



SOCIAL ARTS FOR EDUCATION

## **Social Arts for Education Staff Code of Conduct**

**September 2019**

## Aims, scope and principles

This policy aims to set and maintain standards of conduct that we expect all staff to follow.

By creating this policy, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect.

School staff have an influential position in the school, and will act as role models for pupils by consistently demonstrating high standards of behaviour.

We expect all support staff, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

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

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

## Legislation and guidance

This policy has been produced in line with the statutory safeguarding guidances '[Keeping Children Safe in Education](#)' and 'Working Together to Safeguard Children', the non-statutory 'Guidance for Safer Working Practices' and the following pieces of legislation:

- Sexual Offences Act 2003
- Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations (1999)
- Public Interest Disclosure Act 1998

## Definitions

References made to 'child' and 'children' refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean **any** pupil at Social Arts for Education.

References made to adults and staff refer to all those who work with pupils at Social Arts for Education, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by SAFE, e.g. Local Authority staff such as educational psychologists and external staff such as sports coaches.

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,

- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

## Overview

This policy raises awareness of illegal, unsafe, unprofessional and unwise behaviour. Its purpose is to assist staff in their monitoring of their own standards and practice, thereby reducing the risk of allegations being made against them.

It is recognised that not all people who work with children work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children.

Unacceptable behaviour will not be tolerated at Social Arts for Education, and where appropriate, legal or disciplinary action is likely to follow.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that all eventualities cannot be covered in this policy. Should staff find themselves in a situation not outlined in this policy that calls for professional judgement to be made, they must ensure that they discuss the situation and their justification for any proposed action, with the Headteacher, by email, in order that a full record of the circumstances can be kept.

All staff have a responsibility to be aware of systems within Social Arts for Education which support safeguarding. These are explained as part of staff induction and in regular staff training sessions. Staff should ensure that they read and absorb Social Arts for Education's Safeguarding and Child Protection Policy in conjunction with this code of conduct.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This document aims to reduce the risk of these.

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

**Staff must always declare any current or previous allegations made about them to their manager as soon as possible, in writing, including details of any circumstances of child protection investigations surrounding their own children.**

## Principles underpinning this policy

- The welfare of the child is paramount
- Staff must understand their responsibilities to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff must maintain high standards in their attendance and punctuality
- Staff must never use inappropriate or offensive language in school
- Staff must treat everyone they encounter at work, be it pupils, the parents of pupils, other staff, contractors or anyone else, with dignity and respect
- Staff must show tolerance and respect for the rights of others
- Staff must not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Staff must only express personal beliefs in a way that will not overly influence pupils, and will not exploit pupils' vulnerability or might lead them to break the law
- Staff must understand the statutory frameworks they must act within
- Staff must be aware of, and adhere to, independent school standards
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff must be aware of and understand Social Arts for Education's Safeguarding and Child Protection Policy, arrangements for managing allegations against staff, whistle blowing procedure and their Local Safeguarding Children Board LSCB procedures.

## Responsibilities

All staff are accountable for the way in which they:

- exercise authority;
- manage risk;
- use resources;
- safeguard children.

Staff will familiarise themselves with our safeguarding policy and procedures to prevent abuse and ensure they are aware of the processes to follow if they have concerns about a child.

All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

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

The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in that role.

Our safeguarding policy and procedures are available in the staff room and from the school office. New staff will also be given copies on arrival.

This means that staff must:

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

- Remember that Social Arts for Education's reputation rests on the behaviour of its staff, that the staff are seen as a unit, and that any behaviour seen from staff, or opinions given by staff, will reflect on the school as a whole.
- Read our Safeguarding and Child Protection Policy thoroughly

**Staff must not:**

- Ignore Health and Safety and safeguarding policies and procedures, or be in any other way lax in their care of pupils
- Allow pupils the freedoms they might allow their own children
- Be complacent about their knowledge of policies and procedures

Social Arts for Education will, as part of its duty to provide a safe working environment for staff:

- Promote a culture of openness and support
- Ensure that systems are in place for concerns to be raised
- Ensure that adults are not placed in situations which render them particularly vulnerable
- Ensure that appropriate safeguarding and child protection policies are in place

## **Making professional judgements**

This section of the policy highlights behaviour which is illegal, inappropriate or inadvisable. It cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff.

There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a pupil which could contravene this guidance, or circumstances where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the pupils in their charge and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with the headteacher in writing, via email.

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

This means that where no specific guidance exists, staff must:

- Discuss the circumstances that informed their action, or their proposed action, with the headteacher or the designated safeguarding officer. (should the headteacher need to discuss actions they wish to take, this should be done with the chair of the proprietorial

body). This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted

- Always discuss any misunderstanding, accident or threat with the Headteacher or DSO.
- Always record discussions and actions taken, with the justifications for those actions
- Record any areas of disagreement and if necessary, refer to another agency, for example, Ofsted or another regulatory body.

