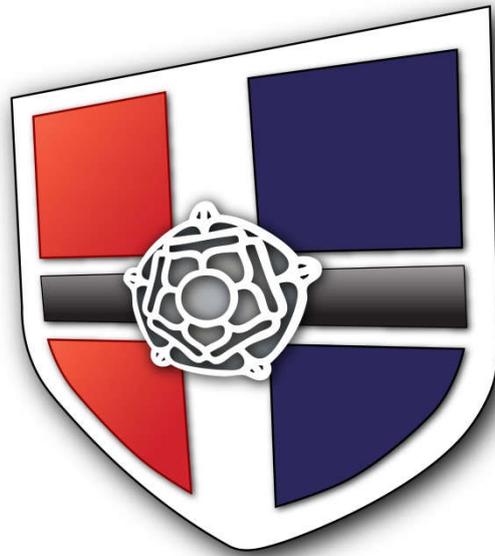


Sponne School



Safer Care Code of Conduct



1. Introduction

- 1.1 The governing body of Sponne School will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff, volunteers and governors to abide by it. All staff, governors and volunteers have a duty to keep pupils and themselves 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 adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgment. Following this Code of Conduct will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.
- 1.2 Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good faith, “whistleblows” or makes a public interest disclosure will have the protection of the relevant legislation.
- 1.3 This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.
- 1.4 Any member of staff who is found to have committed a breach of this Code will be subject to disciplinary action. Such behavior may constitute gross misconduct and, as such, may result in summary dismissal. The governing body will take a strict approach to serious breaches of this Code.
- 1.5 This Code of Conduct forms part of the school’s disciplinary rules for staff. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning.
- 1.6 Where an allegation is made against a member of staff this should be reported to the Head teacher who will consult the Local Authority Designated Officer (Section 12 of the Local Safeguarding Children Board Northamptonshire Inter-Agency Procedures – managing allegations and concerns of abuse made against people who work with Children). Where the Allegation is against the Headteacher it must be reported to the Chair of the Governing Body. The guidance set out in [Safeguarding Children and Safer Recruitment in Education](#) published by the DfE and came into force in January 2007 is about managing allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or,
 - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

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2. Principles of Professional Practice

- 2.1 All staff, governors and volunteers as appropriate to the role and/or job description of the individual, must:
- place the well-being and learning of pupils at the centre of their professional practice.
 - have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
 - treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
 - model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
 - respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
 - seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
 - reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
 - the same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

3. Confidentiality

- 3.1 As data controllers, all schools are subject to the Data Protection Act 1998 and GDPR 2018. In addition, teachers owe a common law duty of care to safeguard the welfare of their pupils. This duty is acknowledged in the provisions governing disclosure of information about pupils.
- 3.2 Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than where there is a lawful basis to do so. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.
- 3.3 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 to those with designated pupil protection responsibilities.
- 3.4 Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

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- 3.5 If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

4. Propriety, Behaviour, Reputation and Appearance

- 4.1 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 her/his position within the work setting or bring the school into disrepute.
- 4.2 A person's dress and appearance are matters of personal choice and self-expression. However staff, governors and volunteers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. Those who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.
- 4.3 Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought onto or stored on the school premises.
- 4.4 Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school 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.

5. Sexual Contact with Children and Young People and Abuse of Trust

- 5.1 A relationship between a member of staff, volunteer or governor and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults should maintain appropriate professional boundaries and avoid behavior which might be misinterpreted by others. They should report any incident with this potential.
- 5.2 Any sexual behaviour, whether homosexual or heterosexual, by a member of staff, volunteer or governor with or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it 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.



- 5.3 Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children' defines sexual abuse as 'forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening'.
- 5.4 Staff, governors and volunteers must not have sexual relationships with pupils, have 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, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or young person or discuss their own sexual relationships with or in the presence of pupils. Staff, governors and volunteers should take care that their language or conduct does not give rise to comment or speculations. Attitudes, demeanour and language all require care and thought.
- 5.5 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 or young person, and manipulate that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

6. Infatuations and Crushes

- 6.1 Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop an infatuation. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken to avoid any hurt, distress or embarrassment. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation.
- 6.2 Examples of situations which must be reported are given below:
- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust,
 - Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
 - Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
 - Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship.

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7. Gifts

- 7.1 It is against the law for public servants to take bribes. Staff, governors and volunteers need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.
- 7.2 Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

8. Social Contact and Social Networking

- 8.1 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, emails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. If a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgement in making a response and should ensure that all communications are transparent and open to scrutiny.
- 8.2 Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with senior management.
- 8.3 It is recommended that staff ensure that all possible privacy settings are activated to prevent students from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.

