitable material on the internet.
- Ensure that any films or material shown to students are age appropriate.

Links:

Keeping Children Safe in Education Act 2025.