



Cheadle Hulme School

# CODE OF CONDUCT FOR ALL STAFF

Please also refer to Equality & Diversity Policy

**(PAID OR VOLUNTARY) WORKING AT  
CHEADLE HULME SCHOOL**

**This document should be read in conjunction with Cheadle Hulme School's Policies and Procedures which are available on the intranet.**

**All** members of staff are expected to familiarise themselves with **all** Policies and Procedures & Guidance and to regularly attend Safeguarding Child Protection Courses. Staff should also ensure that they are aware of the "Keeping Children Safe in Education Guidelines" and any updates.

In September, all members of staff are issued with a document entitled "Know Your Responsibilities & Statutory Obligations" document to complete and return to the HR Office **by 30 September**. Staff that join the School at other times are expected to complete and return this document **within one calendar month**, once their employment commences. Every member of staff has a responsibility to ensure they have read and understood all the following Policies and Procedures listed, before signing and returning the **"Know Your Responsibilities & Statutory Obligations"** document.

There are seven separate sections to the "Know Your Responsibilities & Statutory Obligations" document, which are:

- 1: Curriculum, Differentiation & SMSC
- 2: Parental Complaints
- 3: Safeguarding
- 4: Behaviour Management; Pastoral Care & Anti-bullying
- 5: Health & Medical for Pupils
- 6: Health & Safety; Fire; Security
- 7: Safer Recruitment & Human Resources, Staff Sickness & Absence, Staff Capability and Staff Code of Conduct.

Staff training during the year, both within departments and on Inset days, will include reference to all the various Policies and Procedures which staff must sign to say that they have read under "Know Your Responsibilities & Statutory Obligations". Any further updates to Policies or Procedures during the academic year will be brought to the attention of staff at Full Staff Meetings on a Monday after school and via email.

If staff have any questions about it or related Safeguarding matters they must speak to the Designated Safeguarding Lead (DSL) Deputy Head - Pupil Progress & Welfare.

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## **Section 1: Overview**

### **Background**

All adults working or volunteering at CHS who come into contact with children and young people must comply with this Code of Conduct as part of their contractual and professional obligations and in order to meet their duty of care to safeguard and promote the welfare of pupils.

This Code of Conduct provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The Code of Conduct aims to:

- keep children safe by raising awareness of and clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- reduce the incidence of positions of trust being abused or misused.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that this Code of Conduct cannot cover all eventualities. There may be times when professional judgements have to be made in situations not covered by this document. However it is expected that in these circumstances individuals will always advise their senior colleagues of the justification for any such action already taken or proposed.

This Code of Conduct is also designed to help prevent misplaced or malicious allegations which can be distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

It is also recognised that not all adults who work with children and young people work at Cheadle Hulme School do so as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by all adults whose work brings them into contact with children and young people.

The guidance contained in this document has due regard to current legislation and statutory guidance.

## **Section 2: Using the Code of Conduct**

### **Underlying Principles**

All those who work at CHS must be familiar with this Code of Conduct and comply with the School's Safeguarding Policy and Procedures together with other policies relevant to their work. Adults whose practice deviates from this Code of Conduct may bring into question their suitability to work with children and young people.

**Any adult who is unclear about their obligations or how any aspect of this Code of Conduct relates to them should seek further guidance from their line manager.**

- It is the responsibility of all adults whether working for Cheadle Hulme School to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- Adults who work with children 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.

- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document and in other policies relevant to their work at the School.

## **Definitions**

**Children and Young People:** Throughout this document references are made to 'pupils, children and young people'. These terms are interchangeable and refer to children who have not yet reached their 18<sup>th</sup> birthday. This guidance, however also has value for those working with vulnerable adults, and for adults who work with pupils who have reached their eighteenth birthday while still at school.

**Adults:** References to 'adults' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of, children and young people, in either a paid or unpaid capacity.

**Manager:** The term 'manager' refers to those adults who have responsibility for managing services including the supervision of employees and/or volunteers at any level.

**Employer:** The term 'employer' refers to Cheadle Hulme School. In the context of this document, the term 'employer' is also taken to include 'employing' the unpaid services of volunteers.

