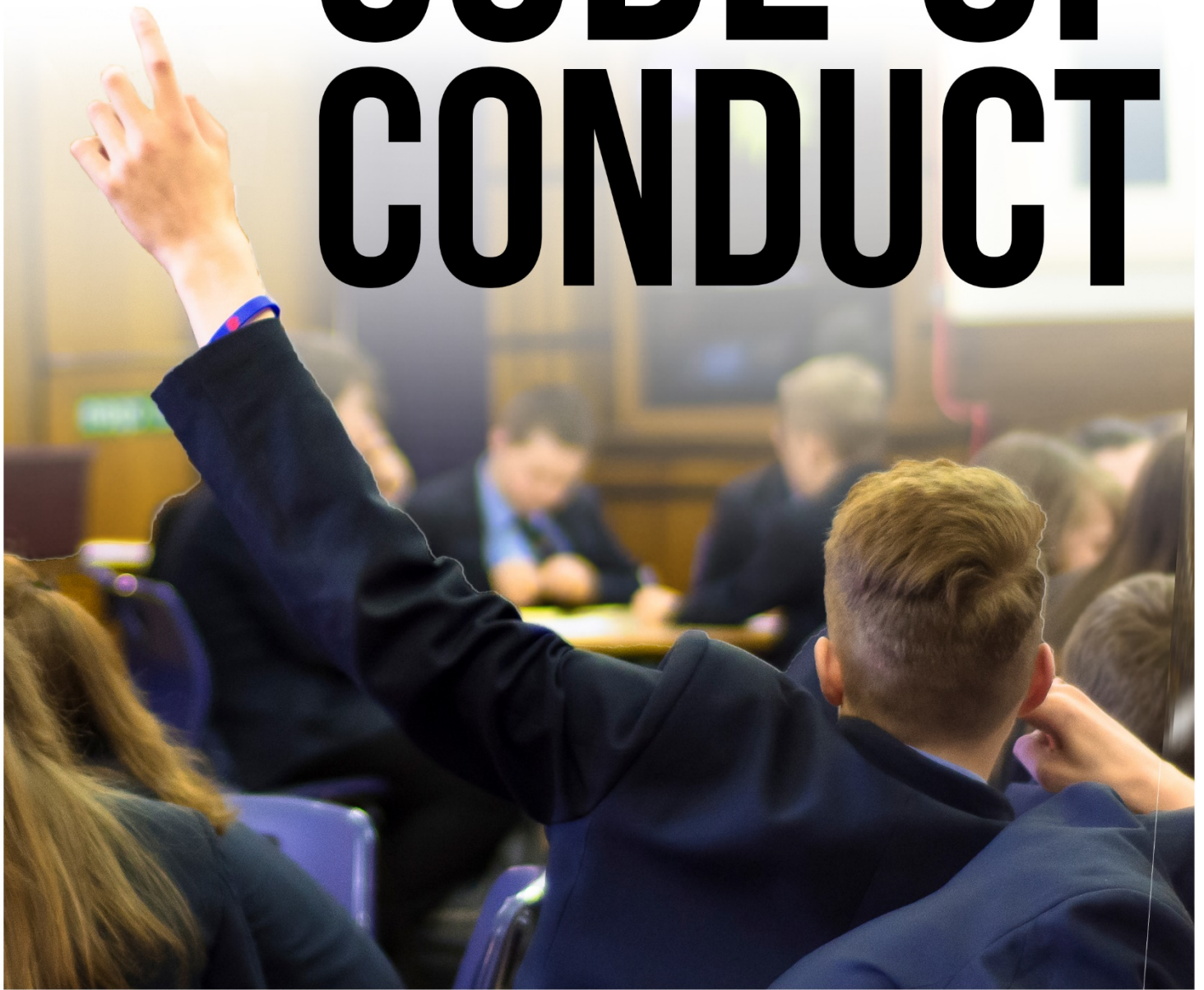




SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

CODE OF CONDUCT



PART OF THE CHALLENGE ACADEMY TRUST | NURTURE | CHALLENGE | ACHIEVE



A VOLUNTARY AIDED CHURCH OF ENGLAND SCHOOL SERVING THE DIOCESES OF CHESTER AND LIVERPOOL HIGH EXPECTATIONS | HIGH ASPIRATIONS | HIGH STANDARDS | YOU WILL SUCCEED

