



REIGATE GRAMMAR SCHOOL

# **Safeguarding Children, Protecting Staff**

## **Staff Code of Conduct**

This document has been edited and updated in June 2015 from the original version of

*Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings 2006*, produced by  
The National Network of Investigation and Referral Support Co-ordinators (IRSC).

## 1. Introduction

Staff have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help staff establish the safest possible learning and working environments which safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with pupils. Adults whose practice deviates from this code of conduct may bring into question their suitability to work with pupils or children and young people.

This document should be read in conjunction with the following:

- *Reigate Grammar School Child Protection Policy*
- *Keeping Children Safe in Education (2015)*

## 2. Duty of Care

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from sexual, physical and emotional harm. Children 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 the safety and well-being of pupils. Failure to do so may be regarded as professional neglect.

The duty of care is, in part, exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

Parents, the public and local authorities have legitimate expectations about the nature of professional involvement in the lives of pupils. When staff accept a role that involves working with children, they need to understand and acknowledge the responsibilities and trust inherent in that role.

The school has a duty of care towards its employees under the *Health and Safety at Work Act 1974* which requires them to provide a safe working environment for staff and guidance about safe working practices. Staff who are subject to an allegation should therefore be supported and the principles of natural justice applied.

The *Health and Safety at Work Act 1974* also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. The school's duty of care and the staff duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of these guidelines.

*This means that these guidelines:*

- *apply to **all** adults working in education settings whatever their position, roles or responsibilities.*

*This means that all adults should:*

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

*This means that the school should:*

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

*This means that the Governing Body should:*

- *ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored in school.*

### 3. Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is or is not, appropriate behaviour for staff. It does highlight, however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

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

*This means that where no specific guidance exists staff should:*

- discuss the circumstances that informed their action or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
- always discuss any misunderstanding, accidents or threats with a senior manager.
- always record discussions and actions taken with their justifications.

### 4. Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working at the school are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

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 adults should not:*

- use their position to gain access to information for their own advantage and/or a child's or family's detriment.
- 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.

### 5. Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive or private information. They should 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 pupil.

Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child'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 child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities or directly to Children's Services.

*This means that staff:*

- are expected to treat information they receive about children and young people in a discreet and confidential manner. However, information which may affect a child's welfare **MUST** always be passed on to the DCPO or directly to Children's Services.
- should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them.
- need to be cautious when passing information to others about a pupil.
- need to know the procedures for handling allegations against staff and to whom any concerns or allegations should be reported.
- need to know the name of those with delegated child protection responsibilities in school and be

*familiar with local child protection arrangements.*

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 a senior member of staff. Any media or legal enquiries should be passed to senior management.

The storing and processing of personal information about pupils is governed by the Data Protection Act 1998.

"What To Do If You're Worried A Child Is Being Abused" contains further guidance on sharing information to protect children.<sup>1</sup>

## **6. Propriety and Behaviour**

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

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in the work place or indicate an unsuitability to work with pupils. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

Adults in contact with pupils should therefore understand and be aware that safe practice also involves judgement and integrity about behaviours in places other than the work setting.

*This means that staff should not:*

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *make sexual remarks to or about, a pupil.*
- *discuss their own sexual relationships with or in the presence of pupils.*
- *discuss a pupil's sexual relationships in inappropriate settings or contexts.*
- *make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate or might be interpreted as such.*

*This means that adults should:*

- *be aware that behaviour in their personal lives may impact upon their work with pupils.*

## **7. Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression.

However, staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Members of staff are required to set positive examples in terms of their dress and appearance, given that we, as much as the pupils, reflect the image of the school. Staff must, therefore, in all respects be smart, professional and business like. In and around school, all staff, teaching and non-teaching should wear a business jacket and male members of staff should also wear a tie. Exceptions to this will be staff when they are specifically carrying out technical or manual duties as part of their role e.g. PE staff when teaching sport.

