	Code of Conduct for Adults in Supervision of Pupils Who Are Not Employees of the School Updated: 10-26 Next Review: 10-27 Prepared by: KED/JOH Approved by: TZL

This Code of Conduct applies throughout the School from the EYFS to Year 6.

Introduction

This Code of Conduct applies to:

- Visiting teachers and other adults who are self-employed
- Club supervisors
- School catering staff employed by Accent Catering
- Employees of external contractors and providers of services (e.g. contract cleaners)
- Other adults in supervision of School pupils, including volunteers
- Governors
- Student placements, including those undertaking initial teacher training
- Casual workers

The Governors Code of Conduct can be found in appendix 2 to this policy.

This Code of Conduct does not apply to

- All staff who are employed by the School, including the Head

These employees are covered by the Code of Conduct for School Employees.

Purpose, scope and principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all adults in supervision of pupils who are not employees of the School ("adults") are expected to observe. The principles underlying the guidance aim to encourage adults to achieve the highest possible standards of conduct and minimise the risk of inappropriate conduct occurring.

The School requires that all adults have read and agree to comply with this policy. Breach or failure to observe this policy may result in action being taken. The School will familiarise new adults with this Code of Conduct and the expectations therein as part of their induction.

Safeguarding pupils

All adults have a duty to safeguard pupils from all forms of abuse, neglect and exploitation described in the School's Safeguarding and Child Protection Policy. This includes online harm, child-on-child abuse and prejudice-based harm. Adults must challenge and report discriminatory or prejudice-based behaviour and language, including racism, misogyny, disability-related prejudice and other forms of prejudice-based harm. Concerns must be reported through the School's safeguarding procedures; staff must not assume that behaviour is harmless because it is described as banter or occurs between pupils.

The duty to safeguard pupils includes reporting concerns about a pupil promptly to the School's Designated Safeguarding Lead (DSL) or a Deputy DSL (DDSL). The DSL is Josie Hodgson. The DDSLs are Maryam Kadhim, Fergus Simpson and Taryn Lombard. Adults must follow the School's published arrangements if the DSL/DDSL is unavailable. If a child is in immediate danger, call 999 and inform the DSL/Head as soon as possible. If the concern relates to the DSL, report it to the Head; concerns about the Head must be referred to the Chairs of Governors. Adults are provided with a copy of the School's Safeguarding and Child Protection Policy prior to their first session in school and must understand this document. Adults must follow the School's safeguarding procedures and act immediately on concerns. They must record the concern accurately, including the child's own words where relevant and pass it to the DSL/DDSL without delay. Adults must not investigate allegations themselves or promise secrecy.

As part of their induction to the school, adults will be expected to read and be aware of their role in implementing the following:

- Part 1 and Annex A of the statutory guidance Keeping Children Safe in Education
- The Safeguarding and Child Protection Policy
- Pupil Behaviour Policy
- Anti-bullying Policy for Pupils
- Code of Conduct for Other Adults who are not employees of the School
- Whistleblowing Policy
- Prevent Policy

The Head of HR & Compliance will keep a central record of all statutory and other training undertaken by staff members, adults, Governors and volunteers.

Peripatetic teachers, club supervisors, catering and cleaning staff, volunteers and Governors will receive relevant safeguarding training annually.

Adults must not allow any allegations made by a pupil or third party to go unchallenged, unrecorded or not acted upon.

All adults must ensure that they do not demean or undermine pupils, their parents, guardians or carers, or colleagues.

All adults must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare at all times.

Adults are required to adhere to the Safeguarding Code of Conduct set out in Appendix 1 to this policy so as not to place pupils or School employees at risk of harm or of allegations of harm to a pupil.

Adults who are volunteers must be familiar with the School's Safeguarding Information for Volunteers, a document that they are provided with and asked to read before they arrive.

Adults are reminded that under the Sexual Offences Act 2003, it is a criminal offence for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child. Even if, in the case of those over 16 (for example, a work experience student), the relationship is consensual.

Adults must inform the Head immediately if they are subject to a criminal conviction or pending prosecution. The Head will discuss this with the adult in the context of their role and responsibilities in order to help safeguard pupils and employees at the School.

Adults must alert the school as appropriate to any changes to their own personal circumstances which may affect their suitability to work with children. This includes informing the Head of any medical condition, disability or medication that may affect their ability to do their job. Adults must also disclose any information that may impact their continued suitability under Part 3 of KCSIE, including changes to relationships or associations that could pose a safeguarding risk.