**Staff must not:**

- Assume that the action they wish to take is the appropriate one without first discussing it with the headteacher
- Attempt to conceal actions taken

## **Power and positions of trust and authority**

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

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

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

Staff must always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

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

This means that staff must:

- Always be mindful of their responsibilities, their role, and how their actions or words may be perceived by, or influence, pupils
- Ensure they maintain a professional distance from pupils - being caring without forming friendships.

- Report and record any incidents of behaviour which could be misinterpreted

This means that staff must not:

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

## **Partisan views**

Staff will resist sharing any partisan views with students, staff or parents/carers and be aware that the views they hold could be mistaken for a collective view of SAFE.

Staff should always try to give a fair and unbiased view of current and historical events, theories and ideologies, using only facts, whilst discussing public opinions without allowing personal views to colour discussion.

This means that staff must:

- Avoid entering into discussions about non-curricular topics that they hold strong views about if they are unable to give an unbiased opinion on the subject
- Ensure that their teaching on potentially contentious topics is in line with the relevant subject specification and that they do not allow personal views to colour their delivery of the subjects taught
- Keep their personal beliefs and opinions private when talking to students
- Ensure that any information they give students is factual, historically or scientifically correct and can be backed up

Staff must not

- Offer personal opinion as fact
- Attempt to influence the views or opinions of students where political or religious belief is concerned

## Confidentiality

The storing and processing of personal information is governed by the General Data Protection Regulations 2018. Clear advice to staff about their responsibilities under this legislation is given in Social Arts for Education's Data Protection Policy.

Staff must ensure they read and understand this document, that, when considering sharing confidential information, they ensure compliance with the law.

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

Staff must never use confidential or personal information about a pupil or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child.

Confidential information must never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

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

If a child – or their parent / carer – makes a disclosure regarding abuse or neglect, the member of staff should follow the setting's procedures. The member of staff must never promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Designated Safeguarding Officer. Any media or legal enquiries must be passed to senior management.

This means that staff must:

- know the name of the Designated Safeguarding Officer and Deputy Designated Safeguarding Officer.
- Be familiar with child protection procedures and guidance
- treat information they receive about pupils and families in a discreet and confidential manner

- seek advice from a senior member of staff (DSO) if they are in any doubt about sharing information that they hold or which has been requested of them.
- be familiar with the procedures for responding to allegations against staff, and to whom any concerns or allegations must be reported
- be clear about when information can/ must be shared, what can be shared and in what circumstances
- ensure that where personal information is recorded using modern technologies that systems and devices are kept secure, using strong passwords or encryption, as appropriate.

Staff must not:

- Share information except on a need-to-know basis
- Provide statements on Social Arts for Education's behalf to media outlets or legal personnel
- Dismiss safeguarding concerns or fail to report a concern or allegation
- Make judgements about the veracity of concerns or allegations for any reason, including because of prior relationships with the person against whom an allegation is made

## Standards of behaviour

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

Staff must behave with civility towards fellow employees, and no rudeness will be permitted towards students or members of the public. Objectionable or insulting behaviour, or bad language will render staff liable to disciplinary action.

Staff should use their best endeavours to promote the interests of the business and shall, during normal working hours, devote the whole of their time, attention and abilities to the business and its affairs. Any involvement in activities which could be construed as being in competition with SAFE is not allowed.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community.

Staff must be aware that their personal conduct, both in the workplace and out of it (in their personal lives), plays a part in dictating the wider reputation of Social Arts for Education, and people's perception of the professionalism of the school and its ability to safeguard children

effectively. Staff must therefore ensure that they behave in a manner that is not detrimental to this reputation.

Behaviour that could compromise a staff member's position within Social Arts for Education may result in disciplinary action. This would include any behaviour that could:

- cast doubt on their ability or suitability to work with and protect children,
- cause loss of trust and confidence in them,
- bring Social Arts for Education into disrepute.

Such behaviour may also result in -, prohibition from teaching by the NCTL, a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2009 set out grounds for disqualification under the Childcare Act 2006 where the person or a person living in the same household or employed in the same household meets certain criteria set out in the Regulations.

For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled.

A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years childcare

This means that staff must:

- Be aware that their own behaviour and that of those with whom they share a household, or others in their personal lives, may have an impact upon their work with children.
- Maintain a high standard of behaviour, and act as a positive role model while in public, even when not at work
- Deal correctly with work grievances, by taking them to the appropriate member of management
- Model healthy eating, appropriate usage of technology and good standards of communication
- Enter a class with respect and consideration for teachers and pupils (knock, say 'excuse me' or 'sorry for interrupting' etc.