**Safeguarding:** The process of protecting children from abuse or neglect; preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

**Duty of Care:** The duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity or interaction for which that individual or organisation is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally to owe them a duty of care.

This document is relevant to both individuals and organisations working with or on behalf of children and young people. Where an individual works independently and does not work as part of an organisation references made to the 'senior manager' should be taken to refer to parents or those with parenting responsibilities.

## **Section 3: Code of Conduct for Safe Working Practices**

### **1. Context**

All adults who work with children and young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This Code of Conduct has been produced to help adults working in our setting to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.

*This means that these guidelines:*

- *apply to **all** adults working in all settings whatever their position, role, or responsibilities*
- *may provide guidance where an individual's suitability to work with children and young people has been called into question.*

### **2. Duty of Care**

All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

*This means that adults must:*

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

Whether working in a paid or voluntary capacity, these adults have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect.

Everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role.

### **3. Confidentiality**

The storing and processing of personal information about children and young people is governed by Legislation and the Cheadle Hulme School Data Protection Policy.

*This means that adults must:*

- *be clear about when information can be shared and in what circumstances it is appropriate to do so*
- *treat information they receive about children and young people in a discreet and confidential manner*
- *seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them*
- *know to whom any concerns or allegations should be reported*

Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

Whilst adults need to be aware of the need to listen

to and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this of a child young person under any circumstances.

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

#### **4. Making a Professional Judgement**

This Code of Conduct cannot provide a complete checklist of what is, or is not inappropriate behaviour for adults in all circumstances. There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a senior manager or if the adult does not work for an organisation, with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.

Adults should always be able to justify that their actions are warranted, proportionate and safe and applied equitably.

#### **5. Power and Positions of Trust**

A relationship between an adult and a child or young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

*This means that where no specific guidance exists adults must:*

- *discuss the circumstances that informed their action, or their proposed action, with a senior manager and report any actions which could be misinterpreted to their senior manager*
- *always discuss any misunderstanding, accidents or threats with a senior manager*
- *always record discussions and reasons why actions were taken.*
- *record any areas of disagreement about course of action taken and if necessary referred to a higher authority*

*This means that adults must:*

- *comply with the law and not engage in sexual activity with any child or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.*
- *not use their position to gain access to information for their own or others' advantage*
- *not use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people*
  - *not use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.*

## 6. Propriety and Behaviour

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by Cheadle Hulme School as to whether there may be a potential risk to children and young people in the workplace.

*This means that adults must:*

- *not behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *not make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such*
- *be aware that behaviour in their personal lives may impact upon their work with children and young people*
- *understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people and comply with any investigations into such matters*

## 7. Personal Living Space

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 firmly established and agreed with parents/ carers and a member of the Senior Leadership Team.

Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

*This means that adults must:*

1. *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
2. *challenge any request for their accommodation to be used as an additional resource for Cheadle Hulme School*
3. *be mindful of the need to maintain professional boundaries*
4. *refrain from asking children and young people to undertake personal jobs or errands*

## 8. Gifts, Rewards and Favouritism

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

*This means that adults must:*

- *ensure that gifts received or given in situations which may be misconstrued are declared*
- *generally, only give gifts to an individual young person as part of an agreed reward system*
- *where giving gifts other than as above, ensure that these are of insignificant value*
- *ensure that all selection processes*



There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions 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.

## **9. Infatuations**

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

## **10. Communication with Children and Young People (including the Use of Technology)**

Any communication between children and adults, by whatever method, should take place within clear professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. E-mail or text communications between an adult and a child or young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

Internal e-mail systems should only be used in accordance with School guidelines in the Staff Handbook.

