THE PERSE SCHOOL
CAMBRIDGE

Code of Conduct for Staff

The Perse School

September 2026

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Purpose and application

1 **Purpose:** Relationships with fellow staff, employees, governors, contractors, volunteers, visitors, pupils and their parents, guardians or carers must be professional and mutually respectful at all times. We should all act in accordance with the School's values, and in particular value one another through kind, considerate and professional behaviour. The purpose of the Code is to:

1.1 place the welfare of children at the centre of the School and its culture;

1.2 confirm and reinforce the professional responsibilities of all Staff;

1.3 clarify the legal position in relation to sensitive aspects of Staff / pupil relationships and communication including the use of social media;

1.4 set out the expectations of standards and behaviour to be maintained within the School; and

1.5 to help adults establish safe practices and reduce the risk of false accusations or improper conduct.

2 **Application:** This Code of Conduct (including its Appendices) (**Code**) applies to all Staff working in all parts of the Perse School (**the School**), whether paid or unpaid, whatever their position, role or responsibilities and **Staff** includes employees, governors, peripatetic teachers, contractors, work experience / placement students, trainee teachers and volunteers (Staff). All Staff will receive training in relation to this Code.

3 **Relationship with other policies and guidance**: This code should be read in conjunction with the School's policies including the *Safeguarding and Child Protection Policy*, the *Whistleblowing Policy*, and the guidance set out at Appendix 1 (relevant policies and guidance).

4 **Related Policies:** Staff must have regard for the *Acceptable Use of ICT Policy for Staff* covering the use of electronic and digital equipment including mobile phones and the *Taking, Storing and Using Images of Children Policy* relating to the taking, using and storing of images of children, including in the EYFS setting (available on the School's intranet (SharePoint) or on request from the HR or Bursary Department).

Key Duties

5 **General duty:** It is the contractual duty of every member of Staff to observe the rules and obligations in the Contract of Employment and in this Code. Staff should also follow the Guidance. The School also has a duty of care to its Staff, parents, guardians or carers and pupils and the implementation of the practices in this Code will help to discharge that duty.

6 **Duty to report wrongdoing:** All Staff are under a duty to report their own wrongdoing, including any breach of this Code of Conduct, or any wrongdoing or proposed wrongdoing of any other member of Staff, or any conduct which they may suspect to be inappropriate. This duty applies even if the concern is no more than one which causes a sense of unease or a nagging doubt. Staff are under a duty to report suspected, known or proposed wrongdoing in conjunction with the School's policies including the raising allegations and concerns procedures contained at Appendix 4 of the School's *Safeguarding and Child Protection Policy*, *Low Level Concerns Policy* and the *Whistleblowing Policy*. This includes suspected, known or proposed wrongdoing brought to the attention of a member of Staff by a pupil, parent or other adult.

7 **Duty to report potential abuse:** Some of the behaviours contained in this Code (and in particular at Appendix 2) may indicate that a child has been, or is currently being, abused, exploited or neglected. Any incident involving children that could give cause for concern, must always be reported promptly in accordance with the School's *Safeguarding and Child Protection Policy*.

8 **Record keeping:** Comprehensive records are essential. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome. Information must be kept confidential and stored securely. Any incident involving children that could give cause for concern, must always be reported promptly to the Designated Safeguarding Lead in accordance with the School's *Safeguarding and Child Protection Policy*. If there is any doubt about recording requirements this should be discussed with the Designated Safeguarding Lead.

9 **Confidentiality and Data Protection:** The *Data Protection Policy* and the *Data Protection and Information Security Handbook* must be followed at all times. Information which is obtained as a result of employment (Staff), or volunteering should not be shared with anyone or used for personal gain or for the benefit of others without appropriate consent and authority. Staff must only access and process personal data held on School systems such as SIMS, PSP or My Concern of pupils, parents and colleagues for specified explicit and legitimate purposes. Staff must only access school records, including the records of pupils or staff, if there is a legitimate professional reason to do so (e.g. writing references for former pupils, raising a safeguarding issue). Staff who are parents of children at the school should not use their position as a member of staff to view their own child's, or any other child's data for reasons other than the proper performance of their professional duties.

10 **Privacy:** Staff must respect the privacy of pupils, parents and colleagues and must not pass on information such as, for example, addresses or telephone numbers to others, without first obtaining the consent of the person concerned (including other parents/pupils).

11 **Conflicts of Interest, generally and for staff who are parents in particular:** Staff should declare any conflicts of interest and should consider removing themselves from decision-making in the event of any conflict. In case of doubt, staff should consult HR. Staff who are parents of children in the school should not be involved in professional discussions or decisions involving their children except where they would normally be involved in their capacity as a parent, or where the potential conflict has been identified and the School has expressly confirmed that it is satisfied that potential issues can be managed. For example, it is appropriate for staff who are parents of children in the school to attend parents' evenings, tutorial events, and to access reports/grades and policies that are routinely accessible to parents, at the time and in the way that other parents access them. It is not acceptable for staff who are parents of children in the school to be involved in internal (non-parent) discussions about rewards and recognition, sanctions, public exam matters or pupil appointments that involve or impact their children but are not routinely open to parents. In these cases, staff who are parents of children in the school must declare a conflict of interest and withdraw from the discussion.