This means that staff must not:

- Behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model, such as by committing violent or sexual offences outside of work
- Make, or encourage others to make, sexual remarks to, or about, a pupil
- Use inappropriate language to or in the presence of pupils
- Discuss their personal or sexual relationships with or in the presence of pupils
- Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such
- Involve other staff in any grievances
- Make derogatory comments about their colleagues, or Social Arts for Education, on social media or any other public forum, to parents or potential parents, or to any professionals who may have knowledge of the school
- Model negative or inappropriate styles of communication, make offensive comments or use stand-offish or unapproachable communicative responses to others' interactions.
- Interrupt a class without excusing themselves first and waiting for an appropriate time for the class teacher to address them

## **Dress and appearance**

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs.

At Social Arts for Education, we do not expect staff to dress formally - more informal dress is acceptable - however staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life.

Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Staff should also avoid overly bright coloured clothing or strong perfume, as many of the pupils at Social Arts for Education have sensory processing difficulties and may become overloaded or easily distracted by very bright colours or pungent smells. Some pupils can struggle with personal hygiene, both in maintaining their own and in dealing with the sensory overload of body odour so it is really important that staff model good personal hygiene at all times to create an environment in which everyone is comfortable.

Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

This means that staff must:

- Wear clothing which promotes a positive, professional and approachable image
- Dress appropriately to their role
- Dress in a manner that is not likely to be viewed as offensive
- Dress in a manner that is not revealing or sexually provocative
- Dress in a way that does not distract, cause embarrassment or give rise to misunderstanding
- Wear clothing which is absent of any political or otherwise contentious slogans
- Wear clothing compliant with professional standards
- Wear clothing which is clean and does not smell
- Ensure good personal hygiene

Staff must not:

- Wear mini skirts or low cut tops
- Wear clothing which is very vibrant in colour or pattern and likely to cause sensory overload
- Wear clothing which is designed to 'make a statement', including partisan views

## **Gifts, rewards, favouritism and exclusion**

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

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value (greater than £40 per gift). Staff must record any gifts with a value greater than £10 on the Staff Gifts Log.

Personal gifts must not be given by staff to pupils or their families, as they could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

Staff may give small gifts as a token to their classes, for example at the end of an academic year, but these gifts must be of insignificant value and given to all pupils equally.

Any reward given to a pupil should be in accordance with agreed practice, consistent with Social Arts for Education's behaviour policy, recorded and not based on favouritism.

Care should be exercised when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity.

Methods of selection and exclusion must always be subject to clear, fair criteria that have been agreed by senior staff. It is paramount that staff ensure they do not behave in a manner which is either favourable or unfavourable to individual pupils.

This means that staff must:

- be aware of and understand Social Arts for Education's relevant policies, eg Behaviour Policy
- ensure that all gifts received that have a value of over £10, or those received or given in situations which may be misconstrued, are declared and recorded, with a reason given for the gift
- only give gifts to a pupil as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally
- ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

Staff must not:

- Single out particular children for special treatment without a clear reason (reasons could include organising a trip for a Jack Petchey winner, or giving an academic prize for endorsed by Social Arts for Education at the end of a year, such as to a child who has made exceptional progress)
- Attempt to use gifts and special treatment to gain the favour of a child or their family

## **Fraud**

It is vital that we maintain financial transparency, and can show ourselves to be 'whiter than white' as an organisation. Fraud within schools is very common, and we need to be able to demonstrate that we are doing all we can to prevent fraud here, at Social Arts for Education. Any resources needed must, therefore, be requested on the Purchase Payment Log, and authorised prior to purchase. Staff who choose to buy unauthorised resources from their personal bank accounts will not be refunded.

Any staff member suspected of having committed fraud may be suspended, and if the allegations are found to be true, dismissal and criminal proceedings may follow.

#### Staff must

- Read and abide by the Fraud and Anti-Corruption Policy and the SAFE Financial Manual
- Ensure that any resources needed are put on the appropriate log, and are within budget
- Ensure any purchases are necessary and are to benefit SAFE and its beneficiaries only

#### Staff must not

- Purchase any personal items using SAFE's money
- Appropriate any of SAFE's equipment or resources for their own personal use
- Purchase any items without prior authorisation on SAFE's card

## Infatuations and 'crushes'

All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted, and they must be careful to maintain professional boundaries at all times.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Headteacher.

If it is the Headteacher the young person has become infatuated with, this should be reported to the Chair of the Proprietorial Body. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

The Headteacher will give careful thought to those circumstances where the staff member, pupil and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan should involve all parties, be robust and regularly monitored and reviewed.