Online safety: adults must adhere to the School's IT and Acceptable Use Policy and Online Safety Policy. Adults have a duty to report any incidents or breaches of online safety by pupils, adults or staff to the DSL or a member of the Senior Leadership Team (SLT).

Adults must not engage with pupils using personal social media channels. For example, adults must not become Facebook friends with current pupils (or former pupils below the age of 18) on personal accounts, and must not follow them, or communicate with them, on Twitter, WhatsApp, Snapchat or Instagram.

Adults must also ensure that any use of AI tools, digital platforms or online communication systems aligns with the school's online safety guidance and data protection obligations. Adults must not enter identifiable pupil, parent, staff or safeguarding information into public or unapproved AI tools, apps or online services. Only school-approved systems may be used, and only in accordance with the School's instructions, data protection requirements and online safety procedures.

Bullying, harassment and victimisation and discrimination, including banter, will not be tolerated. We treat all our staff, other adults on site, pupils, their parents, guardians or carers fairly and with consideration and we expect them to reciprocate towards each other, the staff and the School. Please see the School's Anti-bullying Policies for further details.

Discussions of political or potentially divisive topics on School premises should be avoided or conducted in an inclusive manner and never in front of pupils.

Low-level concerns

Definition: For the purposes of this Code of Conduct, a low-level concern is defined as any concern about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold (see below), or is otherwise not serious enough to consider a referral at the time of its reporting.

The school understands that spotting the early signs of harmful behaviour towards children can be difficult, and that many will be hesitant to report concerns they have about their colleagues' behaviour, particularly the behaviour of their superiors. Adults are encouraged to maintain an attitude that recognises that abuse can happen anywhere, in any setting, and that anyone can be a perpetrator regardless of their age, sex, level of authority, personality, etc.

Low-level concerns refer to behaviour on the part of an adult towards pupils that is considered inappropriate in line with statutory safeguarding advice, this Code of Conduct, and the appropriate and inappropriate behaviour outlined below. Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child.

This threshold is defined as accusations that an adult has:

- Behaved in a way that has harmed a child or may have harmed a child and/or
- Possibly committed a criminal offence against, or related to, a child and/or
- Behaved towards a child in a way that indicates they may pose a risk of harm to children and/or
- Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of School

We will deal with any such allegation quickly and in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Why?

While low-level concerns are, by their nature, less serious than concerns which meet the harms threshold, the school understands that many serious safeguarding concerns, e.g. child sexual abuse, often begin with low-level concerns, e.g. being overly friendly with children. The school will ensure that all adults are aware of the importance of recognising concerns before they escalate from low-level to serious, wherever possible.

What is appropriate behaviour?

The School wishes to create a culture of openness, trust and transparency in which the School's values and expected behaviour are lived, monitored and reinforced by all adults. The school will ensure that all adults are aware of the standards of appropriate behaviour expected towards pupils. Adults will ensure that they pay due regard to the fact that:

- They are in a unique position of trust, care, responsibility, authority and influence in relation to pupils
- There is a significant power imbalance in the pupil-staff dynamic
- There are more stringent expectations on their behaviour with regard to pupils due to their position as a public professional

Adults will remain aware of the fact that all our pupils are children by law – consequently, adults will ensure that they do not assume maturity beyond their years.

Inappropriate behaviour

Inappropriate behaviour can exist on a wide spectrum, from inadvertent or thoughtless behaviour to behaviour which is ultimately intended to enable abuse.

Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the Head, in her absence, the DSL, include:

- Being overly friendly with children – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with pupils, e.g. conversations that are about an adult's personal life or are of a sexual nature
- Having favourites – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts
- Taking photographs of children on their personal mobile phones or devices

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate, sexualised, intimidating or offensive language
- Humiliating pupils

Adults will be aware that some of the above low-level concerns may meet the harms threshold depending on certain factors, e.g. the age or needs of the child or the content of exchanged messages, and that some of the above incidents may possibly not be concerns in context.

Adults will also be made aware that behaviour which raises concerns may not be intentionally inappropriate, and that this does not negate the need to report the behaviour. Adults will be aware that where there is any doubt regarding whether the behaviour of another adult is appropriate, this should be reported to the Head, and in her absence the DSL, immediately.