*which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff*

*This means that adults must:*

- *report to the DSL and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace*
- *always acknowledge and maintain professional boundaries*

*This means that adults must:*

- *Sign the Acceptable Usage Agreement for All Staff on an annual basis*
- *not give their personal contact details to children or young people, including their mobile telephone number and details of any blogs or personal websites*
- *where possible only use equipment provided by Cheadle Hulme School to communicate with children, making sure, where possible, that parents have given permission for this form of communication to be used*
- *not share any personal information with a child or young person*
- *only make contact with children for professional reasons It should only be used as a last resort when other forms of communication are not possible and recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm.*
- *not use internet or web-based communication channels to send personal messages to a child/young person*
- *ensure that if they use a social*

*networking site details are not shared with children and young people and privacy settings are set at maximum*

## **11. Social Contact**

Adults who work with children and young people should not seek to have social contact them or their families, unless the reason for this contact has been firmly established and agreed with senior managers, or where an adult does not work for an organisation, the parent or carers. Adults should be aware that social contact in certain situations can be construed as grooming.

Where social contact is made through interests outside of Cheadle Hulme School or through the adult's own family or personal networks, care should be taken to maintain appropriate personal and professional boundaries.

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

## **12. Sexual Contact**

All adults working at Cheadle Hulme School are expected to comply with guidance about safeguarding and understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

*This means that adults must:*

- *have no secret social contact with children and young people or their parents*
- *consider the appropriateness of the social contact according to their role and nature of their work*
- *advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern*
- *report to the DSL and record any situation, which may place a child at risk or which may compromise Cheadle Hulme School or their own professional standing*
- *be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with a line manager.*
- *understand that some communications may be called into question and need to be justified.*
- 

*This means that adults must:*

- *Comply with the School's Safeguarding Policy*
- *be familiar with statutory guidance and the law as it relates to sexual relationships with those they work with*
- *attend training as required by the School to ensure that they are familiar with safeguarding issues*
- *Not seek or have sexual relationships with any pupil*
- *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, electronic mail, phone calls, texts, physical contact*
- *make sexual remarks to, or about, a child/young person*
- *discuss their own sexual*

*relationships with or in the presence of children or young people*

- *take care that their language or conduct does not give rise to comment or speculation*
- *recognise that attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.*

### **13. Physical Contact**

Many jobs within the children's workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

Not all children and young people feel comfortable about physical contact, and adults should not make the assumption that it is acceptable practice to use touch as a means of communication. Permission should be sought from a child or young person before physical contact is made. Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Adults, nevertheless, should use their professional judgement at all times, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless there is explicit agreement on the need for, and nature of, that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by

*This means that adults must:*

- *be aware of relevant guidance and policies in respect of physical contact with children and meeting medical needs of children and young people where appropriate*
- *be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*
- *never touch a child in a way which may be considered indecent, for personal gratification or represent a misuse of authority*
- *be prepared to report and explain actions and accept that all physical contact be open to scrutiny*
- *not indulge in 'horseplay'*
- *always encourage children, where possible, to undertake self-care tasks independently*
- *work within Health and Safety regulations*
- *be aware of cultural or religious views about touching and always be sensitive to issues of gender*
- *understand that physical contact in some circumstances can be easily misinterpreted*
- *report incidents where physical contact has occurred and which may be interpreted as being out with normal practice*
- *report any instance where a child seeks or initiates inappropriate physical contact with an adult, and ensure that contact is not exploited in any way*

all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

#### **14. Other Activities that require Physical Contact**

Adults who work in certain settings, including sports, drama or outdoor activities may have some physical contact with children, for example, to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary.

Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

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

#### **15. Behaviour Management**

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Any sanctions or rewards used should be in accordance with the Behaviour Management Policy which is regularly reviewed.

The use of corporal punishment is not acceptable and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the Behaviour Management Policy, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a

*This means that adults must:*

- *treat children with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a child the reason why contact is necessary and what form that contact will take and seek their agreement*
- *seek consent of parents where a child or young person is unable to do so because of a disability.*
- *consider alternatives, where it is anticipated that a child might misinterpret any such contact,*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact*
- *seek guidance from colleagues or relevant organisations about safe and appropriate contact*

*This means that adults must:*

- *adhere to Cheadle Hulme School's Behaviour Policy*
- *not use corporal punishment or force as a form of punishment*
- *not use any form of degrading treatment to punish a child.*
- *try to diffuse situations before they escalate*
- *inform parents of any behaviour management techniques used*
- *be mindful of factors which may impact upon a child or young person's behaviour (e.g. bullying, abuse) and where necessary take appropriate action*
- *work with colleagues to devise/implement positive behaviour plans for individual pupils*

last resort when other behaviour management strategies have failed.

