



CORNWALL EDUCATION
LEARNING TRUST

Code of Conduct

For all Teaching and Support Staff

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Adopted by (body): Chair of Staffing and Remunerations Committee

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I. OVERVIEW

Cornwall Education Learning Trust seeks to provide safe and supportive learning environments, which secure the well-being of our staff and the very best personal development, safeguarding and welfare of the pupils in their care.

The aim of this Code is to support staff by establishing a common understanding of the standards expected of all staff in CELT schools/academies. The Code does not attempt to provide an exhaustive list of what to do in every aspect of work, but represents a broad framework within which staff are expected to conduct themselves. The Code is supported by a number of individual policies which outline staff obligations and provide guidance. Up-to-date versions of all CELT policies can be found on the Policies Page of the website under Governance. If in doubt, please refer to these policies or speak to a senior member of staff.

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

II. CORE PRINCIPLES

- The welfare and safeguarding of staff and pupils is paramount.
- 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 should work, and be seen to work in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Dated records should be made of any such incident and of decisions made/further actions agreed.
- Staff should apply the same professional standards in keeping with CELT's equality policy.
- All staff should know the name of their designated person for child protection, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect pupils.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal, safeguarding and/or disciplinary action being taken against them.
- CELT believes that this clear advice is the best way in which to protect its staff. However, if a member of staff does not follow this code of conduct, this may lead to disciplinary procedures or action being taken against them under safeguarding procedures.

SAFE WORKING PRACTICES FOR THE PROTECTION OF PUPILS AND STAFF

1. INTRODUCTION

This guidance has been produced to help all staff, including Agency workers, establish the safest possible learning and working environments. The aim is to safeguard young people and staff.

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of 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. An individual's behaviour, either in or out of the workplace, should not compromise their position within the work setting or bring the school/academy or the Trust into disrepute.

All staff who work in schools provide a role model for behaviour and conduct which can be copied by pupils. All staff must, therefore, demonstrate high standards of conduct in order to encourage our young people to do the same.

This means that these guidelines:

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

2. DUTY OF CARE

Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm.

All staff (including Agency Workers), whether paid or voluntary, have a duty to keep each other and young people safe and to protect them from physical and emotional harm. This duty 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.

There are legitimate high expectations about the nature of the professional involvement of staff in the lives of pupils. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices.

This means that staff should:

- *understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached*
- *always act, and be seen to act, in the pupils' 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.*

This means that staff should:

- *ensure that safeguarding procedures are in place and reviewed*
- *ensure that systems are in place for concerns to be raised*
- *ensure that adults are not placed in situations which render them particularly vulnerable.*

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 pupils 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 pupils in their charge and in so doing, will be seen to be acting reasonably.

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 record and date discussions and actions taken and discuss with a senior member of staff.*

4. POWER AND POSITIONS OF TRUST

All adults working with pupils in education settings 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. As there is potential for exploitation and harm of vulnerable young people, staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible they 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. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school/academy, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

This means that staff should not:

- *use their position to gain access to information for their own advantage and/or a pupil's or family's detriment*
- *use their power to intimidate, threaten, coerce or undermine pupils*

- *use their status and standing to form or promote a relationship with a pupil, which is of a sexual nature*
- *attempt to initiate a relationship with a recent ex-pupil, which is of a sexual nature.*

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 additional highly sensitive or private information. They should never use confidential or personal information about a pupil or the pupil's family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the pupil.

Confidential information about pupils should 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 duty to pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential they should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.

Adults need to be aware that although it is important to listen to and support pupils, they must not promise confidentiality or request pupils to do the same under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

This means that staff:

- *are expected to treat information they receive about pupils in a discreet and confidential manner*
- *who have any doubt about sharing information they hold, or which has been requested of them, should seek advice from a senior member of staff*
- *need to be cautious when passing information to others about a pupil*
- *need to know to whom any concerns or allegations should be reported.*

6. PROPRIETY AND BEHAVIOUR

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. 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.

An individual's behaviour, either in or out of the workplace, should not compromise their position within the work setting so it is important to exercise due care and attention when outside of the school/academy environment. Where a member of staff, Agency Worker or volunteer is involved in an incident outside school which did not involve children but could have an impact on their suitability to work with children, safeguarding procedures will be instigated. This is known as 'transferable risk'.

Membership of organisations whose goals are in conflict with the values and equality policies of the school/academy is not acceptable.