*This means that adults should wear clothing which:*

- *promotes a positive and professional image.*
- *is appropriate to their role.*
- *is not likely to be viewed as offensive, revealing or sexually provocative.*
- *does not distract, cause embarrassment or give rise to misunderstanding.*
- *Is absent of any political or other contentious slogans.*

Those who dress or appear in a manner which could be considered

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<sup>1</sup> <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

as inappropriate could render themselves vulnerable to criticism or allegation.

## 8. Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

**Please refer to the RGS Rewards and Sanctions Policy**

## 9. Physical Education and other activities that require physical contact

Some staff, 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 child 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 be done with the pupil's agreement.

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

## 10. Showers and Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, 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 therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

## 11. Care, Control and Physical Intervention

The circumstances in which staff can intervene with a pupil are covered by the *2006 Education and Inspections Act*.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent injury to the child, other children or an adult, to prevent serious damage to property or in what can reasonably be described as exceptional circumstances.

Staff should have regard to the health and safety of themselves and

*This means that adults should:*

- not use force as a form of punishment.
- try to defuse situations before they escalate.
- keep parents informed of any sanctions.
- adhere to the school's policy on sanctions.

*This means that staff should:*

- consider alternatives, if it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.
- be familiar with and follow the guidance contained in this document.
- always explain to a pupil the reason why contact is necessary and what form that contact will take.

*This means that staff should:*

- avoid physical contact when children are in a state of undress.
- announce if entering a changing room.
- avoid remaining in the room unless pupil needs require it.

*This means that staff must not:*

- change in the same place as pupils.
- shower with pupils.

*This means that staff should:*

- avoid physical intervention unless absolutely essential.
- always use minimum force for the shortest period necessary.
- Always seek to diffuse situations
- record and report as soon as possible after the event any incident where physical force has been used.

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

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported to senior management immediately. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers must be informed on the same day.

## **12. Gifts, Rewards and Selection of Pupils**

There are occasions when children or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you - which is perfectly acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Similarly, it is inadvisable to give such personal gifts to pupils. This could be misinterpreted as a gesture either to bribe or single out the young person. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a child should be consistent with the school's rewards policy, recorded and not based on favouritism. If in doubt, please seek guidance from a senior member of staff.

Staff should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria.

## **13. Social Contact**

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

If staff wish to organise a social event for pupils e.g. at the end of a GCSE course/show/sporting season then they MUST have this agreed and authorised in advance by a member of the SLT.

Staff need to be particularly aware of the potential dangers of contacts made through outside interests or the staff member's own family and be aware that such social contact could be misconstrued.

*This means that adults should:*

- ensure that gifts received or given in situations which may be misconstrued are declared.
- generally, only give gifts to an individual child 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 children equally.
- ensure that all selection processes are fair and that, wherever practicable, these are undertaken and agreed by more than one member of staff.

*This means that adults should:*

- have no secret social contact with pupils.
- always be aware of the potential dangers of social contact with pupils or parents.
- advise senior management of any social contact they have with a pupil which may give rise to concern.
- report and record any situation, which they feel might compromise the school or their own professional standing.

It is recognised that staff can support a pupil or parent who may be in particular difficulty. Care needs to be exercised in those situations where the pupil/parent comes to depend upon the staff member for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.

#### **14. Communication with Pupils (including the use of technology)**

In order to make best use of the many educational and social benefits of new technologies, pupils need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognised that that e-safety risks are posed more by behaviours and values than the technology itself. Adults working in this area must therefore ensure that they establish safe and responsible online behaviours. This means following the RGS Acceptable Use Policy.

Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, webcams, websites and blogs.

Adults should not share any personal information with a child or young person. They should not request or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to pupils including e-mail, home or mobile telephone numbers or social media unless the need to do so is agreed with SLT.

Email or text communications between an adult and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

#### **15. Physical Contact**

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

A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Appropriate physical contact will occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in

*This means that staff should:*

- ensure that any communication is justifiable and cannot be misinterpreted.
- ensure that personal social networking sites are set at private and pupils are never listed as approved contacts.
- never use or access social networking sites of pupils.
- not give their personal contact details to pupils, including their mobile telephone number.
- only make contact with children for professional reasons and in accordance with any school/service policy.
- recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible.
- not use internet or web-based communication channels to send personal messages to a child/young person.