BOTELER STAFF CODE OF CONDUCT

INTRODUCTION

Sir Thomas Boteler Church of England High School seeks to provide a safe and supportive environment for learners, students and staff. This is a fundamental principle planned to secure the very best outcomes for learners and students in our care.

This code aims to clarify what is expected in terms of professional behaviour. It describes safer practice and behaviours that should be avoided. It gives clear advice about what might be considered as misconduct and what constitutes illegal behaviour.

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 the Designated Safeguarding Lead or Headteacher of action taken or proposed.

PRINCIPLES

- The welfare of everyone in our organisation is paramount. We have a statutory duty to make sure that young people are safe and well cared for. Appendix 1 is a summary of Part Two of the Teacher Standards which outlines the broad principles in terms of personal and professional conduct.
- This guidance refers to 'children' where a child is under 18.
- 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.
- 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 the School's Equality Policy.
- All staff should know the name of the Designated Safeguarding Leads
- Staff should be familiar with child protection arrangements and understand their responsibilities to safeguard and protect learners and students.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary or criminal action.

SAFE WORKING PRACTICES FOR THE PROTECTION OF LEARNERS, STUDENTS AND STAFF

The guidance has been developed to help and support staff to establish the safest possible working and learning environment in order to safeguard all young people. They apply to all adults who work or volunteer at Sir Thomas Boteler Church of England High School. This applies irrespective of position, role or responsibility.

At the end of this summary, in the appendix, there is guidance for safer working practice. The safer practice guidance outlines the key expectations of professionals in order to make sure that learners and students are safe and well cared for and that risk is minimised. The safer working practice guidance is under these headings:

1. Duty of Care	16. One to One Situations
2. Exercise of Professional Judgement	17. First Aid and the Administration of Medication
3. Power and Positions of Trust	18. Intimate Care
4. Confidentiality	19. Internet Use
5. Propriety and Behaviour	20. Use of personal mobile technology
6. Dress and Appearance	21. Photography, Videos and Creative Arts
7. Curriculum	22. Social Contact
8. Extra-Curricular Activities	23. Communication with Learners and Students (includes the use of technology)
9. Transporting Children	24. Social Networks and Gaming
10. Behaviour Management	25. Personal Living Space
11. Showers and Changing	26. Infatuations
12. Physical Contact	27. Gifts
13. Activities that may require physical contact	28. Sexual Contact with Learners and students
14. Care, Control and Physical intervention	29. Sharing Concerns
15. Learners and Students in Distress	30. Whistleblowing

APPENDIX 1

TEACHER STANDARDS

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- a. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- b. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- c. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

APPENDIX 2

SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL SAFE WORKING PRACTICE GUIDELINES