Adults who engage in low-level inappropriate behaviour in relation to pupils inadvertently will be made aware and supported to correct this behaviour. The Head will also evaluate whether additional training would be beneficial for any adults exhibiting concerning behaviour, or the staff/other adults' cohort as a whole where low-level concerning behaviour is seen more widely. Adults are encouraged to self-refer if they feel that their behaviour may give rise to a low-level concern, for example, if they have found themselves in a situation which could be misinterpreted, or below the professional standard expected of them. Self-referral should be encouraged in the knowledge that it will be responded to sensitively and proportionately.

The DSLs, along with the Head and the Governor with responsibility for safeguarding, reflect on their practice and to identify and negate weaknesses in policies, procedures and protocols.

Low-level concerns about a member of staff, other adult, supply staff, volunteers or contractors should be reported to the Head. Concerns about the Head should be referred to the Chair of Governors.

All low-level concerns should be recorded in writing and contain all relevant detail, including the name of the person sharing the concern (possibly remaining anonymous if requested) and the action taken.

Records must be factual, proportionate, securely stored and accessible only to those with a legitimate need to know. They should include the concern, context, how it was followed up and the outcome, and be reviewed for patterns. Information-sharing and retention must follow KCSIE, the School's records-retention schedule and data-protection requirements.

The School shall retain such information until that adult leaves their contract for services/volunteer post etc.

Further detailed information on addressing low-level concerns can be found in our Safeguarding and Child Protection Policy.

Where a concern meets, or may meet, the harms threshold, staff must report it immediately under the allegations procedure and must not treat it as a low-level concern. The Head should consult the Local Authority Designated Officer in accordance with KCSIE and local procedures.

Whistleblowing

The School has a Whistleblowing policy in place to enable staff and adults to raise concerns internally and in a confidential fashion about matters such as safeguarding and child protection, fraud, bribery, malpractice, health and safety, criminal offences, miscarriages of justice, failure to comply with legal obligations or unethical conduct, and to ensure that there is transparency and accountability in relation to how concerns are received and handled.

The school recognises that there may be circumstances where staff, adults and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately. The Policy also provides, if necessary, for such concerns to be raised outside the School's internal organisation.

For full information see our Whistleblowing Policy.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for adults to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their role.
Physical contact may be appropriate in the following circumstances:

- When a pupil needs encouragement to attempt a new challenge, e.g. to climb onto a piece of apparatus
- When there is a need to take urgent action to avoid an incident or injury

Adults should, therefore, use their professional judgement at all times, taking into account the pupil's needs at the time, their age, stage of development and protected characteristics. Adults should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

Physical contact should never be secretive, for the gratification of the adult, or represent a misuse of authority. If an adult is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, or if an adult is concerned at any point about a fellow staff member and a pupil, the incident and circumstances should be recorded as soon as possible and the Head (in her absence the DSL) should be informed. If appropriate, a report of the incident should be uploaded to the pupil's file on CPOMS.

Where possible, adults should seek to ensure that any physical contact is witnessed by another adult.

Our Restrictive Interventions, including the use of Reasonable Force Policy, outlines instances when pupils may be physically restrained in order to protect themselves or others from harm.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some adults, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of

equipment/instrument or assist them with an exercise. This should always be done with the pupil's agreement in advance.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Equal treatment

We are committed to equal treatment for all staff and pupils regardless of their race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy and maternity, marriage and civil partnership status, gender reassignment, age and disability (together known as **"Protected Characteristics"**). Everyone must treat staff, other adults and pupils with respect, dignity, sensitivity and fairness.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

Bullying, harassment, victimisation and/or discrimination, including banter, will not be tolerated. We treat all our pupils and their parents fairly and with consideration, which we expect them to reciprocate towards each other, the staff, all adults and the School. Adults should ensure that they are familiar with the School's Anti-Bullying Policy for Pupils, Prevention of Sexual Harassment Policy and Anti-Bullying and Harassment Policy for Staff.

Honesty and integrity

Adults must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of School property and facilities.

Social media

Adults must not engage in inappropriate use of social network sites which may bring themselves, the School, or the School community into disrepute. Adults should be mindful of their personal online presence and how it may impact their professional role.

Setting an example

The following areas are particularly important:

- Professional demeanour
- Considerate and respectful communication with staff and other adults, pupils, parents, guardians and carers
- Punctuality
- Smart and practical appearance (see dress code below)

Confidentiality

Where adults have access to confidential information about pupils or their parents, guardians or carers, they should not reveal such information except to those colleagues who have a professional

role in relation to the pupil. Adults must work within the requirements of the Data Protection Legislation[1] and their contractual agreement with the School.