9. Physical Contact and Personal Privacy

- 9.1 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. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.
- 9.2 Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and

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circumstances should be reported as soon as possible in the school's incident book and if appropriate a copy placed on the young person's file.

- 9.3 Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and, so far as is possible, use a level of contact which is acceptable to the pupil for the minimum time necessary.
- 9.4 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.
- 9.5 Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.
- 9.6 Some staff, for example, those who teach PE and games, or who provide 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 take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil
- 9.7 Pupils 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 the potential for embarrassment.
- 9.8 Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

10. Behaviour Management and Physical Intervention

- 10.1 All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of the behaviour management policy.
- 10.2 Physical intervention can only be justified in exceptional circumstances. Updated non-statutory guidance which relates to the Education and Inspections Act 2006 is available from the DfE website. See 'Guide for Heads

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and School Staff on behaviour and discipline (including reasonable force) for maintained schools' and 'Use of reasonable force – advice for Head Teachers, Staff and governing Bodies for all Schools and Academies. 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. The school has a separate policy on the use of physical intervention which forms part of this Code of Conduct.

- 10.3 All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

11. One to One Situations and Meetings with Pupils

- 11.1 One to one situations have the potential to make children/young persons more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.
- 11.2 Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless approval is obtained from their parent/ guardian and the head teacher or other senior colleague with delegated authority.
- 11.3 No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been established and agreed with parents/carers and a senior manager/Headteacher.

12. Transporting Pupils

- 12.1 In certain situations e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.
- 12.2 Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

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- 12.3 It is inappropriate for staff to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with parents/carers.
- 12.4 There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

13. Educational Visits and School Clubs

- 13.1 Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. The school has a policy on educational visits which forms part of this Code of Conduct.

14. Curriculum

- 14.1 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.
- 14.2 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 must take guidance in these circumstances from a senior member of staff.
- 14.3 The governing body has and is required by law to have a policy on sex and relationships education and it forms part of this Code of Conduct.

15. Photography, Videos and other Creative Arts

- 15.1 The school has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct and should be followed at all times.
- 15.2 Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 and GDPR 2018, affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for school web sites, productions or other purposes.
- 15.3 Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in this way may feel



threatened by the use of photography, filming etc in the teaching environment. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

- 15.4 Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.
- 15.5 Using images of pupils for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.
- 15.6 Adults should only use equipment provided or authorized by the school to make/take images and should not use mobile telephones or any other similar devices to make/take images.
- 15.7 When using a photograph the following guidance must be followed:
- if the photograph is used, avoid naming the pupil
 - if the pupil is named, avoid using the photograph
 - images must be securely stored and used only by those authorised to do so.
 - 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 the images made
 - do not make images in one to one situations.
 - do not take, display or distribute images of pupils unless there is consent to do so.

16. Internet Use and Electronic Communication

- 16.1 The school has a separate policy on internet use, electronic communication and security which forms part of this Code of Conduct. School email systems should only be used in accordance with this policy.
- 16.2 Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people.



- 16.3 Staff and volunteers must ensure that pupils are not exposed to any inappropriate images or web links. Staff and volunteers must ensure that children have appropriate controls with regard to access and personal passwords should be kept confidential.

17. Sharing Concerns and Recording Incidents

- 17.1 All staff, volunteers and governors must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following non-exhaustive list of “Red Flag Behaviours” give indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

18. Child Safeguarding Competences for staff and volunteers who work with Children and Young People

- 18.1 The following competences are necessary:

- Emotional Awareness
 - Aware of the range of emotions in self and others
 - Demonstrates empathy for the concerns of others
 - Listens to and understands directly and indirectly expressed feelings
 - Encourages others to express themselves openly
 - Manages strong emotions and responds constructively to the source of problems
 - Listens to personal comments without becoming defensive
 - In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
 - Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
 - Shows respect for others' feelings, views and circumstances
- Working within Professional Boundaries
 - Demonstrates professional curiosity
 - Accepts responsibility and accountability for own work and can define the responsibilities of others



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- Recognises the limits of own authority within the role
- Seeks and uses professional support appropriately
- Understands the principle of confidentiality

- Self-awareness
 - Has a balanced understanding of self and others
 - Has a realistic knowledge of personal strengths and weaknesses
 - Can demonstrate flexibility of approach
 - Shows a realistic appreciation of the challenges of working with this client group

- Ability to Safeguard and promote the welfare of children and young people
 - Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
 - Has a good understanding of the safeguarding agenda
 - Can demonstrate an ability to contribute towards a safe environment
 - Is up-to-date with legislation and current events
 - Can demonstrate how s/he has promoted 'best practice'
 - Shows a personal commitment to safeguarding children

Date Policy Updated	January 2019
Reviewed by	Emma Harris
Agreed by	Students & Personnel Committee 14/1/2019
Next Review	September 2019