



WEDNESFIELD HIGH SPECIALIST ENGINEERING ACADEMY

SAFER WORKING PRACTICE FOR STAFF AND VOLUNTEERS/STAFF BEHAVIOUR POLICY

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Contents

1.	Introduction	3
2.	Academy ethos and practice	4
3.	Underpinning principles	4
4.	What to do if you are worried a child is being abused	5
5.	Duty of Care	5
6.	Teaching Standards	6
7.	Staff Behaviour	6
7.1	Propriety and Behaviour	6
7.2	Dress and Appearance	7
7.3	The Use of Personal Living Space	7
7.4	Gifts, Rewards and Favouritism	8
7.5	Infatuations	9
7.6	Communication with Students (including the Use of Technology)	9
7.7	Social Contact	10
7.8	Sexual Contact	11
7.9	Physical Contact	12
7.10	Other Activities that Require Physical Contact	13
7.11	Behaviour Management	14
7.12	Use of Control and Physical Intervention	15
7.13	Children and Young People in Distress	16
7.14	Intimate Care	17
7.15	Personal Care	18
7.16	First Aid and Administration of Medication	18
7.17	One to One Situations	19
7.18	Home Visits	20
7.19	Transporting Students	21
7.20	Educational Visits and After-School Activities	22
7.21	Photography and Videos	23
7.22	Access to Inappropriate Images and Internet Usage	24
7.23	Curriculum	24
7.24	Exercising Political Opinion	24
8.	Travelling to a Country of Concern	25
9.	Whistleblowing	26
10.	Role of the Local Authority Designated Officer	26
11.	Early Years Foundation Stage	27
12.	Supporting Documents	27
13.	Sharing Concerns and Recording Incidents	28
14.	Local Authority Code of Conduct	29

1. INTRODUCTION

This document is additional but correlates with the Safeguarding and Child Protection Policy for ECMAT and any extended services that academies provide.

All staff should be aware that they are most at risk of an allegation being made against them when they are either working alone with a student or become engaged in physical contact with a student. Annual training should remind staff of the key principles to remember when working alone with students and the importance of avoiding unnecessary physical contact.

All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the academy policy in respect to safe conduct/staff behaviour. The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for students in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably 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 students and ensure that the adults working with them are safe to do so.

This policy seeks to ensure that the duty to promote and safeguard the wellbeing of children is in part, achieved by raising awareness of illegal, unsafe and inappropriate behaviours.

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

It is also recognised that not all adults who work with students work as paid or contracted employees. The principles and guidance outlined in this policy still apply and should be followed by any adult whose work brings them into contact with students; staff, volunteers and supply/agency staff.

2. ACADEMY ETHOS AND PRACTICE

Education Central Multi Academy Trust has an objective to assist partner schools and education services in raising the achievement and aspirations of young people. Education Central Multi Academy Trust understands that learners need to feel safe in a learning environment to achieve and develop to improve learning opportunities for young people.

This guidance aims to ensure that the Trust understands and reacts to specific vulnerabilities of children and young people in relation acceptable staff and volunteer behaviour.

Our academy is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at the academy recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This policy is to be implemented across all of our academies to ensure that all staff and volunteers are aware of the need to safeguard and protect children and young people.

3. UNDERPINNING PRINCIPLES

The welfare of the child is paramount.

- It is the responsibility of all adults to safeguard and promote the welfare of students. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with students.
- 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.

4. WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED

Everyone working with students should be familiar with local procedures and protocols for safeguarding the welfare of students. Adults have a duty to report any child protection or welfare concerns to a designated member of staff in their academy/service and/or report any concerns to the local social care office. Anyone who has concerns or is in doubt should refer to the document **'What To Do If You're Worried a Child Is Being Abused" March 2015** and follow that guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

5. DUTY OF CARE

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

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

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

The public, local authorities, employers and parents have legitimate expectations about the nature of professional involvement in the lives of 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. This deems staff/volunteers to be in a position of trust, this includes students who may have been recruited to work within an academy (technicians etc).