12 **Senior Members of Staff:** The following senior members of staff should be consulted if there is any doubt over the Code:

Governors:	Maggie Hastings, Clerk to the Governors
All support staff**:**	Alison Shakespeare, Bursar

Upper staff and volunteers:	Ed Wiseman, Senior Deputy Head, Deputy Head (Pupil development and welfare)
Prep staff and volunteers:	Tom Knowles, Deputy Head (Prep)
Pelican staff and volunteers:	Tim Ankin, Deputy Head (Pelican)

Guiding principles for Staff

13 **Principles:** The School prioritises the welfare of children, its diverse and inclusive culture, and the maintenance of positive and professional relationships between Staff and fellow Staff, pupils and their parents, guardians and/or carers. All Staff should follow the guiding principles set out in this paragraph (**Principles**) and refer to the Appendices for further detail of the application of the Principles.

14 **Public trust and confidence**

14.1 All Staff must maintain public trust and confidence in the School and in their profession by:

14.1.1 demonstrating honesty and integrity;

14.1.2 understanding and upholding their duty to safeguard the welfare of children and young people;

14.1.3 understanding, demonstrating, promoting and not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;

14.1.4 maintaining reasonable professional standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site;

14.1.5 maintaining an effective learning environment;

14.1.6 maintaining the highest professional standards working with Examination Awarding Bodies for example: when administering public exams, conducting orals, assessing coursework, invigilating examinations. Staff must always follow the awarding body regulations in full to ensure appropriate delivery of public exams, and that in any cases of doubt, including possible malpractice/mal-administration, issues should be raised immediately with the Exams Officer. All those involved in the exams system have a professional duty to ensure all examination units including exams, orals and coursework are delivered in accordance with Awarding Body regulations to ensure that candidates are treated fairly and appropriately, and the integrity of the exam system is maintained. The School supports Staff who work for Examination Awarding Bodies. Staff must follow the guidance set out in the staff public examinations handbook and complete and return a self-declaration form to the Deputy Head (teaching and learning);

14.1.7 ensuring their conduct does not bring the school into disrepute;

14.1.8 not recommending the services of third-party providers for example (but not limited to) private tutors, driving instructors, sports coaches, paid-for events, theatre groups; and

14.1.9 adhering to the School's values.

15 **Appropriate pupil relationships**

15.1 All Staff must put the welfare, well-being, development and progress of all pupils (including pupils aged over 18) first by:

15.1.1 taking all reasonable steps to ensure the safety and well-being of pupils under their supervision, taking particular account of the detailed guidance at Appendix 2;

15.1.2 following the guidance at Appendix 3 to ensure they maintain appropriate, professional and effective pupil-staff relationships at all times;

15.1.3 following the guidance at Appendix 4 to ensure all communication with pupils (including where technology is used) remains appropriate and professional at all times;

15.1.4 ensuring all interactions with pupils about political matters are conducted in a balanced and impartial way without promoting partisan political views, taking into account the guidance at Appendix 4 (paragraph 8);

15.1.5 following the guidance at Appendix 5 in any situation where they are taking photo or video camera footage of a pupil or pupils;

15.1.6 demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;

15.1.7 following the guidance at Appendix 6 in respect of the use of restrictive interventions, and Appendix 7 in respect of physical contact with pupils in other circumstances;

15.1.8 using professional expertise and judgment for the best interests of pupils in their care;

15.1.9 being responsible for their own actions and behaviour and avoiding any conduct which would lead any reasonable person to question their motivation and intentions;

15.1.10 seeking advice promptly from their line manager or the Director of Human Resources if they have acted in a way which may give rise to a concern;

15.1.11 applying the same professional standards regardless of culture, disability, sex, gender, language, racial origin, religious belief and sexual orientation;

15.1.12 raising concerns about the practices of teachers or other professionals, including where these may have a negative impact on pupils' learning or progress, or may put pupils at risk;

15.1.13 being aware of and understanding the School's *Safeguarding and Child Protection Policy*, arrangements for managing allegations against staff and the Whistleblowing *Policy*;

15.1.14 reading and understanding Part 1, and where appropriate Annex A, of KCSIE (September 2026);

15.1.15 knowing the role, identity and contact details of the current Designated Safeguarding Lead and their Deputies. Each School has appointed members of staff ("Designated Safeguarding Lead - DSL" and ''Deputy Designated

Safeguarding Lead - DDSL'') to be responsible for matters relating to child protection and welfare, as follows:

Pelican	Prep	Upper
DSL - Tim Ankin	DSL - Tom Knowles	DSL - Amy Cockerill
DDSL - Sarah Humphrey	DDSL - Laura Robertson	DDSL - Dani Creese
DDSL – Francesca Heftman	DDSL - Rebecca MacDowell	DDSL - Oli Peat
	DDSL - Tobias Bown	DDSL - Fraser Robertson
		DDSL - Emma Rothwell
		DDSL - Ed Wiseman

15.2 knowing the role, identity and contact details of the Nominated Safeguarding Governor:

Dr Denise Williams, who can be contacted via the Head's PA on 01223 403893;

15.3 being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the pupil due to their work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce, threaten or seek favour from pupils. The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification; and

15.4 Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to the DSL. This is relevant in the online world as it is in the classroom; staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times. Staff should maintain formal and professional relationships and be known and introduced formally to pupils by their title and surname. Staff should also avoid the potential for conflict of interests in engaging in sexual or intimate relationships with current parents of pupils.