<p>1. Duty of Care</p> <p>Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect learners and students from discrimination and avoidable harm.</p> <p>All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff, learners and students and behaviour by staff that demonstrates integrity, maturity and good judgement.</p> <p>There are legitimate high expectations about the nature of the professional involvement of staff in the lives of learners and students. 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.</p> <p>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.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • <i>understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached</i> • <i>always act and be seen to act in the child's best interests</i> • <i>avoid any conduct which would lead any reasonable person to question their motivation and intentions</i> • <i>take responsibility for their own actions and behaviour.</i> <p><i>This means that Sir Thomas Boteler Church of England High School should:</i></p> <ul style="list-style-type: none"> • <i>ensure that safeguarding procedures are in place and reviewed at least annually</i> • <i>ensure that systems are in place for concerns to be raised</i> • <i>ensure that adults are not placed in situations which render them particularly vulnerable</i> • <i>ensure that the health and safety policies and procedures support staff to undertake their role.</i>
<p>2. Exercise of Professional Judgement</p> <p>This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is inadvisable, inappropriate or illegal. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the learners and students 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.</p>	<p><i>This means that where no specific guidance exists staff should:</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>always discuss any misunderstanding, accidents or threats with a senior leader</i> • <i>if deemed necessary, the person should record discussions and actions taken with their justifications.</i>
<p>3. Power and Positions of Trust</p> <p>All adults working with learners and students 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 learner or student cannot be a relationship between equals. There is</p>	<p><i>This means that staff should not:</i></p> <ul style="list-style-type: none"> • <i>use their position to gain access to information for their own advantage and/or a learners and students' or family's detriment</i> • <i>use their power to intimidate, threaten, coerce or undermine learners and students</i>

<p>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.</p> <p>Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.</p> <p>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 (16-18) left the school, 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.</p>	<ul style="list-style-type: none"> • <i>use their status and standing to form or promote a relationship with a learner or student which is of a sexual nature</i> • <i>attempt to initiate a relationship with a recent ex-pupil (aged 16-18) of a sexual nature.</i>
<p>4. Confidentiality</p> <p>Members of staff may have access to confidential information about learners and students 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 student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student or their families.</p> <p>Confidential information about learners and students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.</p> <p>There are some circumstances in which a member of staff may be expected to share information about a student, 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.</p> <p>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 the Headteacher or their Deputy.</p> <p>Adults need to be aware that although it is important</p>	<p><i>This means that staff:</i></p> <ul style="list-style-type: none"> • <i>are expected to treat information they receive about learners and students in a discreet and confidential manner</i> • <i>following an event or trip, for example, the Year 11 Presentation Evening, the booklet should be added to the confidential waste for shredding in the office straight after the trip or the next day</i> • <i>in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff</i> • <i>need to be cautious when passing information to others about a student</i> • <i>need to know to whom any concerns or allegations should be reported.</i>

<p>to listen to and support learners and students, they must not promise confidentiality or request learners and students to do the same under any circumstances.</p> <p>Additionally, concerns and allegations about adults should be treated as confidential and passed to the Headteacher. If they are out of school, Designated Safeguarding Leads without delay. If the allegation is about the Headteacher, this should be treated as confidential and passed to the Chair of Governors.</p> <p>Additional Policy and Guidance: Child Protection and Safeguarding Policy Allegations Against Professionals Data Protection Policy</p>	
<p>5. Propriety and Behaviour</p> <p>All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of learners and students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, learners and students and the public in general</p> <p>An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting so it is important to exercise due care and attention when outside of the school environment.</p> <p>Membership of organisations whose goals are in conflict with the Christian values and equality policies of the school is not acceptable.</p>	<p>Staff must:</p> <ul style="list-style-type: none"> • <i>be aware that their behaviour in their personal lives may impact upon their work with learners and students</i> • <i>only drink a small amount of alcohol (e.g. a glass of wine with dinner) at the Year 11 leavers events if they decide to drink alcohol</i> <p><i>This means that staff should not:</i></p> <ul style="list-style-type: none"> • <i>behave in a manner which would lead any reasonable person to question their suitability to work with learners and students or act as a role model</i> • <i>drink alcohol with current learners or students in public or private places</i> • <i>purchase alcohol for students</i> • <i>drink alcohol when supervising learners or students on school trips. This applies to all staff on the trip even when there are no students present, as the member of staff may be called to act if an emergency occurs</i> • <i>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 student into social contact with a member of staff. However, generally, if a member of staff finds themselves in a pub or other meeting place in which current learners or students are drinking, the member of staff should not join the students and may need to draw the attention of bar staff to the age of the students. It is difficult to determine exact regulations in this area; if a member of staff feels that there are exceptional reasons why the general restriction on drinking alcohol</i>