This means that staff must:

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

This means that staff must not:

- Behave in any way that can be construed as encouraging the infatuation
- Cause embarrassment for the pupil concerned
- Dismiss the situation, thereby allowing it to escalate
- Conduct any 1:1 sessions or home visits with the pupil concerned

Social Arts for Education will:

- put action plans in place where concerns are brought to the attention of management

## **Social contact outside of the workplace**

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

Therefore, while it is, of course, entirely acceptable for a member of staff to have a pre-existing friendship with a parent of a child who subsequently joins Social Arts for Education, staff should not seek to develop friendships with parents of existing students.

Any pre-existing friendships must be disclosed to the Headteacher, in order that potentially sensitive communication with the parents can be conducted by someone who does not have a personal relationship with them.

Communication between staff and parents, carers and students should have clear boundaries. If communication is deemed in any way unprofessional, inappropriate, insensitive, confrontational, damaging, slanderous, dishonest or staff's conduct is deemed damaging to the running or reputation of Social Arts for Education and would be classed as gross misconduct, Social Arts for Education have the right to use disciplinary action, including instant dismissal with immediate effect.

Parents, carers and staff should only conduct professional relationships where communication focuses on the well-being of a current student of the parent/carer. No details of any other student (unless absolutely necessary and at the discretion of the manager) should be discussed. This includes the prohibition of 'bad-mouthing', gossip or unfounded comments concerning Social Arts for Education, its staff and students. In some cases, parents, carers and staff may be made to cover financial losses if libel (false statements that damage the reputation of Social Arts for Education) is proven in court.

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

Staff should avoid contact with pupils outside of school hours if possible, and will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

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

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement and seek guidance from the Handbook attached to employee's contract. This also applies to social contacts made through outside interests or the staff member's own family.

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

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, this should be reported to their line manager or the headteacher.

This means that staff must:

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme
- advise SLT of any regular social contact they have with a pupil which could give rise to concern
- refrain from sending personal communication to pupils or parents unless agreed with senior managers
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace (for example tutoring)
- Ensure that, in circumstances where their child is friendly with a pupil, they maintain professional boundaries

Staff must not:

- Seek to form relationships with parents where no friendship pre-exists the child's enrolment at Social Arts for Education

- Communicate with students, parents and carers outside of the staff member's contracted working hours
- Behave in any manner which could be interpreted as favouring a child who is friendly with their own children, or a child whose family they are friendly with
- Have any pupil to stay overnight in their private accommodation, even if that pupil happens to be a friend of one of their own children

## **Communication with children (including the use of technology)**

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

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

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

Staff are permitted to contact pupils via email under certain strictures - any emails sent must be from the member of staff's SAFE email to the child's SAFE email, and staff should copy parents into these emails.

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'

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

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

School staff's social media profiles should not be available to pupils. If they have a personal profile on social media sites, they should not use their full name, as pupils may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private.

Staff will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.

Staff will not use personal mobile phones and laptops, or school equipment for personal use, in school hours or in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils.

We have the right to monitor emails and internet use on the school IT system.

Staff should adhere to Social Arts for Education's policies, and Section 7 of the Independent School Standards, with regard to communication with parents and carers and the information they share when using the internet.

This means that staff must:

- Not seek to communicate with, make contact with or respond to contact from pupils outside the purposes of their work
- Not give out their personal details
- Use only the email address provided by Social Arts for Education to communicate electronically with pupils
- Read, understand and abide by the ICT Acceptable Use policy (which includes e-safety)
- Ensure that their use of technologies could not bring SAFE into disrepute
- Report any attempts made by pupils to contact them socially to the Headteacher

Staff must not:

- Use personal mobile phones or laptops at work
- Use technology to view material that is illegal, or could be deemed offensive whilst at work or in the presence of children
- Respond to any attempted contact from pupils
- Model negative or inappropriate styles of communication, make offensive comments or use stand-offish or unapproachable communicative responses to others' interactions.
- Interrupt a class without excusing themselves first and waiting for an appropriate time for the class teacher to address them

## Relationships between Staff

At Social Arts for Education, we recognise that romantic relationships can develop between people who work in the same setting, and we do not seek to discourage this, however we must stress that any such relationships must remain private, must not be made obvious to students, and must not have any detrimental effect upon Social Arts for Education's reputation, or on staff or student morale within the organisation.

Should pupils find out about a relationship between staff members, care must be taken not to divulge any personal details to the pupils, and the relationship, while it can be acknowledged if the alternative is to lose credibility with an obvious lie, must not be discussed.

This means that staff must:

- Ensure complete discretion when working with someone with whom they are in a relationship
- Avoid physical contact with the other person or any behaviour that could be deemed inappropriate in front of children during working hours

Staff must not:

- allow their personal life to influence their professional judgement
- bring their personal arguments into the workplace
- Allow bitterness following the break-up of a romantic relationship with a colleague to damage their professional integrity or the reputation of Social Arts for Education

## Physical contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.

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

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

Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all 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 by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the headteacher and recorded. Where appropriate, the headteacher should consult with the Local Authority Designated Officer (the DO).