16 **Inclusion, equality and diversity:** All Staff should demonstrate respect for diversity and inclusion and take steps to promote equality by:

16.1.1 creating an environment where all staff are responsible for treating colleagues, pupils, parents and visitors with dignity and respect and behave in a way that does not precipitate claims of discrimination, harassment or victimisation. Any such allegations or incidents will be dealt with under the staff disciplinary procedures. It is important to appreciate that staff are responsible for their own acts of discrimination, harassment or victimisation carried out during their employment;

16.1.2 supporting and participating in any measures and activities of training required to promote inclusion, equality and diversity;

16.1.3 acting appropriately and in accordance with this Code of Conduct and other relevant policies including the School's *Harassment and Bullying* policy;

16.1.4 addressing issues of discrimination and bullying whenever they arise; and

16.1.5 helping to create a fair and inclusive School environment.

17 **Unified Staff Body**

17.1 All Staff should work as part of a unified Staff body by:

17.1.1 developing productive and supportive relationships with colleagues;

17.1.2 exercising any management responsibilities in a respectful, inclusive, professional and fair manner;

17.1.3 complying with all School policies and procedures;

17.1.4 upholding the school rules and addressing poor pupil behaviour in a timely manner (this includes ensuring that pupils are dressed properly in accordance with the uniform regulations/ Sixth form dress code);

17.1.5 participating in the School's development and improvement activities;

17.1.6 recognising the role of the School in the life of the local community; and

17.1.7 upholding the School's reputation and standing within the local community and building trust and confidence in it.

Language, teaching materials and dress

18 **Language:** Staff should use appropriate language at all times. Staff should:

18.1 avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, emails etc);

18.2 avoid any form of aggressive, threatening, discriminatory or offensive words;

18.3 avoid any words or actions that are over-familiar;

18.4 not swear, blaspheme or use any sort of offensive language in front of pupils;

18.5 avoid the use of sarcasm, discriminatory or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about anyone. Any sanctions must be in accordance with the School's *Behaviour and Discipline Policy*; and

Staff should actively monitor pupil language to ensure peer to peer communication is polite and respectful and challenge the use of aggressive or threatening words, sexual innuendo, discriminatory language and/or offensive language.

19 **Teaching Materials:** Staff should be aware that some parts of the curriculum may raise sexually explicit subject matters, and careful planning must be undertaken to ensure material is covered in a professional and age-appropriate manner. Extra care should be taken in subjects where rules and boundaries may be more relaxed (e.g. music, drama or art). Specific guidance from the Head of Department may be necessary for newly qualified Staff or other members of Staff who are new to this area of work. Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries. The use of books, videos and films of an explicit or sensitive nature, particularly in relation to issues to do with sex, race, religion, disability, violence, criminality and oppressive behaviour must be given careful consideration to ensure that its selection can be professionally justified and is age appropriate. There must always, therefore, be a clear link with the scheme of learning. Age classifications must always be followed (considering the age of the youngest pupil present) when showing classified films/videos to pupils.

20 **Copyright**: The School holds a licence with The Copyright Licensing Agency, that subject to terms and conditions, permits the copying and re-use of extracts of text and still images. The Licence covers most printed books, journals and magazines published in the UK, plus many published overseas and many digital publications. Staff can check whether a particular title is covered using the Check Permissions online search tool. Staff must adhere to the Copyright Notice to determine how much material can be copied. The Copyright Notice is displayed on the wall by each photocopier and is available from the Bursar's PA.

In addition, Staff must be mindful of the potentially sensitive nature of copying and sharing a pupil's work with other pupils. Verbal consent must be obtained before exemplar material is shared.

21 **Dress and appearance:** Staff should dress smartly and in a professional manner and it must not be offensive, distracting, revealing, sexually provocative, embarrassing or discriminatory; this also applies to online parents' evenings or virtual teaching. For online lessons or meetings staff should ensure they have a suitable nondescript background, choose a communal area (not a bedroom) or use 'background blurring' technology and maintain professional standards of attire, language and formality at all times. See Appendix 10 for more information about online teaching and meetings. Political or other contentious slogans or badges are not allowed. Staff dress should set a good example to pupils and put Staff in a position where they could enforce the Sixth Form dress code without suggestions of double standards.

Gifts, hospitality and rewards

22 **Anti-Bribery and corruption policy:** Before accepting or giving any gifts, benefits or hospitality, Staff must familiarise themselves with and follow the *Anti-Bribery and Corruption Polic*y.

Visitors

23 **Visitors to the School:** Staff must familiarise themselves with and follow the School's *Visitors and Visiting Speakers Policy*. A breach of the safeguarding compliance requirements for visitors may be treated as a disciplinary matter.

General conduct

24 **School property:** You must take proper care when using School property including the School's IT network and do not use it for any unauthorised use or for private gain. Great care should be taken to protect the security of School buildings, equipment, and IT services. Staff must be mindful of physical and cyber security issues and report any concerns immediately to the Director of ICT. Repeated failure to follow cyber security measures may be treated as a disciplinary matter.

25 **Substances:** Staff must not engage in any conduct that could compromise the safety, wellbeing, or professional environment of the school. This includes smoking or vaping on school premises or during school activities, possessing, using, or being under the influence of illegal drugs or alcohol while at work, and bringing prohibited substances or weapons onto school property.