	<p><i>with learners and students should not apply, they should discuss the matter with the Headteacher</i></p> <ul style="list-style-type: none"> <i>discuss their personal sexual relationship with or in the presence of learners and students</i> <i>discuss a student's sexual relationship for non-professional reasons</i> <i>make inappropriate remarks to a student (including email, text messages, phone or letter)</i> <i>make (or encourage others to make) unprofessional personal comments in any form of communication (e-mail, conversations or social networking comments).</i>
<p>6. Dress and Appearance</p> <p>Staff should consider the manner of dress and appearance appropriate to their professional role. As outlined in the staff dress code. 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.</p> <p>On non-uniform days staff business dress is not expected. If staff would like to participate they are encouraged to they but should abide by the principles noted in the right hand column and in line with the staff dress code.</p>	<p><i>This means that staff should ensure their appearance and clothing:</i></p> <ul style="list-style-type: none"> <i>promotes a positive and professional image</i> <i>does not contradict the uniform code of conduct, therefore ensuring that jackets must be worn at all times when moving around school and extreme facial piercings are removed</i> <i>is appropriate to their role</i> <i>is not likely to be viewed as offensive, revealing or sexually provocative</i> <i>does not distract, cause embarrassment or give rise to misunderstanding</i> <p>Business dress is expected which means:</p> <ul style="list-style-type: none"> smart attire jackets must be worn at all times when moving around the building shirt and tie skirts or dresses to be of an appropriate length (Headteacher will have the final say) appropriate footwear <p>Business dress does not mean:</p> <ul style="list-style-type: none"> leggings low cut or cropped tops short skirts flip flops denim
<p>7. Curriculum</p> <p>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</p>	<ul style="list-style-type: none"> <i>This means that staff should:</i> <i>be provided with an appropriate medium term plan. They should have clear written lesson plans and appropriate resources.</i> <i>This means that staff should not:</i> <i>enter into or encourage inappropriate or</i>

<p>sensitivity.</p> <p>The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to learners and students' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.</p> <p>Care should also be taken to abide by the governing body's 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).</p> <p>Additional Policy and Guidance: Sex and Relationships Education Policy</p>	<p><i>offensive discussion about sexual activity.</i></p> <ul style="list-style-type: none"> <i>enter into or encourage inappropriate discussions about sensitive or contentious issues</i>
<p>8. Extra-Curricular Activities</p> <p>Staff should take particular care when supervising learners and students in the less formal atmosphere of an after-school activity or residential setting.</p> <p>During school activities that take place off the school site or out of school hours, a more relaxed dress 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.</p> <p>Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Learners and students, staff and parents should be informed of these prior to the start of the trip.</p> <p>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.</p> <p>Additional Guidance: Extra-Curricular Activities Policy Educational Visits Policy</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>always have more than one adult present in out of school activities, unless otherwise agreed with senior staff in the school</i> <i>undertake a rigorous risk assessment</i> <i>always take a school mobile telephone for use in emergencies</i> <i>take a school camera if necessary</i> <i>always have parental consent in writing, signed by the parent. Text messages and emails are acceptable in an emergency. Phone calls will not suffice.</i> <i>ensure that they have up to date medical information for the learners in their care</i> <i>ensure that their behaviour remains professional at all times.</i>
<p>9. Transporting Children</p> <p>In certain situations, for example out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements</i> <i>ensure that they are alone with a child for the minimum time possible but ensure parents/carers are aware</i> <i>be aware that the safety and welfare of the child is their responsibility until this is</i>