This does not overrule an adult's duty to report child protection concerns to the appropriate channel where staff believe a child has been harmed or is at risk of harm, as detailed further in our child protection and safeguarding policy. Adults should **never** promise a pupil that they will not act on information that they are told by the pupil.

Processing data

Adults are required to collect, maintain and dispose of personal data and special category personal data in a responsible manner in accordance with data protection legislation[2]. Please see the School's Data Protection Policy and Privacy Notice for more information.

Photographs

In accordance with data protection legislation, the image of a pupil is personal data. Adults are asked not to take photos of pupils unless they have sought specific advice from a member of the School's Senior Leadership Team. All photographs must be stored securely and used in accordance with the School's Taking, Storing and Using Images of Pupils Policy and Online Safety Policy.

Mobile Phones

Adults working in KS1 and KS2 should not make use of personal mobile phones or tablets during the working day other than in the Staff Room, in an area not frequented by pupils and where they do not have access, during breaks and off the School premises or when there is an urgent need to contact someone in an emergency. If family and friends need to contact an adult urgently, they should do so through the School Office. Adults working in the EYFS, or with pupils from the EYFS setting, are individually responsible for placing their personal cameras, tablets and mobile phones in a specified secure place (currently the main school office) for the duration of the School day and using them only during breaks in the Staff Room. Furthermore, adults are required to use the School's cameras and tablets when, under supervision, capturing children's learning and development and these devices must not be removed from the premises or used for personal purposes.

Use of technology

If an adult has to use the School's IT systems for the purpose of their role at the School, they will be asked to read the School's IT and Acceptable Use Policy and sign a declaration to adhere to its contents.

Health and safety

Adults must adhere to the School's Health and Safety Policy and Fire Risk Prevention Policy and Procedures and must ensure that they take every action to keep themselves and everyone in the

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1/2 **"Data Protection Legislation"** means any data protection legislation from time to time in force in the UK including the Data Protection Act 2018 and the UK General Data Protection Regulation (or any successor legislation).

School environment safe and well. This includes taking immediate safety action in a potentially harmful situation (either at School or off-site) by complying with statutory and School guidelines and collaborating with School staff, agencies and the local authority where appropriate.

Adults must also report any health and safety concerns or near-misses promptly to the School's Head of HR & Compliance or DSL where safeguarding concerns arise.

Misuse of alcohol and drugs

All adults are not permitted to misuse, or be under the influence of, alcohol or illegal drugs, on the school premises or whilst in charge of pupils at any other venue in the UK or abroad. Alcohol may only be consumed when no pupils are on the premises and only at whole staff/School or Friends of the Cavendish events. Consumption of illegal drugs is never permitted. Disciplinary action may follow if these guidelines are not upheld.

Smoking on the premises (in any form, including the vaping of e-cigarettes) is not permitted. Individuals discovered smoking or vaping in an area where there is a particular fire risk will be liable to have their relationship with the School terminated immediately. You must not smoke or vape whilst working with or supervising pupils off-site.

Dress code

Adults working in the School are all professionals who are role models for our pupils, parents and prospective families. Clothing should be smart but appropriate to their role.

Security

In the interests of security, adults must wear their identity card/visitor's sticker and relevant colour-coded lanyard whilst in School at all times and ensure it is not visible when off-site. All visitors to site must be granted access via the office and adults are asked not to allow any visitors onto site. As they are entering or leaving site, visitors must be asked to ring the bell to the office, who will grant them access. All visitors, with the exception of parents and prospective parents attending school and admissions type event or when dropping off or collecting their children, wear ID stickers and adults are asked to challenge anyone unknown on-site who is not wearing an ID card or visitor's sticker and escort them to the office.

Adults must not remove any School documents (including in electronic form) from the site nor take any photographs without due permission. The School reserves the right to search the outer clothing, bags, lockers and vehicles etc. of adults whilst on site. The adult may have a colleague in attendance on such (rare) occasions.

Complaints

Complaints should be dealt with immediately and openly and School staff/other adults should try to resolve issues informally in the first instance. If this approach is impractical or unsuccessful, adults may wish to raise their concerns more formally in accordance with the School's Grievance Procedure, Whistleblowing Policy, or Safeguarding and Child Protection Policy, depending upon the nature of the concern.

Parental complaints

School staff ensure that parental complaints are dealt with in accordance with the School's Complaints Policy. Concerns relating to child welfare or safeguarding must always be referred to the DSL without delay.