26 **Use of premises:** You must not carry out any work or paid activity on School premises other than pursuant to the terms and conditions of employment with the School without the prior permission of the Head. (see 14.1.6 regarding public examination marking).

27 **Behaviour of others:** You must be aware that the behaviour of a partner or other family members or any member of their household may raise concerns which could affect the welfare of a member of the School community, a member of the public, or bring the School into disrepute. Staff must bring any such behaviour to the immediate attention of the Director

of HR. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School or its reputation.

28 **Personal Relationships at Work:** The School recognises that from time-to-time, personal relationships may exist or develop between work colleagues. The school respects the private and family life of all staff and recognises their right to privacy. The school equally has a right to reasonably and appropriately act when a relationship at work, has or is perceived to have, a detrimental effect on the school, its staff or pupils. Staff have a duty to report a personal relationship to a member of senior staff or the HR Director. Staff must familiarise themselves with the *Personal Relationships at Work Policy.*

29 **Additional principles for teachers**

29.1 Teachers must take responsibility for maintaining the quality of their teaching practice by:

29.1.1 meeting the professional standards for teaching applicable to their role and position within the School;

29.1.2 reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;

29.1.3 helping pupils to become confident and successful learners; and

29.1.4 establishing productive relationships with parents, guardians or carers by:

(a) providing accessible and accurate information about their child's progress;

(b) involving them in important decisions about their child's education;

(c) complying with this Code; and

29.1.5 adhering to the Teaching Staff Contract of Employment, including Schedules 2 and 3.

Breach of this Code:

30 **Consequences of breach:** The School will take appropriate action in accordance with its policies and procedures in the event of a breach of this Code.

31 **Reporting obligations:** In the event that a breach of this Code places the School under any reporting obligations, the guidance contained at Appendix 9 will apply.

Version Control:

Policy Holder	Senior Deputy Head (Upper School)
Authorised by	Jonathan Scott On behalf of the Board of Governors
Effective Date	3 September 2026
Date of next review	June 2027 (or earlier if required)

Appendix 1 – Relevant policies and guidance

This Code has regard to the School's *Safeguarding and Child Protection Policy, Low Level Concerns Policy and Personal Relationships at Work Policy,* and the following (collectively referred to in this Code as the **Guidance**):

1 Keeping children safe in education (DfE, September 2026) (**KCSIE**) (which refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (HM Government, March 2015));

2 Disqualification under the Childcare Act 2006 (DfE, August 2018);

3 Working together to safeguard children 2026: statutory guidance (DfE, updated March 2026) (**WT**). WT refers to the non-statutory advice: *Information sharing* (DfE, May 2024).

4 Prevent duty guidance: England and Wales (2023) (HM Government, March 2024) (**Prevent**). Prevent is supplemented by:

4.1 The Prevent duty: safeguarding learners vulnerable to radicalisation (published October 2022, updated September 2023)*;*

4.2 Channel duty guidance: protecting people susceptible to radicalisation (HM Government, October 2025);

4.3 The key principles of Prevent (Home Office, February 2026);

4.4 The use of social media for online radicalisation (DfE, July 2015).

5 Guidance on female genital mutilation, to include:

5.1 Multi-agency statutory guidance on female genital mutilation (HM Government, July 2020);

5.2 Home Office statutory guidance Mandatory Reporting of Female Genital Mutilation: procedural information (DfE, October 2015, updated January 2020);

5.3 Guidance published by the Department for Health which provides useful information and support for health professionals which will be taken into account by the School's medical staff.

6 Guidance on mental health, to include:

6.1 Preventing and Tackling Bullying (DfE, July 2017);

6.2 Mental Health and Behaviour in Schools (DfE, November 2018);

6.3 Promoting children and young people's emotional health and wellbeing (DfE, March 2015, updated November 2023); and

6.4 *Supporting mental health and wellbeing in schools and colleges* (June 2021, updated July 2025)

7 Crime and Policing Act 2026

8 Political impartiality in schools (DfE, March 2025).

9 *Restrictive interventions, including use of reasonable force, in schools* (DfE, April 2026).

Appendix 2 – Protecting children from abuse, exploitation or neglect

All Staff should know what to do if they suspect or are told a child is being abused, exploited or neglected. This Appendix provides more information on the kinds of abuse children may suffer both within and outside the home, and how Staff should respond.

The School encourages an open and transparent culture in which it may identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse and ensure that all staff working in or on behalf of the School are clear about professional boundaries and act within these boundaries. A culture of vigilance will help to ensure that adults working in or on behalf of the School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the School. All Staff should be aware of their responsibility in relation to low-level concerns which should be reported in accordance with the School's raising allegations and concerns procedures contained in the School's *Safeguarding and Child Protection Policy, Low Level Concerns Policy* and guidance in part 1 of KCSIE, September 2026.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that Staff working in or on behalf of the School may have acted in a way that is inconsistent with expected professional standards and / or the Code of Conduct for Staff, whether inside or outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. No concern is too small or minor to raise under this code.