Staff must:

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

This means that staff should not:

- *behave in a manner which would lead any reasonable person to question their suitability to work with pupils or act as a role model*
- *participate in the recreational use of illegal drugs*
- *drink alcohol with current pupils in public or private places, nor purchase alcohol for pupils. There may be exceptional circumstances where a member of staff may be personal friends with a parent which mean that normal social life will bring the pupil into social contact with a member of staff. Another exceptional circumstance might be the Year 13 Leavers' Ball, where staff involved should refer to their Headteacher for guidance*
- *drink alcohol when supervising pupils. On school trips, Trip Leaders should exercise their professional judgement and ensure there are staff available to deal with an emergency situation at all times. Trip Leaders should agree the guidelines for the trip with the Headteacher in advance*
- *make inappropriate remarks to a pupil (including e-mail, text messages, phone or letter etc.)*
- *discuss their own sexual relationships with or in the presence of pupils or discuss a pupil's sexual relationships*
- *make (or encourage others to make) unprofessional personal comments in any form of communication (e-mail, conversations or social networking comments).*

7. DRESS AND APPEARANCE

Staff should consider the manner of dress and appearance appropriate to their professional role. We require pupils to be smart in their uniform. Smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.

Staff dress style must reflect the appropriate workplace health, safety and security considerations applicable to their job and work environment.

Whilst it is not possible to list every possible clothing option here, it is hoped that staff will support the safer code of professional conduct and will dress in a way that reflects a professional appearance. Appropriate personal presentation is expected of all staff. The wearing of casual clothing (such as jeans) or clothing which could be deemed by others as too revealing should be avoided. Due to the impressionable nature of young children, the Trust would appreciate that staff try their best to cover up tattoos and body art whilst in school.

This means that staff should ensure their appearance and clothing:

- *promotes a positive and professional image, including wearing an ID badge at all times*
- *is appropriate to their role in the workplace and health, safety and security considerations applicable to their job and work environment.*

8. GIFTS AND SECOND INCOME

Staff should be aware of CELT's Finance Policy regarding arrangements for the declaration of gifts received and given. 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, for example at Christmas or as a thank you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact their Headteacher or CELT's Finance Manager. Any member of staff receiving gifts or entertainment valued at more than £100 must disclose this to their Headteacher or CELT's Finance Manager. Members of staff may not give personal gifts to pupils. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.

It is important that staff ensure that any additional employment does not conflict with the interests of the school/academy or affect their ability and credibility to do your job. This includes paid examination marking and private tutoring. You must ensure that school time and equipment are not utilised in connection with any other employment.

This means that staff should:

- *ensure that gifts received or given in situations which may be misconstrued or are of a significant value are declared*
- *only give gifts to an individual young person as part of an agreed reward system, where gifts are given to all pupils equally.*

9. INFATUATIONS

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

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

This means that staff should:

- *report to senior colleagues any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff*
- *be mindful if they are alone in a room with a pupil. Leave the door open if possible.*

10. PERSONAL LIVING SPACE

No pupil should be in or invited into the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents and senior leaders or the home has been designated by the school/academy as a work place e.g. childminders, foster carers.

Staff may have friendships with parents who have children in school and a common-sense approach is suitable when socialising beyond school hours.

This means that staff should:

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *be mindful of the need to maintain professional boundaries.*

11. COMMUNICATION WITH PUPILS (INCLUDING THE USE OF TECHNOLOGY)

Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school/academy or which causes concern about their suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct or disciplinary action. 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. This includes social networking and blogging. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position. Staff, Agency Workers and volunteers must not give their personal details such as home/mobile phone numbers; home address etc.

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, web-cams, websites, social networking sites, online gaming and blogs. Adults should not share any personal information with a pupil. They should not request, or respond to, any personal communication from the pupil, 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 careful in their communications with pupils 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, unless the need to do so is agreed with senior leadership and parents. E-mail or text communications between an adult and a pupil outside agreed protocols may lead to disciplinary, safeguarding and/or criminal investigations. This also includes communications through internet-based web sites, such as social networking, instant messaging or gaming.

Communication with ex-pupils who are over 18 is left to staff discretion. Please be conscious of the fact that ex-pupils may be in contact with current pupils. Please be aware that any actions that bring the school/academy into disrepute could lead to safeguarding/disciplinary action being taken.

Staff may have friendships with parents who have children in school and a common-sense approach is suitable when socialising beyond school hours. Likewise, if they have children in the school/academy who are friends with other pupils within the school/academy.