<p>Wherever possible and where it is not a specific part of a worker's role, it is advisable that transport is undertaken other than in private vehicles. Good practice would suggest another adult additional to the driver acting as an escort. The driver must have appropriate insurance and this should be declared to the HR Manager.</p> <p>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.</p> <p>Additional Guidance: Lone working Policy and Procedures</p>	<p><i>safely passed over to a parent/carer</i></p> <ul style="list-style-type: none"> • <i>report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures</i> • <i>ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety</i> • <i>make sure that the child sits in the back in rear view</i> • <i>take into account any specific needs that the child may have</i>
<p>10. Behaviour Management</p> <p>All learners, students and staff have a right to be treated with respect and dignity. Staff should not use any form of degrading treatment to punish a student. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards learners and students is not acceptable in any situation.</p> <p>Additional Guidance: Behaviour for Learning Policy</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • <i>not use force as a form of punishment</i> • <i>try to defuse situations before they escalate</i> • <i>keep parents informed of any sanctions</i> • <i>adhere to Sir Thomas Boteler Church of England High School Behaviour policies and procedures</i>
<p>11. Showers and Changing</p> <p>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 learners and students, 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 learners and students concerned and sensitive to the potential for embarrassment. Gender appropriate staff need to be present.</p> <p>Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the learners and students.</p> <p>Additional Guidance: Physical Education and Changing Protocols</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • <i>follow the agreed department protocols for supervision when children are changing</i> • <i>avoid any physical contact when learners and students are in a state of undress</i> • <i>avoid any visually intrusive behaviour and where there are changing rooms</i> • <i>allow sensitive learners and students the opportunity to change privately</i> <p><i>This means that staff should not:</i></p> <ul style="list-style-type: none"> • <i>change in the same place, at the same time as learners and students</i> • <i>shower with learners and students</i>
<p>12. Physical Contact</p> <p>There are occasions when it is entirely appropriate and proper for staff to have physical contact with learners and students, but it is crucial that they only do so in ways appropriate to their professional role.</p> <p>A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with learners and students</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • <i>be aware that even well intentioned physical contact may be misconstrued by the learner or student, an observer or by anyone to whom this action is described</i> • <i>never touch a learner or student in a way which may be considered indecent</i> • <i>never use physical actions to block or attempt to stop learners or students</i>

<p>this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact.</p> <p>Physical contact should never be secretive, be for gratification 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.</p> <p>Physical contact which occurs regularly with an individual student is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to learners and students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review.</p>	<p><i>who are upset, unless using specific positive handling techniques (if trained)</i></p> <ul style="list-style-type: none"> <i>be prepared to explain actions and accept that all physical contact be open to scrutiny</i> <p><i>This means that Sir Thomas Boteler Church of England High School should:</i></p> <ul style="list-style-type: none"> <i>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</i> <i>Provide staff, on a "need to know" basis, with relevant information about vulnerable learners and students in their care.</i>
<p>13.Activities that may require physical contact</p> <p>Some staff, for example, those who teach PE will on occasions have to initiate physical contact with learners and students. This will be in order to support them 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 learner or student's agreement.</p> <p>Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>consider alternatives. Where it is anticipated that a student might misinterpret any such contact, consider involving another member of staff or a less vulnerable student in the demonstration.</i> <i>always explain to a student the reason why contact is necessary and what form that contact will take unless their safety is at immediate risk</i>
<p>14.Care, Control and Physical Intervention</p> <p>All staff may legitimately intervene to prevent a student 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.</p> <p>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.</p> <p>In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>always seek to defuse situations</i> <i>always use minimum force for the shortest period necessary</i> <i>Use positive handling techniques where appropriate</i>
<p>15.Learners and Students in Distress</p> <p>There may be occasions when a distressed student needs comfort and reassurance. This may include age</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>consider the way in which they offer comfort to a distressed student</i> <i>always tell a colleague when and how</i>