Examples of low-level concerns could include:

- being over friendly with children;
- over-sharing personal information with children;
- taking photographs of children on their mobile phone;
- engaging with a child one-to-one in a secluded area or behind a closed door;
- having favourites;
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns are intended to support staff to uphold professional standards to avoid a significant problem emerging. The unified staff body works together to adhere to the Code of Conduct for Staff. Staff need to exercise professional judgment but always act within the spirit of these guidelines. If involved in a situation where no specific guidance exists, Staff should discuss the circumstances with the Designated Safeguarding Lead. A written record should be kept that includes justification for any action taken.

General Guidance

1 **You should be aware of the general guidance that will apply in all cases. In particular you:**

1.1 must be familiar with procedures for reporting concerns in accordance with the School's *Whistleblowing Policy* and be aware that if Staff raise concerns about working practices at the School to the Designated Safeguarding Lead or an appropriate senior member of Staff that they will be protected from detriment under the *Whistleblowing Policy*;

1.2 must be familiar with the local reporting guidelines and the Cambridgeshire Safeguarding Children Partnership Board reporting threshold document in respect of any concerns relating to children;

1.3 must be familiar with procedures for handling allegations against Staff (including supply staff and volunteers) as set out in the School's *Safeguarding and Child Protection Policy*;

1.4 must seek guidance from the Designated Safeguarding Lead if there is any doubt about appropriate conduct;

1.5 must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving a pupil or a group of pupils to the Designated Safeguarding Lead;

1.6 should be alert to signs that a child may be at risk of or involved in serious violence and the range of risk factors which increase the likelihood of involvement in serious violence;

1.7 must report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the Designated Safeguarding Lead who will assess the risk and take appropriate action; and

1.8 must report immediately any concern, allegation, disclosure or incident relating to a child sex offence (as defined in the Crime and Policing Act 2026) in accordance with the School's safeguarding and child protection policy and procedures and any applicable statutory reporting obligations, including by informing the Designated Safeguarding Lead without delay and ensuring that any required referral or notification (to police and/or Children's Social care) has been made.

2 You should take particular care when dealing with a pupil who:

2.1 appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection;

2.2 appears to hold a grudge against you;

2.3 acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over familiar; and

2.4 may have reason to make up an allegation to cover up a failure or wrong doing on their behalf.

3 **Procedure to be followed in these cases:** Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under the School's *Safeguarding and Child Protection Policy*.

Disclosures of abuse, exploitation or neglect

4 All Staff should know what to do if a child tells them that they are being abused, exploited or neglected. All Staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, sexual harassment or harmful sexual behaviour. Nor should a victim ever be made to feel ashamed for making a report.

5 Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and Children's Social Care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

6 Staff should follow the appropriate School procedure, including the *Safeguarding and Child Protection Policy*, and/or *Whistleblowing Policy*, in order to report a concern or an allegation that has been made.

Suspicions of abuse, exploitation or neglect

7 Staff may from time to time suspect a child is suffering abuse exploitation or neglect within or outside the home. Staff should follow the appropriate School procedure, including the *Safeguarding and Child Protection Policy* (and particularly the raising allegations and concerns policy within the *Safeguarding and Child Protection policy*), and/or the *Whistleblowing Policy*, in order to report any such concerns.

Child-on-child abuse (including sexual harassment and sexual violence)

8 Staff must be aware of the risks of child-on-child abuse and be familiar with procedures for handling allegations against other children and bullying as set out in the School's *Safeguarding and Child Protection Policy*. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. Examples of child-on-child abuse are bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, upskirting, the consensual and non-consensual making or sharing of nudes and semi-nude images and/or videos including those generated using AI e.g. deepfakes, especially around chat groups, and the sharing of abusive images and pornography), and initiation and hazing type violence and rituals (which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element).

Mental health concerns

9 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

10 It is key that staff are aware of how experiences such as abuse, neglect or other potentially traumatic adverse childhood experiences can impact on a child's mental health, behaviour and education. All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

11 If Staff have a concern about the mental health of a child it should be treated as a safeguarding concern: immediate action should be taken, following the School's *Safeguarding and Child Protection Policy* and procedures.

Extra-familial harm

12 All Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of the School environment. All Staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse, neglect, exploitation and/or modern slavery in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

13 All staff should also be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been excluded, spent time in alternative provision and having experienced child maltreatment and having been involved in offending, such as theft or robbery, having used drugs or alcohol in early adolescence and having previously been a victim or previously perpetrated violence. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Terrorism and extremism

14 All Staff should understand that the School has a legal duty to have regard to the need to prevent people from being drawn into terrorism, and consequently should be aware of:

14.1 what extremism and radicalisation mean and why people - including pupils and fellow Staff members - may be vulnerable to being drawn into terrorism as a consequence of it;

14.2 what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it; and

14.3 how to obtain support for people who may be being exploited by radicalising influences.

15 As with managing other safeguarding risks, Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. If Staff have concerns about a child with regards to radicalisation, they should raise these with School's Prevent Lead or the Designated Safeguarding Lead. The Schools' Prevent Leads are:

Pelican	Prep	Upper
Tim Ankin	Tom Knowles	Amy Cockerill

Honour or faith-based abuse and female genital mutilation (FGM)

16 Honour or faith-based abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (**FGM**), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of honour or faith-based abuse are abuse (regardless of the motivation).