This means that staff should:

- *never give pupils their personal telephone number, and only ever use a school/academy phone number, unless there are exceptional circumstances*
- *only give their professional contact details to pupils, including their mobile telephone number, for professional reasons and with the knowledge of their line manager*
- *communicate with pupils in an appropriate and professional manner, making sure that parents have given permission for this form of communication to be used*
- *have no secret social contact with pupils*
- *not have images of pupils stored on personal cameras, devices or home computers*
- *not make images of pupils available on the internet, other than through the school's/academy's network/website, without permission from parents and senior teachers*
- *be cautious in their contact with ex-pupils, as there is still a professional relationship and there may be contact with current pupils*
- *check with their Headteacher should they have any doubts about the 'common sense' approach to be taken with regards their friendships with parents and/or their children's friendships with pupils in the school/academy.*

12. CONTACT WITH THE MEDIA

Only designated persons are entitled to communicate with the press, radio or television companies. Refer to individual schools/academies for a list of designated persons.

13. SOCIAL NETWORKING SITES AND ONLINE GAMING

CELT staff may use social networking sites for personal use. However, CELT requires that wherever possible, accounts of the member of staff are 'locked down' as private so that pupils or parents do not have access to your personal data or images. Should there be a complaint about social media postings, CELT reserves the right to investigate whether the post brings the Trust or school/academy into disrepute.

Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.

Staff must deny current or recent pupils access to their profile so they do not put themselves in a vulnerable position. If a pupil does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior leadership should be informed immediately.

Where relationships exist between staff and those who are also parents at a CELT school/academy, or personal friends who are parents at a CELT school/academy, social networking is acceptable but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or CELT.

As soon as a member of staff becomes aware that they are in an online game with a pupil of a CELT school/academy, the member of staff should cease to play against that pupil and should not enter any games containing that player as part of the group.

Under no circumstances should staff seek out pupils and/or share their own gamer tags/ID with pupils, or use school/academy equipment to play online games.

This means that staff should:

- *lock down their account to ensure that data and images are not freely available. Staff should seek advice from the ITMS team if they are unsure how to do this*
- *not permit current and recent pupils or parents to have access to their profile*
- *ensure all their passwords are kept strong and secure*
- *be aware that images of others should be protected and be treated as carefully as they would their own.*

14. USE OF MOBILE PHONES DURING THE SCHOOL DAY

Mobile phones should be switched off, silent or on vibrate at all times. Staff should only use their mobile phones for personal calls or messages during personal time, in private and away from pupils.

Staff will be issued with a school/academy phone for use in case of an emergency on school trips or off-site activities.

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 may 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.

Staff will use their professional judgement at all times about the appropriateness of any physical contact.

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 made clear to senior staff.

Physical contact which occurs regularly with an individual pupil 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).

This means that staff should:

- *use their professional judgement at all times about the appropriateness of any physical contact*
- *be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer or by anyone 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.*

This means that each school/academy within CELT should:

- *ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior leadership*
- *provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care.*

16. PHYSICAL EDUCATION AND OTHER ACTIVITIES WHICH 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 pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and should take place in an open environment (see section 22, one-to-one situations, below). Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

This means that staff should:

- *consider alternatives where 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*
- *always explain to a pupil the reason why contact is necessary and what form that contact will take unless their safety is at immediate risk.*

17. 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 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 pupils concerned and sensitive to 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.

This means that staff should:

- *avoid any physical contact when pupils are in a state of undress*
- *avoid any visually intrusive behaviour and where there are changing rooms:*
 - *remain in the room when groups are changing*
 - *ensure sensitive pupils are offered the opportunity to change privately.*

This means that staff should not:

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

18. PUPILS IN DISTRESS

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 they should seek further advice from a senior leader.

This means that staff should:

- *consider the way in which they offer comfort to a distressed pupil*
- *always tell a colleague when and how they offered comfort to a distressed pupil*
- *record situations which may give rise to concern.*

19. BEHAVIOUR MANAGEMENT

All staff and pupils have a right to be treated with respect and dignity. CELT staff should abide by their school's/academy's behaviour policy.

This means that staff should:

- *follow procedures as defined in their school's/academy's behaviour policy.*

20. CARE, CONTROL AND PHYSICAL INTERVENTION

Staff may legitimately intervene to prevent a pupil 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. Staff should have regard to the health and safety of themselves and others.

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.