*This means that adults should:*

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- never touch a child in a way which may be considered indecent.
- always be prepared to explain actions and accept that all physical contact be open to scrutiny.
- never indulge in horseplay, tickling or fun fights.
- always encourage children, where

one set of circumstances may be inappropriate in another or with a different child. Staff should therefore use their professional judgement at all times.

*possible, to undertake self-care tasks independently.*

Physical contact should never be secretive or for the gratification of the adult or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, reported to senior management, and a copy placed on the child's file.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. 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 child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

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

## **16. First Aid, Administration of Medicine and Pupils in Distress**

Health and safety legislation places duties on all employers to ensure appropriate health and safety policies and equipment are in place and an appropriate person is appointed to take charge of first-aid arrangements. Appropriate training should be given before an individual takes on a role which may require administering first aid or medication.

*This means that adults should:*

- *explain to the child what is happening when administering First Aid*
- *always act and seen to be acting in the best interests of the child*
- *have regard to any health plan which is in place*
- *ensure that an appropriate risk assessment is undertaken prior to undertaking certain activities e.g. overnight trips*

Some pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents, children should be encouraged to self-administer medication or treatment including, for example any ointment, sun cream or use of inhalers.

*This means that adults should:*

- *consider the way in which they offer comfort to a distressed pupil.*
- *Never touch a child in a way that could be considered indecent*
- *Not assume that all children seek physical comfort if they are*

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 appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure



that another adult is present or aware of the action being taken. Parents should be informed when first aid has been administered

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

## **17. One to One Situations, Home visits and transporting pupils**

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

Pre-arranged meetings with pupils away from the school premises should not be permitted unless there is good reason and approval is obtained from their parent(s) and a member of senior management. This includes visits to the pupil's home or a pupil visiting the home of a member of staff, both of which should happen only in exceptional circumstances.

In certain situations staff or volunteers may agree to transport children. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult in addition to the driver acting as an escort.

Where a private vehicle is used adults should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seatbelts and it is the responsibility of the staff member to ensure that this requirement is met. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV<sup>2</sup> – staff should ensure that they have an appropriate licence to drive such a vehicle. Staff wishing to drive the school minibus must take the school's minibus test.

It is inappropriate for adults to offer lifts to children outside their normal working duties, unless there has been prior agreement with SLT. There may be occasions where the child requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a member of the SLT.

## **18. Infatuations**

Staff need to be aware that it is not uncommon for pupils to become

*distressed.*

- *always tell a colleague when and how they offered comfort to a distressed child.*
- *record situations which may give rise to concern.*

*This means that staff should:*

- *ensure that when lone working is an integral part of their role, staff have taken necessary precautions to ensure the safety and security of the pupil and themselves*
- *avoid meetings with pupils in remote, secluded areas of school.*
- *ensure there is visual access and/or an open door in one to one situations.*
- *inform other staff of the meeting beforehand, assessing the need to have them present or close by.*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.*
- *always report any situation where a child becomes distressed or angry to a senior colleague.*
- *agree the purpose of any home visit with senior management in advance.*

*This means that staff should:*

- *ensure that they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair their judgement and/or ability to drive.*
- *ensure that their behaviour is appropriate at all times.*
- *ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety.*
- *ensure that any emergency arrangements of lifts are recorded and can be justified when questioned.*

*This means that adults should:*

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<sup>2</sup> For further information please see [www.dvla.gov.uk](http://www.dvla.gov.uk)

strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff and should make every effort to ensure that their own behaviour is above reproach

Any adult who becomes aware that a pupil may be infatuated with a member of staff should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

## 19. Sexual Contact

Any sexual behaviour by a member of staff with or towards a pupil is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust (see Section 4 above).