Employers have a duty of care towards their employees under the Health and Safety at Work Act 1974 which requires them to provide a safe working environment for staff and guidance about safe working practices. Thus, employers have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. Staff who are subject to an allegation should therefore be supported and the principles of natural justice applied. The Health and Safety Act 1974 also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's duty of care and the staff duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of this policy. <http://www.legislation.gov.uk/ukpga/1974/37>

The Local Governing Board of an academy controls the use of the academy premises both during and outside school hours, except where a trust deed allows a person other than the Local Governing Board to control the use of premises, or a transfer of control agreement has been made.

Where the Local Governing Board provides services or activities directly under the supervision or management of academy staff the academy's arrangements for safeguarding must be followed.

6. TEACHING STANDARDS

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students. **See Appendix 1**

7. STAFF BEHAVIOUR

7.1 Propriety and Behaviour

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

This means that adults should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model;
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

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

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

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

This means that adults should:

- be aware that behaviour in their personal lives may impact upon their work with students;
- follow any codes of conduct deemed appropriate by their academy/service;
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with students.

7.2 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 this may need to be different to how they dress when not at work. Adults who work with students should ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations and their dress code will be challenged by the Headteacher/Deputy Headteacher.

Our academy policy is a smart practical dress code. This includes no low cut tops, or tops that show mid-drifts, no high heels or flip flops for health and safety reasons, no jeans or combat trousers, no shorts above the knee. Political/religious views cannot be expressed on clothing or (displayed any other way e.g. in cars parked in the academy grounds).

This means that adults should 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.

7.3 The Use of 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 senior manager or Headteacher.

It is not appropriate for any academy/service to expect or request that private living space be used for work with students. Neither is it appropriate for school authorities to expect or request that private living space be used to see students for e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling. If these activities are required, management should ensure that appropriate accommodation is found elsewhere in the academy.

Under no circumstances should students 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 should:

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations;

- challenge any request for their accommodation to be used as an additional resource for the academy or academy/service;
- be mindful of the need to maintain professional boundaries;
- refrain from asking students to undertake personal jobs or errands.

7.4 Gifts, Rewards and Favouritism

All adults should be aware of their academy or academy/service guidance on rewards including arrangements for the declaration of gifts received and given. The giving of gifts or rewards to students should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with senior manager and the parent or carer.

Our academy policy acknowledges that there may be specific occasions when adults working with a child or young person may consider it appropriate to give a child or young person a small personal gift if insignificant value. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the Headteacher, senior manager and the parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or 'groom' a young person.

This means that adults should:

- be aware of their academy/service's policy on the giving and receiving of gifts;
- 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 which concern students are fair and that wherever practicable these are undertaken and agreed by more than one member of staff.

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

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.

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.

7.5 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.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a Headteacher, senior manager and parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that adults should:

- report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with a member of staff
- always acknowledge and maintain professional boundaries

7.6 Communications with Students (including the Use of Technology)

In order to make best use of the many educational and social benefits of new technologies, students need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognised that safety risks are posed more by behaviours and values than the technology itself. Adults working in this area must therefore ensure that they establish safe and responsible online behaviours. This means working to local and national guidelines on acceptable user policies. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse. Learning Platforms are now widely established and clear agreement by all parties about acceptable and responsible use is essential.

This means that academies/services should:

- have in place an Acceptable Use Policy (AUP);
- continually self-review e-safety policies in the light of new and emerging technologies;
- have a communication policy which specifies acceptable and permissible modes of communication.

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

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to students including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites. Only the academy telephone number, e mailing details and academy website can be publicized.

At all times our academy must not be held in disrepute. Internal e-mail systems should only be used in accordance with the academy/service's policy.