17 All Staff should raise any concerns relating to honour or faith -based abuse with the Designated Safeguarding Lead and involve Children's Social Care as appropriate in accordance with the School's *Safeguarding and Child Protection Policy* and procedures. Teachers must also report to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl under the age of 18. The report should be made orally by calling 101, the single non-emergency number. It will be rare for teachers to see visual evidence, and they should not be examining pupils but those failing to report such cases will face disciplinary sanctions.

Appendix 3 – Guidance on Staff / pupil relationships

General guidance on Staff / pupil relationships

1 **Application:** Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of Staff. It is unacceptable for a member of Staff to have any kind of sexual or intimate relationship/contact with a pupil of any age or to encourage such relationship/contact, even if the relationship is consensual. This guidance applies to all Staff (using the definition of staff at the start of this policy).

2 **Staff / pupil rapport:** the School supports and encourages the establishment and maintenance of positive working relationships between Staff and pupils in order to maintain a healthy school environment. Staff should build good rapport with pupils, whilst at the same time always maintaining professional boundaries by following the guidance in this Code. Examples of behaviour falling short of maintaining professional boundaries could be (not an exhaustive list):

- Being over-friendly with pupils;
- Having favourites;
- Sharing personal information with children;
- Talking about other staff in a derogatory or joking way with pupils;
- Talking about pupil relationships with other pupils (other than in a welfare capacity);
- Using nicknames.

3 **Good order and discipline:** Staff supervising pupils must maintain good order and discipline at all times when pupils are present on School premises and whenever pupils are engaged in authorised School activities, whether on School premises or elsewhere. Staff supervising pupils shall do all they reasonably can to ensure pupils behave in a manner that is consistent with the School's values and the Pupil Code of Conduct.

4 **Alcohol:** All Staff should be aware of the School's *Alcohol Policy* which expressly forbids the consumption of alcohol by pupils. This includes on all educational visits where the consumption of alcohol is forbidden whatever the age of the pupils and the laws of the country. There is an exception to this rule for members of the Sixth Form (who are over 18) who are permitted to consume alcohol in moderation at the School leavers' event or other events on School premises and where permission has been specifically granted by the School. Staff are permitted to drink alcohol on such occasions, but this must be in moderation and in line with expected professional standards.

Meetings with pupils

5 **One-to-one meetings on site:** Staff should only work one-to-one where necessary. Staff conducting a one-to-one meeting or teaching session with a pupil, should take particular care in the following ways:

5.1 when working alone with a pupil requires additional safeguards to those listed below a risk assessment should be agreed with the Designated Safeguarding Lead;

5.2 use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place;

5.3 ensure prior to any online learning, there are clear expectations of behaviour and conduct of all parties that these have been agreed in advance;

5.4 arrange the meeting during normal school hours when there are plenty of other people about;

5.5 do not continue the meeting for any longer than is necessary to achieve its purpose;

5.6 ensure that all dialogue is professional and that where appropriate notes are kept;

5.7 avoid sitting or standing in close proximity to the pupil, except as necessary to check work;

5.8 avoid using "engaged" or equivalent signs on doors or windows;

5.9 avoid idle discussion;

5.10 avoid all unnecessary physical contact and apologise straight away and report to the DSL if there is accidental physical contact;

5.11 avoid any conduct that could be taken as a sexual advance;

5.12 report any incident that causes concern to the Designated Safeguarding Lead under the School's *Safeguarding and Child Protection Policy* and procedures, and make a written record (signed and dated); and

5.13 report any situation where a pupil becomes distressed or angry to the Designated Safeguarding Lead.

6 **Pre-arranged meetings:** Pre-arranged meetings with pupils outside School should not be permitted unless approval is obtained from parents, guardians or carers and the Designated Safeguarding Lead. If Staff are holding such a meeting, they must inform the DSL before the meeting.

7 **Home visits:** Staff should not carry out home visits to pupils, but in the event that there is a specific need to do so, this should be discussed and authorised with the Designated Safeguarding Lead. Where possible, two staff should attend unless a parent/carer is able to be present throughout.

8 **The use of personal living space:** Pupils should not be in or invited into the personal living space of any member of Staff. See paragraph 9 for staff who are parents or pupils.

Code of conduct for contact outside school

9 **Staff who are parents of pupils**: It is accepted that children of members of Staff may at times invite their friends who are pupils at the School or former pupils into their homes or Staff will pick up and collect them from events. In these instances, Staff should use their professional judgement to respect the spirit of the code and if they have any concerns they should seek advice from a senior member of Staff.

10 **Contact outside school:** Staff should avoid unnecessary contact with pupils outside school.

Staff should:

10.1 not give pupils (directly or online) their home address, home telephone number, mobile telephone number or email address. Any requests for staff to countersign documents such as passport applications should be made by parents and there is not an expectation from the School that Staff should agree to do this;

10.2 not send personal communications (text messages or social media messages etc.) to children;

10.3 not make arrangements to meet pupils, individually or in groups, outside school other than on school trips authorised by the Educational Visits Co-ordinator;

10.4 avoid contacting pupils at home unless this is strictly necessary, and keep a record of any such occasion;

10.5 avoid inviting pupils (groups or individuals) to their home unless there is a good reason, and it has been approved by the DSL. This prohibition also applies if Staff have on site accommodation;

10.6 not give a pupil a lift in their own vehicle other than on School business and with permission from a senior member of Staff and the pupil's parents in advance.