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.

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

This means that staff must:

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

- be aware of cultural or religious views about touching and be sensitive to issues of gender

Staff must not

- indulge in horseplay or fun fights
- Use corporal punishment

Social Arts for Education will:

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

## **Other activities that require physical contact**

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

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

Guidance and protocols around safe and appropriate physical contact may be provided, for example, 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 the senior manager and parent or carer.

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

This means that staff must:

- treat pupils with dignity and respect and avoid contact with intimate parts of the body

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

Staff must not:

- Force pupils to accept physical contact
- Initiate any physical contact, even for innocent reasons, in private

Social Arts for Education will:

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

## **Intimate / personal care**

Social Arts for Education is not able, from a staffing, training and resources point of view, to admit children whose physical disabilities would render them incapable of dealing with toileting accidents. Staff at Social Arts for Education will not become involved in changing a child's clothing or pullups but will be expected to deal with a child's needs sensitively and discreetly, providing spare clothes if necessary and a private area for the child to change in. Pupils must be encouraged to act as independently as possible.

Staff should never put themselves in a situation where they are in a room with a child who is changing. Supervision of a child who is attending to personal care issues must be from outside a locked door, in an area covered with CCTV.

In a circumstance where a pupil soils their clothing, and cannot adequately clean themselves without physical assistance, their parents will be called, either to provide the necessary assistance so that they may return to class if the soiling was not as a result of an illness, or to take them home if it is necessary to isolate them for infection control, for example, if they have suddenly developed the symptoms of viral gastroenteritis. Social Arts for Education staff must not offer to assist the child, however they must provide a private area for the child to sit in, so that the child is not embarrassed or humiliated.

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Staff taking children swimming should be aware at all times of where the children are in the changing cubicles, but must never attempt to enter a cubicle with a child. If it is deemed that a child is a particular flight risk, consideration should be taken as to whether an activity that involves the child being alone in a public area is suitable. A risk assessment must be carried out. Staff could position themselves near the exit door in these circumstances.

This means that staff must:

- Never violate the privacy of a child
- Avoid any visually intrusive behaviour
- Supervise pupils' self-care from outside a closed door, being on hand merely to fetch clothes/wipes etc and offer emotional support as necessary but never going into the room
- Ensure children are treated with respect and dignity and that their privacy is respected by all
- Only use the toilet facilities designated for staff, particularly SAFE's own premises toilets

Staff must not:

- change or toilet in the presence or sight of pupils
- Use the toilet facilities designated for pupils
- Shower with pupils
- assist with any intimate or personal care tasks

## **Behaviour management**

Corporal punishment and smacking is unlawful in all schools and early years settings. Staff must not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where pupils display difficult or challenging behaviour, staff should follow Social Arts for Education's Behaviour Policy using strategies appropriate to the circumstance and situation.

Staff who struggle with particular pupils should discuss it with a senior member of staff, or seek support from the Headteacher.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical professional where appropriate.

Pupils should never be placed in isolation, or secluded, as it could lead to them becoming very distressed. The legislation surrounding seclusion is complex, and it is easy to breach pupil's human rights, or to lay oneself open to allegations of false imprisonment. If a pupil's behaviour is bad enough that normal levels of sanctions and rewards have no effect, the parents will be called to take them home, and a gentle programme of re-integration, including outreach, will be put in place.

This means that staff must:

- try to defuse situations before they escalate e.g. by distraction
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour
- follow SAFE's behaviour policy
- behave as a role model
- refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI)
- Treat their own children that are either students at SAFE or visiting SAFE with the same respect and conduct as they would any other child.

Staff must not:

- shout at children other than as a warning in an emergency/safety situation
- use force as a form of punishment
- Use isolation or seclusion as behaviour management
- Treat their own children that are either students at SAFE or visiting SAFE differently to other students, including favouring them more or less than others or prioritising their child's services, attention or otherwise unless part of normal procedure

## **The use of control and physical intervention**

It is unlawful to use corporal punishment in any school, however, a person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an

immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

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

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

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

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

In all cases where physical intervention has taken place, the incident and subsequent actions must be recorded, and reported to a manager and the child's parents. (In a children's home it is a legal requirement to record such incidents.)

Similarly, where it can be anticipated that physical intervention is likely to be required, a plan will be put in place which the pupil and parents/carers are aware of and have agreed to.

Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

This means that staff must:

- Adhere to SAFE's behaviour policy
- always seek to defuse situations and avoid the use of physical intervention wherever possible
- where physical intervention is necessary, only use minimum force and for the shortest time needed

This means that staff must not:

- use physical intervention as a form of punishment

Social Arts for Education will:

- maintain a lawful physical intervention policy consistent with local and national guidance (this forms part of the Behaviour policy)
- regularly acquaint staff with policy and guidance
- ensure that staff are provided with appropriate training and support
- have an agreed policy for when and how physical interventions should be recorded and reported

## Sexual conduct

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age and sexual activity with a child will be a matter for criminal and disciplinary procedures.

Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.

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

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

This means that staff must:

- Avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive

Staff must not:

- have any form of sexual contact with a pupil from the school or setting
- make sexual remarks to or about a pupil
- discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role
- Sensationalise sexual matters when discussed as agreed curriculum content

## One to one situations

Staff working in one to one situations with pupils at Social Arts for Education, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.

Arranging to meet with pupils from Social Arts for Education away from the work premises should not be permitted unless the necessity for this is clear (for example a pre-planned transitional set of outreach sessions) and approval is obtained from a senior member of staff, the pupil and their parents/carers.

This means that staff must:

- Always ensure that there is visual access and an open door in one to one situations
- Avoid the use of 'engaged' or equivalent signs on the doors of rooms, as such signs may create an opportunity for secrecy, or the interpretation of secrecy
- Where possible, hold 1:1 sessions in areas within the premises that are covered by CCTV
- Always report any situation where a pupil becomes distressed or angry
- Consider the needs and circumstances of the pupil involved
- Ensure that the headteacher knows of, and has approved, any 1:1 sessions

Staff must not:

- Offer 1:1 sessions in a child's home when this has not been discussed with, and agreed by, the headteacher for a specific purpose
- Offer 1:1 sessions within SAFE premises outside normal working hours
- Allow themselves to be alone with a child
- Enter a child's home, except in an emergency situation, when a parent or carer is not present.

## Home visits

All work with pupils and parents at Social Arts for Education should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. These visits would form part of a planned outreach programme that would be agreed beforehand with parents and the Headteacher..

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

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances.

Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Social Arts for Education's Lone Working policy should be adhered to in these circumstances, to prevent members of staff being placed in situations which carry unacceptable levels of risk.

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

This means that staff must:

- agree the purpose for any home visit with their manager
- adhere to agreed risk management
- Ensure there is visual access and an open door in one to one situations
- Make detailed records including times of arrival and departure
- Ensure any behaviour or situation which gives rise to concern is discussed with the Headteacher
- Ensure that the lone-working policy has been read, and that relevant risk assessments have been produced and read.
- Ensure that, other than in a genuine emergency situation, they do not enter a child's home if a parent or carer is not present.
- Always have access to a mobile phone.

Staff must not:

- Make any unannounced visits
- Make a visit to any address where an insufficient amount of information was able to be gathered to produce a viable risk assessment

## Transporting pupils

In certain situations staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, Social Arts for Education has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.

Staff should not offer lifts to pupils unless the need for this has been agreed by the headteacher. The Health and Safety Officer will plan and provide oversight of all transport arrangements and respond to any concerns that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort. Where mentoring sessions are offered 1:1 in a car, this must be appropriately risk assessed.

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

Staff transporting pupils must be familiar with Social Arts for Education's Driving at Work policy. Should they be using their private vehicle, copies of the following documents must be seen by the Headteacher prior to any lifts being given

- Driving licence status page
- Insurance certificate
- MOT certificate
- Service log

Staff must ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded. Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the child's parent(s). Social Arts for Education's Driving at Work policy sets out the arrangements under which staff may use private vehicles to transport pupils.

This means that staff should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- take into account any specific or additional needs of the pupil
- have an appropriate licence/permit for the vehicle
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- ensure that if they need to be alone with a pupil this is for the minimum time
- be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified

Staff must not:

- Drive irresponsibly - this includes, but is not limited to; engaging in arguments with other road users, exceeding the posted speed limits or overloading their vehicle
- Drive in unsuitable conditions, unless there is no viable alternative - if the weather is too poor to drive safely, staff should consider an alternative form of transport
- Make ad hoc or impromptu journeys except in an emergency and where they can be fully justified - all journeys must normally be planned beforehand, and agreed with management - this planning must include reasonable estimates of arrival times at destinations in order that parents and carers can be kept informed.

## Educational visits

Staff responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety available at

[https://www.gov.uk/government/publications/health- and-safety-advice-for-schools](https://www.gov.uk/government/publications/health-and-safety-advice-for-schools).

The duties in the Health and Safety at Work etc. Act 1974 and the supporting regulations apply to activities taking place on or off the school premises (including school visits) in Great Britain.

Social Arts for Education's Educational Visits policy forms part of our Health and Safety documentation, and sets out policies and procedures for educational visits, including day trips, residential trips and any school-led adventure activities.