<p>- appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.</p> <p>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 leader.</p>	<p><i>they offered comfort to a distressed student</i></p> <ul style="list-style-type: none"> <i>advise the Designated Safeguarding Lead or Headteacher of any situation which may give rise to concern.</i>
<p>16. One to One Situations</p> <p>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 learners, students and staff are met.</p> <p>Pre-arranged meetings with learners and students away from the school premises is not to be permitted unless approval is obtained from their parent and the Headteacher or Designated Safeguarding Lead.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>avoid meetings with learners and students in remote, secluded areas of the school</i> <i>ensure there is visual access and/or an open door in one to one situations</i> <i>inform other staff of the meeting beforehand, assessing the need to have them present or close by</i> <i>avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy</i> <i>always report any situation where a child becomes distressed or angry to a senior colleague</i> <i>consider the needs and circumstances of the child/children involved.</i>
<p>17. First Aid and the Administration of Medication</p> <p>The school has a first aid and administration of medication policy, which must be adhered to at all times.</p> <p>Additional Guidance:</p> <ul style="list-style-type: none"> First Aid Policy and Procedures Medication Policy and Procedures Government advice on the use of emergency inhalers in school. 	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>adhere to the administration of medication policy</i> <i>call for named first aider if required</i> <i>administer medication in an emergency (usually a first aider)</i> <i>administer or support a child to use the School's emergency asthma inhaler only in an emergency, following the agreed procedures</i> <i>ensure that medication that is required by learners and students is stored securely</i> <i>allow learners to self-medicate under guidance and instructions from their parents and the doctor</i> <i>record first aid treatment following protocol</i> <i>call 999 in an emergency</i> <p><i>This means that staff should not:</i></p> <ul style="list-style-type: none"> <i>give out medication (for examples paracetamol or antihistamine) without text or email consent of the parent/carer. Verbal consent is not sufficient</i> <i>routinely administer medication without the knowledge of the Headteacher</i>

<p>18.Intimate Care</p> <p>All children 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 children who require intimate care on a regular basis.</p> <p>Children 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.</p> <p>Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents and the organisation must be negotiated, agreed and recorded.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • <i>operate a chaperone system where required where another member of staff is outside the bathroom</i> • <i>explain to the child what is happening</i> • <i>consult with colleagues where any variation from agreed procedure/care plan is necessary</i> • <i>record the justification for any variations to the agreed procedure/care plan and share this information with parents.</i>
<p>19.Internet Use</p> <p>Sir Thomas Boteler Church of England High School 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.</p> <p>Using school equipment to access inappropriate or indecent material, including pornography would normally lead to disciplinary action, particularly if as a result learners and students might be exposed to inappropriate or indecent material.</p> <p>Under no circumstances should adults in the school access inappropriate websites or images. Accessing child pornography or indecent images of children on the internet, making, storing or disseminating such material is illegal. If proven, this invariably leads to the individual being barred from work with children and young people.</p> <p>Additional Guidance: eSafety Policy Acceptable Use Agreements</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • <i>strictly follow the acceptable use agreement for staff</i>
<p>20.Use of Personal Mobile Phones</p> <p>Mobile phones are a part of our everyday life. Some members of staff will use their phone for professional purposes, particularly for email and the calendar. Learners follow a no phone rule during the day and it is important that staff model the behaviours we desire in lessons and around school.</p>	<p><i>This means staff should:</i></p> <ul style="list-style-type: none"> • <i>model good behaviour</i> • <i>use their phone in designated non-teaching or non-class times, out of the sight of learners and students</i> • <i>have their phone on a silent setting so that it does not disturb learning</i> • <i>make phone calls out of the sight and earshot of learners (for those staff with a</i>