This means that adults should:

- ensure that personal social networking sites are set at private and students are never listed as approved contacts;
- never use or access social networking sites of students;
- not give their personal contact details to students, including their mobile telephone number;

- only use equipment e.g. mobile phones, provided by academy/service to communicate with children, making sure that parents have given permission for this form of communication to be used;
- only make contact with children for professional reasons and in accordance with any academy/service policy;
- recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible;
- not use internet or web-based communication channels to send personal messages to a child/young person.

This guidance should be referenced and adhered to in correlation with our Social Media, Social Networking and E Safety Policy and Procedure.

7.7 Social Contact

Adults should not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. If a student or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response. There will be occasions when there are social contacts between students and staff, where for example the parent and teacher are part of the same social circle. These contacts however, will be easily recognised and openly acknowledged. Nevertheless, there must be awareness on the part of those working with children and young people that some social contacts, especially where these are not common knowledge can be misconstrued as being part of a grooming process. This can also apply to social contacts made through outside interests or through the staff member's own family.

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

This means that adults should:

- have no secret social contact with students or their parents;
- consider the appropriateness of the social contact according to their role and nature of their work;
- always approve any planned social contact with children or parents with senior colleagues;
- 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 and record any situation, which may place a child at risk or which may compromise the academy/service 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 line manager;
- understand that some communications may be called into question and need to be justified.

7.8 Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with students. 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.

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. All children and young people are protected by specific legal provisions in this respect regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of part in sexual activities, whether or not the child is aware of what is happening.

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. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

This means that adults should not:

- have sexual relationships with students;
- 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 students.

This means that adults should:

- ensure that their relationships with students clearly take place within the boundaries of a respectful professional relationship;
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

7.9 Physical Contact

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

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

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. Staff should therefore, use their professional judgement at all times.

This means that adults should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
- never touch a child in a way which may be considered indecent;
- always be prepared to 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.

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

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open academy policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible – use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

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

This means that academies/services should:

- ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management;
- make adults aware of relevant professional or academy/service guidance in respect of physical contact with children and meeting medical needs of students where appropriate;
- be explicit about what physical contact is appropriate for adults working in their setting
- provide staff, on a "need to know" basis, with relevant information about vulnerable students in their care;
- make staff aware of most recent Government guidance in respect of physical contact with students and meeting medical needs of children and young people in the academy.

It is recognised that some children may seek inappropriate physical contact. Adults should be particularly aware of this especially when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/carer.

Our academy policy is to comfort a child by sitting the child next to an adult. The adult must respond to a child's needs and for a short time may place the child on a lap (sideways or back to adult) to offer additional comfort and age appropriate. This must be child initiated and the child must be given the choice. We must remember at all times we are put in a position of trust.

7.10 Other Activities that Require Physical Contact

Some adults who work in certain settings, for example Sports, Drama or outdoor activities or teach specific subjects such as PE or Music, will have to initiate 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. The extent of the contact should be made clear to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

This means that adults should:

- 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;
- 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 student 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.

Guidance and protocols around safe and appropriate physical contact are provided by academies, the Government and certain Governing Bodies for example Sports Governing Bodies or major Arts academy/service, or the academy employing academy/service and should be understood and applied consistently. 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, students informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

This means that academies/services should:

- have up-to-date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct;
- ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.

7.11 Behaviour Management

All students have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and is unlawful in schools. 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 students.

This means that adults should:

- not use force as a form of punishment;

- try to defuse situations before they escalate;
- inform parents of any behaviour management techniques used;
- adhere to the academy/service's behaviour management policy;
- 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.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their academy 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 last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the academy/service. All schools should develop an individual risk assessment for certain students who may exhibit challenging behaviours to ensure all relevant staff are able to avoid the use of physical handling.

This means that academies/services should

- have in place appropriate behaviour management policies;
- where appropriate, develop positive handling plans in respect of an individual child or young person.

7.12 Use of Control and Physical Intervention

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and academy/service must have regard to legislation and Government guidance in the development and implementation of their own policies and practice.