## **16. Children and Young People in Distress**

For all adults working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with and the DSL and thereafter in most cases also with the parents/carers.

*This means the adult must:*

- *consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way*
- *be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances*
- *never touch a child in a way which may be considered inappropriate*
- *record and report to the DSL situations which may give rise to concern from either party*
- *not assume that all children seek physical comfort if they are distressed*

## **17. Intimate and Personal Care**

Some roles necessitate physical contact with children on a regular basis, for example those who require help with changing clothes, assistance with toileting, or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the School must be negotiated and recorded.

*This means that adults must:*

- *make other staff aware of the task being undertaken*
- *explain to the child what is happening*
- *consult with senior managers and parents/carers 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*
- *ensure that any changes to the agreed care plan are discussed, agreed and recorded.*
- *avoid any visually intrusive behaviour*
- *where there are changing rooms announce their intention of entering*
- *not change in the same place as children*
- *not shower or bathe with children*
- *not assist with any personal care task which a child or young person can undertake by themselves*

## **18. First Aid and Administration of Medication**

Adults working with children and young people at Cheadle Hulme School should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered and where relevant must be required to confirm that they have been informed.

In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate, be encouraged to self-administer medication or treatment including, for example any ointment, use of inhalers.

*This means that adults must:*

- *adhere to Cheadle Hulme School procedures for administering first aid or medication*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*
- *understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention*
- *refer pupils to named, trained individuals to undertake more comprehensive first aid*
- *make the necessary referral to the emergency services if required*
- *comply with the necessary reporting requirements*
- *make other adults aware of the task being undertaken*
- *explain to the child what is happening.*
- *always act and be seen to act in the child's best interests*
- *report and record any administration of first aid or medication*
- *have regard to any health plan which is in place*

## **19. One to One Situations**

This Code of Conduct and the School's Safeguarding Policy and Procedures together frame the guidance for Cheadle Hulme School employees when working alone with pupils as working in one to one situations can pose additional risks to them and pupils.

There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.

Meetings with children and young people outside agreed working arrangements should not take place without the agreement of senior managers and

*This means that adults must:*

- *ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed where appropriate.*
- *avoid meetings with a child or young person in remote, secluded areas,*
- *always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by*
- *avoid use of 'engaged' or equivalent signs wherever*

parents or carers.

*possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*

- *always report any situation where a child becomes distressed or angry to a senior colleague*
- *carefully consider the needs and circumstances of the child/children when in one to one situations*

## **20. Trips and Outings**

Adults should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.

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

*This means that adults must:*

- *comply with the Educational Visits Policy and undertake appropriate risk assessments*
- *always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager*
- *have parental consent to the activity where applicable*
- *ensure that their behaviour remains professional at all times (see section 7)*
- *never share beds with a child/children or young people*
- *not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and children and young people.*

## **21. Photography and Videos**

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of children and young people.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to 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.

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

*This means that adults must:*

- *comply with any policies and guidance regarding taking and storing images*
- *be clear about the purpose of the activity and about what will happen to the images when the activity is concluded*
- *be able to justify images of children in their possession and not take photographs of children for their personal use.*
- *avoid making images in one to one situations or which show a single child with no surrounding context*
- *ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are*

- appropriately dressed.*
- *only use equipment provided or authorised by the organisation*
- *report any concerns about any inappropriate or intrusive photographs found*
- *always ensure they have parental permission to take and/or display photographs*
- *not display or distribute images of children unless they have consent to do so from parents/carers*
- *not use images which may cause distress*
- *not take images 'in secret', or taking images in situations that may be construed as secretive.*

## **22. Access to Inappropriate Images and Internet Usage**

Accessing, making and storing indecent images of children on the internet are illegal. Adults who do so will be viewed as posing a significant threat to children and raise serious concerns about their suitability of the adult to continue to work with children. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