Termination of contract of services

Adults who fail to meet the standards set out in this code of conduct could be liable to having their contract for services terminated. Serious breaches involving safeguarding, confidentiality, or conduct that brings the School into disrepute may result in summary dismissal or referral to relevant statutory bodies such as the Disclosure and Barring Service (DBS) or Teaching Regulation Agency (TRA). Where the legal conditions for a referral to the Disclosure and Barring Service (DBS) are met, the School will make the referral promptly in accordance with applicable legislation and DBS guidance. This may apply where an adult is removed from regulated activity, or would have been removed had they not left, because they harmed or posed a risk of harm to a child. Any separate reporting obligations to other relevant bodies will be considered where applicable.

Resources

Keeping Children Safe in Education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

The Prevent Duty
https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

Linked policies

- Anti-bullying Policy for Pupils
- Behaviour Policy for Pupils
- Complaints Procedure
- Equal Opportunities Policy for Pupils
- Fire Risk Prevention Policy and Procedures
- Health and Safety Policy
- IT and Acceptable Use Policy
- Online Safety Policy
- Prevent Policy
- Prevention of Sexual Harassment Policy
- Restrictive Interventions including the use of Reasonable Force Policy
- Privacy Notice
- Safeguarding and Child Protection Policy (including low-level concerns)
- Safeguarding Information for Volunteers & Visiting Speakers
- Social Media Policy
- Staff Safer Recruitment Policy
- Whistleblowing Policy

APPENDIX 1: SAFEGUARDING CODE OF CONDUCT

For the purpose of this appendix, 'staff' refers to all adults in supervision of pupils who are not employees of the School.

Introduction

All staff accept responsibility for the welfare of pupils with whom they come into contact in the course of their work, and will report any concerns about a pupil or somebody else's behaviour, using the procedures laid down in the School's Safeguarding and Child Protection Policy and "What to do if you are worried a child is being abused" guidance (DfE 2015). Staff must have due regard to the Prevent duty, both as part of their safeguarding responsibilities and part of their professional conduct as stipulated by the Teachers' Standards part 2:

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

Staff must also be aware of the risks of child exploitation, including sexual exploitation and county lines.

The School's DSL is Josie Hodgson. She will take action following any expression of concern in accordance with the process laid out in the School's Safeguarding and Child Protection Policy. Her deputies are Maryam Kadhim Fergus Simpson and Taryn Lombard.

The Head and the DSL will ensure that appropriate referrals are made to statutory child protection agencies.

All staff must adhere to the School's Safeguarding and Child Protection Policy, the procedure for reporting safeguarding concerns and have regard to any other relevant guidance issued by the School. Failure to comply with these obligations may result in disciplinary action in accordance with the School's Capability and Disciplinary Procedure or Capability and Disciplinary Procedure for Employees on Probation (as appropriate). Teaching staff are also expected to observe the Teachers' Standards issued by the DfE at all times.

Information relating to any allegation or disclosure must be clearly recorded as soon as possible, as outlined in the Safeguarding and Child Protection Policy.

The Children Act 1989 states that the "welfare of the child is paramount". This means that considerations of confidentiality which might apply to other situations should not be allowed to override the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

The Safeguarding and Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and will be openly and widely made available to members and staff and volunteers and actively promoted within the School.

A culture of mutual respect between pupils and staff will be encouraged, with adults modelling good practice and professional behaviour at all times.

It is part of the School's acceptance of its responsibility and duty of care towards pupils that members of staff who encounter child protection concerns in the context of their work will be

supported when they report their concerns in good faith. Staff must also be aware of the procedures for whistleblowing as detailed in the School's Whistleblowing Policy.