This means that adults should:

- adhere to the academy/service's physical intervention policy;
- always seek to defuse situations;
- always use minimum force for the shortest period necessary;
- record and report as soon as possible after the event any incident where physical intervention has been used.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

This means that academies/services should:

- have a policy on the use of physical intervention in place that complies with Government guidance and legislation and describes the context in which it is appropriate to use physical intervention;
- ensure that an effective recording system is in place which allows for incidents to be tracked and monitored;

- ensure adults are familiar with the above;
- ensure that staff are appropriately trained.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and academy/service working with students requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In settings where restrictive physical interventions may need to be employed regularly, i.e. where adults are working with children with extreme behaviours associated with learning disability or autistic spectrum disorders, the employer should have a policy on the use of such intervention, as part of a wider behaviour management policy. Individual care plans, drawn up in consultation with parents/carers and where appropriate, the child, should set out the strategies and techniques to be used and those which should be avoided. Risk assessments should be carried out where it is foreseeable that restrictive physical intervention may be required.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported on an academy pro forma. This should include written and signed accounts of all those involved, including the child or young person and returned to Headteacher/Deputy Headteacher. The parents/carers should be informed the same day by the Headteacher/Deputy Headteacher.

7.13 Children and Young People In Distress

There may 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 a senior manager and parents/carers.

This means the adult should:

- 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;
- follow professional guidance or code of practice;
- never touch a child in a way which may be considered indecent;
- record and report situations which may give rise to concern from either party;
- not assume that all children seek physical comfort if they are distressed.

7.14 Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities 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. The emotional responses of any child to intimate care should be carefully and sensitively

observed, and where necessary, any concerns passed to Headteacher or senior managers and parents/carers.

This means that adults should:

- adhere to the academy/service's intimate care guidelines or code of practice;
- 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.

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 academy/service must be negotiated and recorded.

7.15 Personal Care

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils with whom they work.

Our academy policy is always to respect the dignity of the child. We will encourage a child to clean themselves by talking them through it, but after asking the child's permission an adult will assist. A member of staff must not have a bag or phone whilst assisting in this process.

This means that adults should:

- avoid any physical contact when children are in a state of undress;
- avoid any visually intrusive behaviour;
- where there are changing rooms announce their intention of entering.

This means that adults should not:

- change in the same place as children;
- shower or bathe with children;
- assist with any personal care task which a child or young person can undertake by themselves.

7.16 First Aid and Administration of Medication

Health and safety legislation places duties on all employers to ensure appropriate Health and Safety policies and equipment are in place and an appropriate person is appointed to take charge

of first-aid arrangements. Any employee may volunteer to undertake this task but it is not a contractual requirement and appropriate training should be given before an individual takes on a role which may require administering first aid or medication.

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

This means that academies/services should:

- ensure staff 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;
- ensure there are trained and named individuals to undertake first aid responsibilities;
- ensure training is regularly monitored and updated;
- always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a student, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another adult is present, or aware of the action being taken. Parents should always be informed when first aid has been administered.

This means that adults should:

- adhere to the academy/service's policy for administering first aid or medication;
- 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;
- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities;
- [adhere to the child's Individual Healthcare Plan.](#)

7.17 One to One Situations

Every organisation working with or on behalf of children and young people should consider one to one situations when drawing up their policies. This includes schools and other education settings.

It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place.

Adults should be offered training and guidance in the use of any areas of the workplace which may place themselves or children in vulnerable situations.

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with students may also be more vulnerable to unjust or unfounded allegations being made against them. Both

possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of students and the adults who work with them.

This means that adults should:

- ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed;
- 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 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.

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.

Pre-arranged meetings with students away from the academy premises should not be permitted unless approval is obtained from their parent and the Headteacher or other senior colleague with delegated authority.

7.18 Home Visits

All work with students and parents should, wherever possible, be undertaken in the academy or other recognised workplace, ~~There~~there are however occasions, in response to urgent or specific situations where it is necessary to make one-off or regular home visits, but not without permission from Strategic Leadership Team.