This means that staff should:

- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary.*

21. SEXUAL CONTACT WITH PUPILS

Any sexual behaviour by a member of staff with or towards a pupil is both inappropriate and illegal. Pupils 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.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children 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 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.

This means that staff 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, i.e. verbal comments, letters, notes, e-mail, phone calls, texts, physical contact.*

22. ONE-TO-ONE SITUATIONS

Staff working in one-to-one situations with children and young people are 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/academy premises should not be permitted unless approval is obtained from their parent and the Senior Leadership Team.

This means that staff should:

- *avoid meetings with pupils in remote, secluded areas of the school/academy*
- *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 pupil becomes distressed or angry to a senior colleague*
- *consider the needs and circumstances of the pupil/pupils involved.*

23. TRANSPORTING PUPILS

In certain situations, for example out of school activities, staff or volunteers may agree to transport pupils. A designated member of staff (member of the Senior Leadership Team) should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort and with at least one member of staff being the same gender as the pupils. Where this is not possible the driver of the vehicle should ensure that the pupil is seated in the back of the vehicle.

The driver must also have appropriate insurance.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

This means that staff should:

- *plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements*
- *ensure that they are alone with a pupil for the minimum time possible*
- *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*
- *take into account any specific needs that the pupil may have.*

24. EXTRA-CURRICULAR ACTIVITIES

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school/academy site or out of school hours, 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 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.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

This means that staff should:

- *always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school/academy, with at least one member of staff being the same gender as the pupils*
- *undertake a risk assessment*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times.*

25. FIRST AID AND ADMINISTRATION OF MEDICATION

Each school/academy within CELT has an administration of medication policy, which must be adhered to at all times.

26. INTIMATE CARE

All pupils have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all pupils who require intimate care on a regular basis.

Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each pupil. As with all arrangements for intimate care needs, agreements between the pupil, their parents and the organisation must be negotiated, agreed and recorded.

This means that staff should:

- *make other staff aware of the task being undertaken*
- *explain to the pupil what is happening*
- *consult with colleagues where any variation from agreed procedure/care plan is necessary*
- *record the justification for any variations to the agreed procedure/care plan and share this information with parents.*

27. 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 a senior member of staff.

Care should also be taken to abide by the required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

This means that staff should:

- *have clearly recorded lesson plans for lessons which have the potential to be sexually explicit.*

This means that staff should not:

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

28. PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS

Many school activities involve recording images. These may be undertaken as part of the curriculum, out of school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.

Using images of pupils for the school's/academy's publicity purposes has already had the consent of parents through the Home-School Agreement. Images should not be displayed on other websites, in publications or in a public place without additional consent.

This means that staff 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 a senior member of staff is aware that the photography/image equipment is being used and for what purpose*
- *ensure that all images are available for scrutiny in order to screen for acceptability*
- *be able to justify images of pupils in their possession*
- *avoid making images in one-to-one situations.*

This means that staff should not:

- *have images of pupils stored on personal cameras, mobile phones, devices or home computers*
- *make images of pupils available on the internet, other than through the school/academy network/website with permission from parents and senior teachers.*

29. INTERNET USE

Each school/academy within CELT has a clear policy about access to and the use of the internet. Please refer to the acceptable use of internet policy for further guidance. Under no circumstances should adults in the school/academy access inappropriate images. Accessing child pornography or indecent images of children on the internet and making, storing or disseminating such material is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.

Using school/academy equipment to access inappropriate or indecent material, including adult pornography, would normally lead to disciplinary action and safeguarding procedures being instigated, particularly if as a result pupils might be exposed to inappropriate or indecent material.

30. WHISTLEBLOWING

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

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

This means that staff should:

- *report any behaviour by colleagues that raises concern.*

31. SHARING CONCERNS AND RECORDING INCIDENTS

All staff should be aware of CELT's child protection procedures, including procedures for dealing with allegations against staff. 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 member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent could avoid any misunderstanding.

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.

This means that staff:

- *should be familiar with their school's/academy's Child Protection procedures*
- *should 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 their school/academy or workplace. – See school/academy specific Safeguarding Policy for further information.*

32. DATA PROTECTION

Staff should refer to all policies relating to data protection specific to their school/academy. All policies are available online on school/academy and CELT websites and through ccarter@celtrust.org.

This means that staff:

- *should ensure they are familiar with their school/academy data protection and ITMS policies available on the websites or at mbrahim@celtrust.org.*

Should you require further information, please contact

The Governance Officer.

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