Adults must avoid

- Inappropriate physical contact with pupils: physical contact is only appropriate in very limited circumstances. For more detailed advice, please see the School's Physical Restraint Policy and Intimate Care Policy - extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances, staff should deter the child sensitively and help them to understand the importance of personal boundaries
- Taking the lead from pupils in their behaviour or engaging in any behaviour that may be seen as in breach of the Teachers' Standards, be perceived as unprofessional, may bring the School into disrepute or may be misrepresented
- Using confidential or sensitive information about a pupil or their family for their own benefit or to humiliate or embarrass a pupil. Confidential information about pupils or the School should not be shared casually; however, information that might suggest that a pupil is in need or at risk of significant harm must be shared with the DSL or the Head, in accordance with safeguarding and child protection procedures
- Taking photos of pupils: photographs and films taken for official School use may be covered by data protection legislation, e.g. if the images are going to be stored with other personal data. Appropriate parental consent should be obtained. Names of pupils must not be published with photographs or films
- Establishing or seeking to establish any social contact with a pupil or parents. Unplanned or other social contact which happens outside the School setting should be reported to the Head. Staff should not give their personal telephone numbers or email addresses to pupils or their parents. No member of staff will enter into extra or private tuition or childcare arrangements with parents without the prior written permission of the Head. Staff should notify their line managers of any existing or previous family or social relationship with a pupil or parents
- Making suggestive or inappropriate remarks to or about a pupil, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, banter and discussing their or your own intimate relationships
- Other than for routine classwork-related matters, communicating directly with children by email and only then with the prior consent of the pupil's parent. If electronic communication is necessary, best practice would be to communicate directly with parents and to copy in a senior colleague. Further guidance on electronic communications with pupils is to be found (below)
- Communicating with pupils via Twitter, Facebook or other social media. Please see the School's Social Media Policy for further guidance
- Engaging in behaviour which could be construed as 'grooming' a pupil (for example giving a pupil money, presents or favours or talking or behaving in an inappropriate or unprofessional manner towards pupils)

- Communicating to the public, press, television or any outside agency the contents of any documents relating to the School or the proceedings of any safeguarding matters which is confidential information unless required by law or authorised by an appropriate official to do so
- Mobile phones must not be visible and must be switched off at all times in all areas of the School where children may be present. This applies to all staff, parents, helpers, volunteers and Governors. Mobile phones must **NEVER** be brought into the EYFS by staff. Parents entering the EYFS must be reminded that their mobile phones should be out of sight and NOT used
- Mobile phones may only be used in the staffroom, in offices which are not frequented by children, or in areas of the school which are at that time not frequented by children and to which children have no access. Mobile phones may be used when there are no children on the premises
- It is not unusual for pupils or, sometimes, their parents to develop infatuations or 'crushes' on staff. Staff must not keep this a secret. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening must be reported to the Head. In addition, the object of the pupil or parent's affections may not even be aware of this. In this case, colleagues must bring this to their colleague's attention and report it to the Head
- It is not permissible to take pupils alone in a car on journeys, however short, unless with the prior consent of the pupil's parent, and then only in exceptional circumstances with prior authorisation from the Head

Adults must

- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Take a disclosure of abuse from a pupil seriously. It is important not to deter pupils from making a disclosure of abuse through fear of not being believed, and to listen to what they have to say. Guidance on responding to an allegation of abuse is set out in the Safeguarding and Child Protection Policy. If the allegation gives rise to a child protection concern, it is important to follow the School's procedure for reporting such concerns, and not to attempt to investigate the concern yourself
- Always report any concerns immediately to the School's DSL or Head regarding the conduct of another staff member in relation to pupils
- Remember that those who abuse children can be any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place
- Remember that good practice includes valuing and respecting pupils as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism or sexism
- Notify the School immediately of anything that may affect their suitability to work with children. This will include notification of any convictions, cautions, court orders, reprimands or warnings they may receive. Staff who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas

from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed

- In accordance with the School's Taking, Storing and Using of Images of Pupils Policy, ensure that written permission from parents of all children in the School, including the EYFS, is obtained before taking photographs or films on any devices including cameras and tablets.
- All images and films must be stored appropriately and securely and only used by those authorised to do so. Staff should be able to give account of the rationale behind any images of pupils in their possession
- Staff in the EYFS are individually responsible for placing their personal cameras, tablets, laptops and mobile phones in a specified secure place (currently the area adjacent to Room 22A) for the duration of the School day and using them only during breaks in the Staff Room. Furthermore, staff are required to use the School's cameras and tablets when, under supervision, capturing children's learning and development

Always follow the advice and guidance on child protection and safeguarding issues available in the School's Safeguarding and Child Protection Policy, which can be found on the School website

Guidance on responding to a pupil making an allegation of abuse or neglect

- Stay calm
- Listen carefully to what is said and show that you are taking it seriously
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets
- Tell the pupil that the matter will only be disclosed to those who need to know about it
- Allow the pupil to continue at their own pace
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
- Reassure the pupil that they have done the right thing in telling you
- Tell the pupil what you will do next, and with whom the information will be shared (in School this will be the DSL or, in her absence, a DDSL)
- Make no judgement about what you have heard
- Record in writing what was said, using the pupil's own words as closely as possible, and as soon as possible - note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Where the allegation relates to harmful sexual behaviours, ideally, and where this would not inhibit disclosure, the disclosure should ideally be managed with two members of staff present, one of them preferably being the DSL
- Remember that while you may have been the first person encountering an allegation of abuse, it is not your responsibility to decide whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the School's DSL