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

For regular activities, such as taking pupils to a local swimming pool, an initial risk assessment will be conducted and kept on file - this will then be checked termly to make sure that the precautions contained within remain suitable. For annual or infrequent activities where there is an existing assessment, a review of this assessment may be all that is needed, but must be done prior to the activity. For new higher-risk activities or trips, a specific assessment of the significant risks should be carried out.

Staff must ensure that they are conversant with correct risk assessment procedures, and that they correctly assess the potential impact of a scenario happening against the likelihood of it happening to give a sensible idea of the level of risk.

Staff must also be mindful that their conduct on educational trips must remain the same as their expected conduct within SAFE's premises. Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school or setting activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, adults and parents should be informed of these prior to the start of the trip. In all circumstances, careful attention will be paid to ensuring there is a safe staff/child ratio and suitable gender mix of staff.

This means that staff must

- adhere to SAFE's educational visits guidance
- always have another adult present on visits, unless otherwise agreed with senior staff
- undertake risk assessments
- have parental consent to the activity
- ensure that their behaviour remains professional at all times
- refer to local and national guidance for Educational visits, including exchange visits (both to the UK and abroad)

Staff must not

- share beds with a child/pupil
- share bedrooms with each other unless it involves a dormitory situation and the arrangements have been previously discussed with Head teacher, parents and pupils

- Allow the informal atmosphere of a school trip to cause inappropriate relationships to develop between themselves and pupils

## **First Aid and medication**

Social Arts for Education currently has two fully-qualified first-aiders. All settings should have an adequate number of qualified first-aiders. Parents should be informed when first aid has been administered.

Any member of SAFE staff may be asked to become a qualified first-aider or to provide support to pupils with medical conditions, including the administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment

Social Arts for Education will ensure that all relevant staff receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

No medication may be given to a pupil without a written consent form from the parent, on the day on which the medication is required, with the time and amount of the last dose given recorded upon it.

In circumstances where a pupil needs medication regularly, this would usually be recorded in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be administered, the correct dosage and any storage requirements.

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

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Officer.

Staff members taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so, and relay this advice to the Headteacher. Should the advice of a medical professional be that the medication a staff member is taking is likely to impair their ability to keep children safe, the headteacher will discuss with HR and Occupational Health to ensure that any actions taken or requirements placed upon staff are fair and lawful, but that the safeguarding of children is not compromised.

Should staff on regular medication require access to this medication whilst at work, this must be securely stored in the office, and out of reach of children at all times.

Staff must:

- adhere to SAFE's health and safety and administration of medication policies
- make other staff aware of the task being undertaken
- have regard to pupils' individual healthcare plans
- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities
- explain to the pupil what is happening.
- always act and be seen to act in the pupil's best interest
- make a record of all medications administered

Staff must not:

- Administer medication to a pupil without both a consent form and evidence of the last dose taken
- work with pupils whilst taking medication unless medical advice confirms that they are able to do so

Social Arts for Education will:

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

## **Photography, videos and other images**

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances must any member of Social Arts for Education staff use their personal equipment to take images of pupils at or on behalf of the school.

Arrangements for the use of images are set out in the Photographing and Videoing agreement available for pupils to sign. Staff will ensure that they do not post any images online that identify children who are pupils at the school without their consent. Where images of children are posted online, the names of those children must not be used in conjunction with the images.

Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

Pupils who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography, filming etc. Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation.

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

For the protection of children, it is recommended that when using images for publicity purposes that guidance in our Photographing and Videoing Policy should be followed.

This means that staff must:

- adhere to SAFE's policy
- only publish images of pupils where they and their parent/carer have given explicit written consent to do so
- only take images where the pupil is happy for them to do so
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school or setting
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- be able to justify images of pupils in their possession

Staff must not:

- Take images in one to one situations
- take images of pupils for their personal use
- display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- take images of children using personal equipment
- take images of children in a state of undress or semi-undress (the sole exception to this would be to film a swimming assessment for a PE qualification)
- take images of children which could be considered as indecent or sexual
- Post images of pupils, whether named or not, on their personal social media accounts

## Exposure to inappropriate images

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

There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using SAFE's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

If indecent images of children are discovered at the establishment or on SAFE's equipment an immediate referral should be made to the Local Authority Designated Officer, (DO) and the police contacted if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also be made to children's social care in line with local arrangements.

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

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

This means that staff must:

- abide by the establishment's acceptable use and e-safety policies
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate
- Report any offensive, illegal or pornographic material found on SAFE equipment to the Headteacher

Staff must not:

- Access pornography whilst on the premises, whether on their own devices or on SAFE's devices
- Allow unauthorised persons or non-SAFE staff access to computer equipment

- Delete any offensive, illegal or pornographic material from equipment - the equipment should be secured away from student access until the matter can be fully investigated, including by the Police, if necessary.