10.6.1 In an emergency there may be occasions when Staff are required to transport pupils in their own car (for example to hospital, or the failure of pre-booked transport). The driver must have the required insurance for business use and must be able to justify impromptu or emergency lifts and notify a senior member of Staff straight after the event;

10.6.2 Staff must ensure that they are fit to drive and free from any substances that may impair judgement or ability to drive; and

10.6.3 The School's nurses and School Office Staff have a standing authority to take pupils to hospital.

10.7 report to the Designated Safeguarding Lead and record any situation which may place a child at risk, or which may compromise the School's or their professional standing;

10.8 ensure that pupils do not see anything in their home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour;

10.9 be aware that some pupils may be reluctant to end the close working relationship they have enjoyed with either a teacher or members of Staff. It is important to remember that when a pupil leaves the School the professional duty of care ends;

10.10 It is not appropriate for former members of Staff to contact current pupils once they have left the employment of the school;

10.11 If a current pupil asks for contact with a former pupil or someone in a specialist field, Staff can facilitate a meeting, but Staff should follow the same protocols for organising a seminar or visiting speaker. The meeting, whether in person or online must be chaperoned by a member of staff or under parent supervision. It is also reasonable for staff to (with consent) share the former pupil's contact details with the pupil's parents (or the child with parental consent) along with a caveat that parents should oversee the communications; and

10.12 where Perse staff work with children in other contexts for example as a volunteer sports coach or church youth worker, they should always keep Perse safeguarding standards as set out in the *Safeguarding and Child Protection Policy* and *KCSIE* in mind. If Perse staff are asked to do anything that appears to run contrary to Perse safeguarding standards and/or *KCSIE* they should raise a concern with the DSL for the group and also discuss their concerns with The Perse DSL to ensure that Perse staff always maintain the highest safeguarding standards to safeguard children and protect themselves. Staff are responsible for their own actions at all times.

11 **Contact Between Staff and Former Pupils**: The School is aware that as a result of its strong sense of community, former pupils may wish to keep in touch with us after they leave. This is

supported through the School's Development Office as the School wishes to support the growth of an ever-stronger community. As a precaution and to protect you however, the guidance in this policy also applies to contact with former pupils. Using personal social media and email accounts creates risk of allegations about the abuse of power in a former Staff/pupil relationship, or even of a former pupil being groomed. This risk is not time limited and may be alleged at any time. To protect yourself, you must not use your personal social media or email to maintain contact with former pupils of the School. These guidelines are designed to protect you from potentially career-ending allegations.

The school maintains a strong safeguarding culture and expects staff to uphold the highest professional boundaries at all times. Any personal, social, or intimate contact between staff and former pupils (under the age of 21) is not appropriate and may be subject to formal review.

11.1 Staff must not initiate any form of communication (including online communication or social media interaction) with a former pupil under the age of 21 without prior approval from the Head or the Designated Safeguarding Lead. The only exceptions to this are for Development Department communications, Summer/Easter School Staffing and for staff inviting former pupils into school for activities to support the education of current pupils. In these instances, the former pupil will be treated as a visitor to the school;

11.2 Where contact is necessary, such as through alumni events, it must remain strictly professional and transparent;

11.3 Although former pupils may contact Staff after they have left school for support with university applications, gap year advice or references for future careers, any meetings should be conducted at School within normal school hours (7.30am - 5.45pm) and any associated correspondence via school email and in a professional manner;

11.4 If a former pupil (under the age of 21) contacts a member of Staff, Staff must ensure it is for legitimate and professional reasons and direct any further communication through school email. Any social contact that could give rise to concern should be reported to the Designated Safeguarding Lead;

11.5 Many staff use professional networking platforms such as LinkedIn. This may be used for professional purposes and staff may be connected to former pupils (not current pupils), but any direct exchanges with current or former pupils must be professional, legitimate and where the former pupil is under the age of 21, directed to school email.

11.6 It should be considered that any intimate or sexual relationship with a former pupil (even over the age of 21) who was known to the member of staff whilst the pupil was at school, even if not illegal, will call into question the professionalism of that member of staff and may amount to misconduct;

11.7 If a former pupil becomes a member of staff they are not restricted from contact with their peers (who are former pupils), but must cease personal contact with current pupils; and

11.8 Staff with children who are former pupils should use their professional judgement to respect the spirit of the code.

The school reserves the right to take appropriate action where such contact is considered to pose a risk to the individual, the member of staff, or the reputation of the school. Staff should report to the Designated Safeguarding Lead any communications with former pupils which might be reasonably deemed inappropriate within the spirit of this code of conduct.

12 **Social contact:** Staff should be aware that where they meet children or parents, guardians or carers socially, such contact could be misinterpreted as inappropriate, an abuse of a position of trust or as grooming. Staff should not attend private pupil parties and should be aware of their professional standing and responsibilities when attending parties arranged by parents at which pupils are also present. Any social contact that could give rise to concern should be reported to the Designated Safeguarding Lead.

13 **Friendships with parents, guardians or carers and pupils:** Members of Staff who are friends with parents, guardians or carers of pupils will of course have contact with those pupils outside school. However, members of Staff should use their professional judgement to respect the spirit of the code and if they have any concerns they should seek advice from a senior member of Staff. Staff who participate in parent groups in a personal capacity must maintain professional boundaries and avoid representing themselves as speaking on behalf of the school unless authorised to do so.