Guidance on avoiding behaviour which could be misinterpreted

All adults who work with children are at risk from false accusations of abuse or inappropriate behaviour. This is particularly true in the current climate of increasing parental empowerment and

litigiousness and when reporting of abuse in the media is frequent. All staff are advised to exercise common sense and caution to ensure, as far as possible, that behaviour is never open to misinterpretation. This is especially true of male staff working in a girls' school, but it is also applicable to female staff.

Much of the advice included in the Safeguarding and Child Protection Policy is simply sound common sense and is routinely followed by all staff. It is related to the maintenance of the appropriate boundaries, which are intrinsic to the profession. The culture of this School is intended to be supportive of the pupils and traditionally relations between staff and pupils here are friendly. Nobody would wish for these positive aspects of School life to be replaced by excessive formality, or for there to be a climate of suspicion and distrust, but it is essential that a proper distance is maintained between staff and pupils.

The following points should be borne in mind

- Avoid being alone with a pupil unless it is really necessary or inevitable
- If you are alone with a pupil, position yourself so that both you and the pupil are visible through the glass panel in the door
- Except when absolutely necessary, for example when assisting a pupil in PE or when teaching a musical instrument, avoid all physical contact with pupils. If you do need to touch a pupil, explain in advance that you are going to do so, and why
- It is certainly necessary to avoid any physical contact when you are alone with a pupil. Sadly, even a consoling hug can be misinterpreted or misrepresented
- Take care when commenting on a pupil's appearance. A casual remark can also be misinterpreted or misrepresented
- Ensure that any supervision in changing rooms is respectful to the pupils

Guidance on teacher/pupil boundaries

- It is important to ensure that the School retains its friendly and open atmosphere and that a climate of unwarranted suspicion does not develop
- Sadly, some pupils on some occasions either misinterpret or even maliciously misrepresent the behaviour of adults. It is very important to observe appropriate professional boundaries and to avoid putting oneself in a vulnerable position
- Pupils can develop 'crushes' on their teachers. All teachers need to be aware of this possibility and to seek advice from senior colleagues if they feel that they are being inappropriately focused on by a pupil
- In addition to exercising caution when seeing pupils, there may well be occasions on which it is better to have another colleague with you when you see an individual pupil, just as at times it is more appropriate not to see parents on one's own
- Contact between teaching staff and pupils away from the School in contexts other than on organised School activities is only very rarely likely to be appropriate. Members of staff should always consult senior staff about any possible contact of this kind and should always ensure that it is known about and approved of by the pupil's parents

- If you are asked to give a pupil extra tuition or a private lesson in their own home, you should obtain the prior written consent of the Head before agreeing
- Inviting a pupil to your own home for extra teaching or any other purpose is fraught with difficulty and should only happen after discussion with and the agreement of the Head
- It is important to be especially cautious at social occasions at which staff and pupils are both present. It may be tempting to step out of role at informal events, but it must be emphasised that pupils remain under our care and on the School roll until they have formally left School
- Staff should never give alcoholic drinks, cigarettes or vaping products to pupils and should avoid situations in which their presence could be interpreted as permitting or encouraging pupils to drink or smoke
- Do not be afraid to ask for advice from or to express concern to the DSL or other senior members of staff. It is crucial that staff feel empowered to report any concerns without fear of repercussions

Guidance on online behaviour

This guidance applies to electronic and digital media, mobile phone technology, including 3G, 4G and 5G, and social media.

- Be extremely careful about the use of Facebook, Instagram, YouTube and any other social media. Staff should be mindful of their personal online presence and how it may impact their professional role
- Make sure your privacy settings on social networking sites are at the highest possible level to avoid IT-savvy pupils being able to access any private material
- Never accept a pupil, parent or a recent leaver as a 'friend' on any social media
- If you need pupils, parents or recent former pupils to contact you via Facebook, Twitter or the like for a school-related activity (e.g. for an educational visit or sports fixture), set up a special separate site and let the DSL and Head know what you have arranged and why
- Always use your School email address and pupils' School email addresses when communicating with pupils by email
- Always use your School email address when communicating with parents by email
- For anything apart from the most routine delivery and return of work or any learning-related queries, copy in your line manager or another appropriate colleague to all email exchanges with pupils and parents
- Use a School phone rather than your private phone for School activities and contacting pupils and parents
- Apply common sense and professional judgment in all your electronic contacts with pupils and parents. Staff should ensure that all online communications are appropriate and professional

APPENDIX 2: GOVERNORS CODE OF CONDUCT

Introduction

It is essential for the good governance and reputation of the School that the Governors maintain high standards in their role and when representing the School. This Code of Conduct sets out the School's expectations of its Governors.