The sexual activity referred to does not just involve physical contact. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. KCSIE (2015) defines sexual abuse as “forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening”.<sup>3</sup>

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

## 20. Educational visits and after school activities

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after school activity. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.

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

- 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 adults should:*

- not pursue sexual relationships with children and young people either in or out of school.
- avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative, including verbal comments, letters, notes, electronic mail, phone calls, texts or physical contact.
- not make sexual remarks to or about a child/young person
- not discuss their own sexual relationships with or in the presence of pupils
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

*This means that adults should:*

- ensure that their behaviour remains professional at all times.
- follow published guidelines for the conduct of trips and expeditions.
- never share beds with pupils.
- not share bedrooms with pupils.

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<sup>3</sup> KCSIE 2015

## 21. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of an otherwise 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 plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from an appropriate colleague

## 22. Photography and videos

Working with pupils may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of pupils. Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media or on the Internet.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

It is recommended that when using a photograph for public use the following guidance should be followed:

- *if the photograph is used, avoid naming the pupil*
- *if the pupil is named, avoid using their photograph*

Reigate Grammar School asks for parental consent for images to be used and the school keeps a record of children who have asked for their image not to be used.

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra-curricular activities, for publicity or to celebrate achievement. Staff need to be aware of the potential for these aspects of school life to be misused.

Children who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment. Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of pupils for publicity purposes will require the consent of their parent(s). Images should not be displayed on websites, in publications or in a public place without such consent. The definition

*This means that staff should:*

- *have clear written lesson plans and be aware of the potential for unplanned discussion of a sexual nature.*

*This means that adults should not:*

- *enter into or encourage inappropriate discussion about sexual activity.*

*This means that adults should:*

- *be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded.*
- *ensure that all images are available for scrutiny in order to screen for acceptability*
- *be able to justify images of children in their possession.*
- *avoid making images in one to one situations.*

*This means that adults should not:*

- *take, display or distribute images of children unless they have consent to do so.*
- *take images of children using personal mobile telephones.*

of a public place includes areas where visitors to the school have access. If in doubt, please seek further guidance.

### **23. 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 or web links.

All staff are required to adhere to the school's *Use of ICT Policy*. Under no circumstances should any adult use school equipment to access such material, including adult pornography. Personal equipment containing these images or links to them should never be brought into or used in the workplace. Breaches of this guidance will raise serious concerns about the suitability of the adult to continue working with children and young people.

Accessing indecent images of children on the internet, whether using school or personal equipment, on or off school premises and making, storing or disseminating such material is illegal. If proven, this will lead to criminal proceedings and the individual being barred from work with children and young people.

Where indecent images of children or other unsuitable material are found, the police and the Local Authority Officer (LADO) should immediately be informed. Adults should not attempt to investigate the matter themselves as this may lead to evidence being contaminated which in itself can lead to criminal prosecution.

### **24. Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

Staff should be aware of their individual responsibilities to bring matters of concern to the attention of the Senior Leadership Team and/or relevant external agencies, especially where the welfare of children may be at risk.

If a member of staff reporting suspicions remains dissatisfied by a decision not to act by senior management, he or she must, as a responsible citizen, report concerns directly to the Safeguarding Children Board or to the police.

[See Safeguarding Policy]

### **25. Sharing Concerns and Recording Incidents**

All staff should be aware of the school's child protection procedures, including procedures for dealing with allegations against staff. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a

*This means that staff should:*

- follow the school policy on the use of IT equipment.
- ensure that pupils are not, through the use of any medium, exposed to indecent or inappropriate images.

*This means that staff should:*

- report any behaviour by colleagues that raises concern.
- report any behaviour by children which might put staff at risk.

*This means that the school will not:*

- take action against any member of staff who reports concerns to external agencies.

*This means that adults:*

- should take responsibility for passing information where they have concerns about any matter pertaining to the welfare of an individual in the school.

member of staff, the relevant information should be clearly and promptly recorded and reported to the Headmaster.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken. It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with children or young people.