In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard students and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone.

These means that adults should:

- agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. home tutors;
- adhere to agreed risk management strategies;
- always make detailed records including times of arrival and departure and work undertaken;
- ensure any behaviour or situation which gives rise to concern is discussed with their manager and, where appropriate action is taken;
- never make a home visit outside agreed working arrangements;

Where a programme of work is to be undertaken in the home an appropriate works space should be provided and a written work plan/contract should be agreed with the student and parent. This should include: clear objectives; content; timing; and duration of sessions; ground-rules; child protection and confidentiality statements. The plan should take into account the preferences of student and parent. There should also be an agreement that the parent or other suitable adult will remain in the home throughout the session.

This means that employers should:

- ensure that they have home visit and lone-working policies of which all adults are made aware. These should include arrangements for risk assessment and management;
- ensure that all visits are justified and recorded;
- ensure that adults are not exposed to unacceptable risk;
- ensure that adults have access to a mobile telephone and an emergency contact person.

Where the situation is such that changes in agreed work arrangements are required, a quick assessment will be necessary to determine if the session can continue. The Headteacher or line manager should then be informed as soon as is practically possible. Emergency situations should be reported to the Police or Social Care and to the Headteacher/parent as appropriate.

7.19 Transporting Students

In certain situations e.g. 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.

This means that all academies/services:

- should have appropriate policies for transporting students.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. There will be occasions when adults are expected or asked to transport children as part of their duties. It is academy policy that two adults will accompany child/children, except in exceptional circumstances. Also permission will have been given from a child/parent/carer. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV30 - staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults 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 the parents/carers.

This means that adults should:

- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive;
- be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer;
- record details of the journey in accordance with agreed procedures;

- ensure that their behaviour is appropriate at all times;
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven;
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.

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.

7.20 Educational Visits and After-School Activities

Adults should take particular care when supervising students 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 out of school 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.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

This means that adults should:

- always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager;
- undertake risk assessments in line with their academy/service's policy where applicable
- have parental consent to the activity;
- ensure that their behaviour remains professional at all times;
- never share beds with a child/student;
- not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and students.

[This guidance should be referenced and adhered to in correlation with our Policy and Guidance for Educational Visits and Learning outside the Classroom.](#)

7.21 Photography and Videos

Working with students 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 students. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

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 should:

- 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;
- 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 academy;
- report any concerns about any inappropriate or intrusive photographs found;
- always ensure they have parental permission to take and/or display photographs.

It is not appropriate for adults to take photographs of children for their personal use. It is academy policy that photographs of children are not taken on personal cameras or phones. Images of children are not transferred to personal computers.

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

- if the photograph is used, avoid naming the student;
- if the student is named, avoid using their photograph;
- the academy should establish whether the image will be retained for further use;
- images should be securely stored and used only by those authorised to do so.

This means that adults should not:

- display or distribute images of children unless they have consent to do so from parents/carers;
- use images which may cause distress;
- use mobile telephones or any other similar devices to take images of children;
- take images 'in secret', or taking images in situations that may be construed as being secretive.

7.22 Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children is illegal. This will lead to criminal investigation and the individual being barred from working with students, if proven.

This means that academies/services should:

- have clear e-safety policies in place about access to and use of the internet;
- make guidance available to both adults and students about appropriate usage.

Adults should not use equipment belonging to their academy/service to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace.

This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that students are not exposed to any inappropriate images or web links. Academy/service and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access. E.g. personal passwords should be kept confidential.

This means that adults should:

- follow their academy/service's guidance on the use of IT equipment;
- ensure that children are not exposed to unsuitable material on the internet;
- ensure that any films or material shown to students are age appropriate.