## Personal living accommodation

There are few acceptable reasons for pupils to enter the homes of staff members, and staff should not invite any pupils into their living accommodation unless the reason to do so has been firmly established and agreed with their manager and the pupil's parents/carers. In the case where a pupil is friendly with the child of a member of staff, this would be an acceptable reason for the pupil to visit the home of the member of staff, however, any visit must still be agreed with the headteacher, and recorded, and the pupil must not be allowed to sleep overnight at the accommodation.

In cases where a staff member is supporting a child off premises by means of outreach tutoring, this must always be carried out either at the child's home, with a parent or carer present, or in a neutral space, such as a library, with another adult present.

Under no circumstances should pupils be asked to assist adults with jobs or tasks, either for or without reward, at or in their private accommodation.

Staff must:

- Ensure that any visit of a pupil to their home has a justifiable reason (e.g. the pupil is visiting a child of the staff member) is recorded and is cleared with the headteacher

Staff must not:

- Permit any pupil to stay overnight at their house, even if they are friends with the staff member's children
- Tutor or mentor any pupil in their own living accommodation
- Allow their children's friendships with pupils to blur professional lines - staff must retain a professional distance from pupils at all times.
- Ask pupils to assist them with jobs or tasks in their homes.

## Overnight supervision and examinations

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

Social Arts for Education does not, in normal circumstances, permit any staff members to supervise clash candidates overnight - this will be a task allocated to their parents. However, there may be exceptional circumstances where our duty as a centre to determine a method of supervision which ensures candidate wellbeing may lead to staff being asked to volunteer to supervise candidates overnight - in these circumstances, it would be preferable to arrange a 'sleep-over' at SAFE rather than allow staff to supervise candidates overnight at home.

Where arrangements are made for a staff member to supervise a pupil overnight then all necessary safeguards should be in place. Correct staffing ratios must be adhered to in line with the Safeguarding and Child Protection policy

This means that staff must:

- be vigilant in maintaining their privacy
- be mindful of the need to avoid placing themselves in vulnerable situations
- be mindful of the need to maintain appropriate personal and professional boundaries
- Ensure that a full risk assessment has been undertaken and that they have read it thoroughly
- Report any situation that gives rise to conflict, disagreement or misunderstanding

Staff must not:

- ask pupils to undertake jobs or errands for their personal benefit
- Agree to any request for their home to be used as an additional resource for the school or setting
- Allow themselves to be alone overnight with a pupil
- Undertake overnight supervision of a pupil anywhere other than on SAFE's premises
- Undertake overnight supervision of a pupil without the express instructions of the headteacher

## Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and

sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama

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

Care should be taken to comply with the setting's policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for sex and relationships education (SRE). It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science.

This means that staff must:

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

Staff must not:

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

## **Whistleblowing**

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

Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

This means that staff must:

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

Staff must not:

- Fail to report concerns for fear of repercussions

Social Arts for Education will:

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

## **Sharing concerns and recording incidents**

All staff must be aware of Social Arts for Education's safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers. Staff must ensure they are familiar with the content of the Safeguarding and Child Protection Policy, which outlines these procedures.

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

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

In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Head teacher, proprietor or senior manager in line with the setting's procedures.

This means that staff must:

- be familiar with SAFE's arrangements for reporting and recording concerns and allegations
- know how to contact the LADO / DO and Ofsted/regulatory body directly if required
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or setting

Staff must not:

- Assume that someone else will report concerns, so they do not need to
- Allow friendship with a child's parents to cloud their judgement

Social Arts for Education will:

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

## **Honesty and integrity**

Social Arts for Education expects high standards of honesty and integrity from all its staff. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities.

This means that staff must:

- Behave honestly at all times
- Give impartial, unbiased accounts of any incident
- Report accidental damage to school equipment immediately
- Follow all blanket rules in the same way students do (including Healthy Eating Policy and Technology Policy)

Staff must not:

- Attempt to conceal incidents for fear of disciplinary proceedings
- Attempt to claim expenses they are not entitled to
- Use their own personal mobile telephones or technology during working hours
- Eat banned foods in the school

## **Monitoring arrangements**

This policy will be reviewed **annually** by Annabel Leaver and the Proprietorial Body. At every review, it will be approved and signed by all members.

Failure to adhere to any of the contents of this policy and the contract of employment can result in disciplinary action, including instant dismissal.

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**Designated Person**  
**Annabel Leaver**

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**Signature**

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**Deputy Designated Persons**

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**Signature(s)**

**LaReo Riviere**

**Marion Leaver**

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**'Named' trustee for Child Protection**  
**LaReo Riviere**

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**Signature**

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**Chair of Trustees**  
**LaReo Riviere**

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**Signature**

This policy will next be fully reviewed in September 2020 and amended prior to this if required.