The Governors should bear in mind the public nature and responsibilities of their role and that even when they consider themselves to be working in their private capacity, they may still be viewed as a representative or ambassador of the School.

Once this code has been adopted, all Governors agree to faithfully abide by it.

Principles and communication:

Principles	Communication
• **Girls First**: Prioritise girls in every decision • **Honest**: Share thoughts and information openly • **Disciplined**: Stay with the agenda • **Prepared**: Ready to contribute	• **Openness**: Proactively share information • **Accuracy**: Consistent messaging • **Acknowledgement**: Listen to feedback • **Purpose**: Direct messages to the appropriate audience

We will focus on our core governance functions:

- Ensure there is clarity of vision, ethos and strategic direction and help to develop the overall strategy of the School
- Support the charitable objects and the mission of the School
- Hold senior leaders to account for the educational performance of the School and its pupils and the performance management of staff
- Oversee the financial performance of the School and make sure its money is well spent
- Ensure the voices of all stakeholders are heard

As individual board members, we agree to:

- Fulfil our role & responsibilities
- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management
- We will develop, share and live the ethos and values of the School
- We agree to adhere to school policies and procedures as set out by the relevant governing documents and law
- We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring checks
- We will work collectively for the benefit of the School
- We will be candid but constructive and respectful when holding senior leaders to account
- We will consider how our decisions may affect the School and local community
- We will stand by the decisions that we make as a collective board

- Where decisions and actions may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities
- We will only speak or act on behalf of the board if we have the authority to do so
- We will fulfil our responsibilities to school staff, ensuring a safe working environment, support for their wellbeing, and acting fairly and without bias
- When making or responding to complaints we will follow the established policies and procedures
- We will strive to uphold the School's reputation in our private communications (including on social media)
- We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all

We will demonstrate our commitment to the role as follows:

- We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working parties where required
- We will make every effort to attend all meetings and where we cannot attend we will explain in advance why we are unable to do so
- We will arrive at meetings prepared, having read all papers in advance, ready to contribute and observe protocol
- We will get to know the School well and respond to opportunities to involve ourselves in school activities and events
- We will visit the School and when doing so will make arrangements with relevant staff in advance and observe school and board protocol
- When visiting the School in a personal capacity (for example, as a parent), we will continue to honour the commitments made in this code
- We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis

We will build and maintain relationships, as follows:

- We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community
- We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings
- We will work to create an inclusive environment where each board member's contributions are valued equally
- We will support the Chairs in their role of leading the board and ensuring appropriate conduct
- If a Governor has any concerns about the behaviour or performance of any member of school staff they should raise the issue with the Chairs who will discuss the matter with the Head so that it can be dealt with as appropriate

We will respect confidentiality, as follows:

- We will observe complete confidentiality both inside and outside of the School when matters are deemed confidential or where they concern individual staff, pupils or families

- We will not reveal the details of any governing body vote
- We will ensure all confidential papers are held and disposed of appropriately
- We will ensure all communications regarding Governors' meetings and anything relating to our role as a Governor will be sent via our dedicated school email accounts
- We will continue to maintain confidentiality after we leave office

We will declare conflicts of interest and be transparent, as follows:

- We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded on the annual forms issued and stored by the Bursar
- We will also declare any conflict of interest at the start of any meeting should the need arise
- If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote
- We will act as a Governor and not as a representative of any group
- We accept that in the interests of open governance, our full names and areas of expertise will be published on the School's website

Breach of this Code

Any substantial breach of this Code may result in procedures being put in motion which may result in a Governor being asked to resign from the Governing Board, in accordance with any provisions set out in the School's constitution. In such a case, the Governor will have an opportunity to be heard. However, in the event that a Governor is asked to resign, they should accept the majority decision and resign at the earliest opportunity.

If a Governor wishes to resign, they must inform the Chair in writing, stating their reasons for leaving.

Name of Governor: _____

Signed: _____

Date: _____