Where indecent images of children or other unsuitable material are found, the Police and Local Authority Designated Officer (LADO) should 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 guidance should be referenced and adhered to in correlation with our Social Media, Social Networking and E-Safety Policy and Procedure.](#)

7.23 Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, i.e. drama.

This means that adults should:

- have clear written lesson plans;
- take care when encouraging students to use self-expression, not to overstep personal and professional boundaries;
- be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.

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

This means that adults should not:

- enter into or encourage inappropriate discussions about sexual activity or any behaviours which may offend or harm others.

Care should also be taken to abide by the Local Governing Board'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).

7.24 Exercising Political Opinion

[The Equality Act 2010 \("the Act"\) prohibits direct discrimination, indirect discrimination, victimisation and harassment in the workplace in respect of religion, religious belief and philosophical belief \(or lack of such beliefs\).](#)

All staff and volunteers are required to ensure that personal beliefs are not expressed in ways which exploit students' vulnerability. Everyone has the right to a political opinion but staff and volunteers should be vigilant that opinions are not allowed to encroach into the workplace, such as commenting and sharing their (or others) political opinion on social media accounts which other staff and colleagues may have access to.

8. TRAVELLING TO A COUNTRY OF CONCERN

Our schools are very clear about the associated risks when students travel to countries of concern and we safeguard our students by using our Preventing Radicalisation and Extremism guidance (September 2015) and also by promoting British values. This risk also applies to staff and those associated with our academy. Such circumstances should be discussed with a senior manager at the academy. Senior managers will pursue any concerns within internal academy procedures and Human Resources.

9. WHISTLEBLOWING

Whistleblowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Our academy has a clear and accessible Whistleblowing Policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure should be made aware that their employment rights are protected.

This means that academies/services should:

- ensure they have appropriate whistleblowing policies in place;
- ensure that they have clear procedures for dealing with allegations against staff which are in line with their Local Safeguarding Children Board's procedures.

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

This means that adults should:

- report any behaviour by colleagues that raises concern regardless of source.
1.

This guidance should be referenced and adhered to in correlation with our Public Interest Disclosure (Whistleblowing) Policy.

10. ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against children, or related to a child;
- behaved towards a child or children in a way that indicates she/he is unsuitable to work with children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

Previously Local Authorities must have in place a 'Local Authority Designated Officer' (LADO) to handle all allegations against adults who work with children and young people. Although this practice must continue, Working Together to Safeguard Children 2015' no longer refers to them as LADOs but 'Designated Officers' or teams.

11. Early Years Foundation Stage

This framework is mandatory for all early years providers (from 1 September 2014) maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early year's childminder agency. It contains specific requirements in relation to practitioners' use of personal mobile phones.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

12. Supporting Documents

Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003

<http://www.legislation.gov.uk/uksi/2003/1662/schedule/2/made>

The Education (School Teachers' Appraisal) (England) Regulations 2012

<http://www.legislation.gov.uk/uksi/2012/115/contents/made>

Searching, Screening and Confiscation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

Use of Reasonable Force in Schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Supporting students at the academy with medical conditions September 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Keeping Children Safe in Education 2016⁵

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSI_E_July_2015.pdf

Working Together to Safeguard Children 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

13. Sharing Concerns and Recording Incidents

Safer Working Practice for Staff and Volunteers/Staff Behaviour Policy
September 2016

Individuals should be aware of our academy child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local 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 a senior manager without delay.

This means that adults

- should be familiar with their academy/service's system for recording concerns;
- 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.

Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with students 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 students.

This means that academies/services:

- should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace.

14. Local Authority Code of Conduct

Each Local Authority provides staff with a Code of Conduct and wherever necessary this document should be read/referenced alongside this document.

APPENDIX 1

Teaching Standards

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect;
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes;
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early Mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's Behaviour Policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the academy.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to students' achievements and well-being.

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.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the academy, 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;
- teachers must have proper and professional regard for the ethos, policies and practices of the academy in which they teach, and maintain high standards in their own attendance and punctuality;
- teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.