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

*This means that adults must:*

- *follow Cheadle Hulme School's guidance on the use of IT equipment and its Safeguarding Policy*
- *not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace*
- *seek to ensure that children are not exposed to unsuitable material on the internet*
- *ensure that any films or material shown to children and young people are age appropriate*
- *ensure that children and young people are not exposed to any inappropriate images or web links. Adults need to ensure that internet equipment used by children has the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.*

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

Individuals should be aware of Cheadle Hulme School's Safeguarding Procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local

*This means that adults:*

- *should be familiar with the School's system for reporting concerns*



procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.

In the event of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to the DSL or the Head without delay, in accordance with procedures.

Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children and young people so that appropriate support can be provided or action can be taken.

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of children and young people.

## **24. Whistleblowing**

All individuals should be aware of the Whistleblowing Procedures designed to deal with the disclosure of information by an employee when the welfare of children or other employees is put at risk, or when there is some danger, fraud or other unlawful or unethical conduct in the School. It is intended to provide protection to employees who disclose such matters from being subjected to any personal detriment, including being unfairly dismissed from their post as a result. The employee is not expected to prove the truth of a disclosure but will need to demonstrate sufficient grounds for their concern.

## **25. Prevent Duty**

All staff should be aware of their obligations in relation to preventing radicalisation.

- *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 the workplace*
- *Cheadle Hulme School has an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace*

## Section 4:

### **CODE OF CONDUCT – PROFESSIONAL EXPECTATIONS OF STAFF**

This section highlights some of the more general expectations the School has of its staff, to make clear the professional standards that exist and to be fair to all staff, for the benefit of all.

#### **26. Professional Standards**

All staff are expected to contribute to the positive ethos of the School and foster good professional relationships with all other members of the School Community, treating each other with respect and dignity.

*This code helps all staff to understand what behaviour is and is not acceptable. Regard should also be given to the disciplinary rules set out in the School's Disciplinary Procedure.*

*Staff should co-operate and communicate effectively with all colleagues within the School Community.*

*Should any member of staff have difficulty with a colleague, for example, arising from poor communication or unclear responsibilities, they should take action to address the issue or seek support from their Line Manager to help to resolve matters.*

*All teaching staff are engaged to work under Teachers' Terms and Conditions of Employment and have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part Two of the Teachers' Standards – Personal and Professional Conduct.*

#### **27. Maintaining the good reputation of the School**

As a member of the School Community each member of staff has an individual responsibility to maintain their reputation and that of the School.

*This means that staff must not engage in conduct outside work which could damage the reputation and standing of the School, or the member of staff's own reputation, or the reputation of other members of the School community.*

*Staff may undertake work outside of School, either paid or voluntary, providing that it does not conflict with the interest of the School nor affect an individual's work performance within the School.*

## 28. Compliance

All staff will be expected to be familiar with, and act in accordance with, all School Policies and Procedures.

*Staff will be expected to confirm annually that they have read, understood and agreed to comply with School Policies and Procedures.*

## 29. Confidentiality

Where staff have access to confidential information they must not reveal such information except to those colleagues who have a professional and relevant need.

*In addition to the Confidentiality Clause in Section 3 relating to children, staff are expected to maintain confidentiality when reasonably requested by the School with regard to sensitive matters such as finance, recruitment or other issues.*

## 30. Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and the tasks that they need to undertake, whether during the School day or when representing the School at external events or on School trips.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

All Staff must wear Identity Badges at all times.

*This means that adults must wear clothing which:*

- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *is not considered to be discriminatory and is culturally sensitive*

All staff should be aware that a failure to comply with this Code of Conduct could result in disciplinary action.

Date of approval by Governors:

June 2016

Date of approval by Head and Second Master:

June 2016

Proposed review date:

June 2017

Governor Group responsible:

Staff Welfare, Development & Remuneration

SLT member responsible:

Chief Operating Officer/Human Resources Manager/Second Master/Deputy Head Pupil Progress & Welfare