	<p>work phone).</p> <p><i>This means staff should not:</i></p> <ul style="list-style-type: none"> • use their personal mobile phone during a lesson or on the corridor.
<p>21. Photography, Videos and Creative Arts</p> <p>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.</p> <p>Staff need to be aware of the potential for these images and videos to be misinterpreted or misused for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.</p> <p>Using images of children for the school's publicity purposes has already had the consent of parents through the ICT Agreement. Images should not be displayed on other websites or in publications or in a public place without additional consent.</p> <p>Additional Guidance: eSafety Policy Acceptable Use Agreements</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • 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 • take and keep all images on school devices and save them in local and central areas on the network • not take pictures of students at events on their own devices. If, however this is necessary then the Operations Manager and Headteacher must be informed and the images deleted once transferred in school • be able to justify images • use the media department and their guidelines for safe publication of images and videos <p><i>This means that staff should not:</i></p> <ul style="list-style-type: none"> • have images of learners and students stored on personal cameras, devices or home computers or on social media • make images of learners and students available on the internet, other than through the school network/website with permission from parents and senior teachers
<p>22. Social Contact</p> <p>Staff should not have social contact with learners, students or their families and they must not pursue relationships that begin in the workplace. Parents who are staff and have children at the school need to be cautious when inviting their children's friends into the home.</p> <p>If a young person seeks to establish social contact or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a senior leader. Staff must be aware that social contact, in certain situations could be misconstrued</p> <p>Staff should not give their personal details such as their home or e-mail address, telephone numbers social network sites, gamer tags or web pages to learners and students. If learners and students do</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • have no social contact with learners and students • have no social contact with ex-learners who is in full-time education or under the age of 18 • be extremely cautious about developing any social contact with an ex-learner or ex-students over the age of 18 as they may be putting themselves at risk • consider the appropriateness of social contact especially when an adult works and lives in the community • always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme • advise senior leadership of any existing social contact they have with a student

<p>become aware of your gamer tag you must change it.</p> <p>Additional Guidance: eSafety Policy and Guidance</p>	<p><i>or parent which may give rise to concern</i></p> <ul style="list-style-type: none"> <i>report and record any situation, which they feel, might compromise the school or their own professional standing.</i>
<p>23.Communication with Learners and Students (includes the use of technology)</p> <p>Communication between learners and students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs. Adults should not share any personal information with a student. They should not request, or respond to, any personal information from the student, 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.</p> <p>Adults should be careful in their communication with learners and students in order 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 learners, students and parents and this includes personal e-mail, home or mobile telephone numbers. E-mail, text communications and through internet based web sites, such as social networking, instant messaging or gaming between an adult and a learner or student outside agreed protocols may lead to disciplinary investigations.</p> <p>Communication with ex-learners and students who are over 18 and have left statutory education is left to staff discretion. Contact with learners who have left the school but who are under 18 is not allowed. Please be conscious of the fact that ex-learners and students may be in contact with current learners and students.</p> <p>Be aware that actions that bring the school into disrepute could lead to disciplinary procedures being taken.</p> <p>Additional Guidance: eSafety Policy Acceptable Use Agreements</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>only make contact with learners and students for professional reasons</i> <i>communicate with learners and students in an appropriate and professional manner using only school registered devices and emails</i> <i>be cautious in their contact with ex-learners, as there is an existing professional relationship.</i> <p><i>This means staff should not:</i></p> <ul style="list-style-type: none"> <i>use internet or web-based communication channels to send personal messages to a student</i> <i>have images of learners and students stored on personal cameras, devices or home computers</i> <i>make images of learners and students available on the internet, other than through the school network/website, without permission from parents and senior teachers.</i>
<p>24.Social Networks and Gaming</p> <p>Sir Thomas Boteler Church of England High School staff may use social networking sites for personal use. However, the school requires that profile and</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>Lock down their profile to ensure that data and images are not freely available. Seek advice if you are unsure</i>

<p>photos of the member of staff are 'locked down' as private so that learners and students or parents do not have access to your personal data or images.</p> <p>Staff must deny current or recent learners and students access to your profile so you do not put yourself in a vulnerable position.</p> <p>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</p> <p>If a learner or student does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) the Designated Safeguarding Lead or Headteacher should be informed immediately.</p> <p>Social networking is acceptable but caution must be exercised so that staff maintain their professional standards. Staff who live in the community and have friends who are parents of learners and students need to be mindful about the use of social media.</p> <p>As soon as a member of staff becomes aware that they are in an online game with a student of Sir Thomas Boteler Church of England High School, the member of staff should cease to play against that student and should not enter any games containing that player as part of the group. It is advisable to report this to the Designated Safeguarding Lead.</p> <p>Under no circumstances should staff seek out learners and students and/or share their own gamer tags/ID with learners and students, or use school equipment to play online games.</p> <p>Additional Guidance: eSafety Policy Acceptable Use Agreements</p>	<p><i>how to do this</i></p> <ul style="list-style-type: none"> • <i>Do not permit current and recent learners and students or parents to have access to your profile.</i> • <i>Ensure all your passwords are kept strong and secure</i> • <i>Be aware that images of others should be protected and be treated as carefully as you would your own</i>
<p>25. Personal Living Space</p> <p>No learner or student should be in or invited into the home of an adult who works with them. The exception to this is if the home has been designated as a work place by a regulatory body for example, childminders or foster carers.</p> <p>Parents who are staff and have children at the school need to be mindful that inviting their children's friends into the home should take place with caution.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • <i>be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations</i> • <i>be mindful of the need to maintain professional boundaries.</i>
<p>26. Infatuations</p> <p>Staff need to be aware that it is not uncommon for</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> • <i>report to the Designated Safeguarding Lead or Headteacher any indication</i>

<p>learners and students to be 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.</p> <p>A member of staff who becomes aware that a learner or student may be infatuated with them or a colleague should discuss this at the earliest opportunity with the Designated Safeguarding Lead or Headteacher so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.</p>	<p><i>(verbal, written or physical) that suggest a learner or student may be infatuated with a member of staff</i></p> <ul style="list-style-type: none"> <i>• be mindful if they are alone in a room with a student. Leave the door open if you have to.</i>
<p>27. Gifts</p> <p>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.</p> <p>There are occasions when learners and students 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.</p> <p>Members of staff may not give personal gifts to an individual learner or student. It is acceptable for staff to offer prizes or rewards of small value in certain tasks or competitions.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>• ensure that gifts of significant value are declared to a senior leader</i> <i>• understand that gifts received or given may in some circumstances be misconstrued</i> <i>• generally, only give prizes to an individual young person as part of an agreed reward system</i> <i>• where a staff member gives gifts other than as above, for example at Christmas to a Form Class, these should be of insignificant value and given to all learners and students equally. Exceptions to this must be agreed by the Headteacher or Designated Safeguarding Lead</i>
<p>28. Sexual Contact with Learners and Students</p> <p>Any sexual behaviour by a member of staff with or towards a learner student is inappropriate and illegal. Learners and students 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 5).</p> <p>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.</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>• not pursue sexual relationships with children and young people either in or out of school.</i> <i>• avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative</i>
<p>29. Sharing Concerns</p> <p>All staff should be aware of the school's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their</p>	<p><i>This means that staff:</i></p> <ul style="list-style-type: none"> <i>• should be familiar with Sir Thomas Boteler Church of England High School Child Protection procedures</i> <i>• should take responsibility for recording any incident, and passing on that</i>

<p>professional association.</p> <p>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 the Designated Safeguarding Lead or Headteacher. They can then make a decision as to whether early discussion with a parent could avoid any misunderstanding.</p> <p>Members of staff should discuss with their line manager or another senior member of staff, any difficulties or problems that may affect their relationship with learners and students. This is so that appropriate support can be provided or action can be taken.</p>	<p><i>information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace. – See Child Protection and Safeguarding Policy for further information</i></p>
<p>30. Whistleblowing</p> <p>Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Please refer to the school Whistleblowing Policy.</p> <p>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.</p> <p>Additional Guidance: Whistleblowing Policy</p>	<p><i>This means that staff should:</i></p> <ul style="list-style-type: none"> <i>• report any behaviour by colleagues that raises concern to the Headteacher. In their absence this should be reported to the Designated Safeguarding Lead</i> <i>• If the allegation or concern is about the Headteacher, this should be reported to the Chair of Governors.</i>