14 **Scope of application of code on contact outside school:** The same guidelines should be applied to after school clubs and school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the *Educational Visits Policy.* The principles of this guidance also apply to contact with children or young people who are pupils at another school.

Staff have a professional duty to set a responsible example to pupils. Pupils may have mobile recording and photographic technology to hand therefore Staff and volunteers should not put themselves in a position which may compromise their professional status.

On the occasion that Staff and volunteers are socialising in groups, in public locations, it is important that professional standards are maintained, and no opportunity is given to the pupils to compromise these. If Staff or volunteers become aware that Perse pupils are socialising in the same venue, Staff and volunteers are encouraged to consider changing their plans. There may be times when this is difficult, for example at a restaurant, and in these circumstances Staff and volunteers are strongly advised to moderate their behaviour accordingly and discourage interaction beyond a formal greeting.

15 Staff and volunteers must maintain the highest professional standards at school social events, and they must not continue to socialise with pupils after the official finishing time or at alternative locations.

Transport, after School activities and educational visits

16 **Transporting pupils:** There may be some situations when Staff are required to transport pupils. Staff should:

16.1 have insurance that covers them for business use;

16.2 ensure that they are fit to drive and free from any substances that may impair their judgement or ability to drive;

16.3 be aware that until the pupil is passed over to a parent / carer, they have responsibility for that pupil's health and safety;

16.4 record the details of the journey;

16.5 be able to justify impromptu or emergency lifts and notify the Designated Safeguarding Lead straight away;

16.6 ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc; and

16.7 wherever practicable, Staff should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort.

17 **Educational visits:** Staff and volunteers should adhere to this Code of Conduct, the *Educational Visits Policy* and *Anti-Bullying Policy* and report any concerns about any breach to the Leader whilst on the educational visit.

17.1 All school educational visits must have a designated Trip Leader and if appropriate an Assistant Trip Leader;

17.2 The Trip Leader will have overall responsibility for the supervision and conduct of the educational visit and will have proper regard for the health and safety of the group;

17.3 Accompanying staff and volunteers will:

17.3.1 follow the specific trip instructions outlined by the Trip Leader and take an active role in managing pupil behaviour; and

17.3.2 consider stopping the educational visit, notifying the Trip Leader, if they think the risk to the health, security and safety of the pupils in their charge is unacceptable.

17.4 The Trip Leader should be accompanied by another adult unless otherwise agreed with the Educational Visits Co-ordinator;

17.5 The Trip Leader should undertake a risk assessment and obtain parental consent prior to departure; and

17.6 Staff and volunteers should only consume alcoholic drinks in moderation and maintain appropriate professional standards. There must be at least one (more than one on larger trips) designated member of Staff not consuming alcohol.

Inappropriate relationships

18 **Sexual contact:** Staff must not:

18.1 have any type of sexual or intimate relationship with a pupil;

18.2 have sexually suggestive or provocative communications with a pupil;

18.3 make innuendo or sexual remarks to or about a pupil; and

18.4 discuss their own sexual relationships in the presence of pupils.

19 **Abuse of a position of trust and inappropriate relationships with pupils of the School:** Sexual or intimate relationships or sexual contact with any pupils or encouraging a relationship to develop in a way which might lead to a sexual or intimate relationship, or any relationship considered inappropriate with any pupil at the School is a grave breach of trust that will lead to disciplinary action and may also lead to criminal prosecution. It is the criminal offence of an abuse of a position of trust to have any sexual relationship with any School pupil under the age of 18. Whilst not a criminal offence, it is a breach of this Code and considered to be gross misconduct to have a sexual relationship with any pupil of this School, even if over the age of 18.

20 **Inappropriate relationships with pupils at another school:** Forming relationships with children or young people who are pupils or students at another school will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct. Such behaviour brings the School into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with pupils and students at the School. Whilst not necessarily a criminal offence, the School considers it inappropriate for Staff to form intimate or sexual relationships with a pupil of any school, irrespective of their age.

Appendix 4 – Communication with pupils (including the use of technology)

1 **Communicating with children and parents, guardians or carers:** All communication with children, parents, guardians or carers should be limited to professional matters. Except in an emergency, communication should only be made using school telephones/School email accounts and PersePost. Personal messaging platforms (including WhatsApp) should not be used to contact parents or pupils. Staff must not keep things to themselves even if a parent asks them to do so. Staff should pass information to those who need to know, for example the DSL or share with their line manager if in doubt.

2 **Application:** These rules apply to any form of communication including technologies such as mobile devices, web-cameras, social networking websites and blogs. Staff should also ensure they comply with the more detailed *Acceptable use of ICT Policy for Staff*, *Online Safety Policy* and *Social Media Policy*.

3 **Dealing with "crushes":** Crushes, fixations or infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted; therefore, the highest levels of professionalism are required. If a member of Staff suspects that a pupil or former pupil (under the age of 21) has a crush on them or on another colleague, they should bring it to the attention of the Designated Safeguarding Lead at the earliest opportunity and this should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to the Designated Safeguarding Lead and recorded.

4 **Acceptable use:** Staff must establish safe and responsible online behaviours and must comply with the *Acceptable Use of ICT Policy for staff*, *Online Safety Policy* and *Social Media Policy*. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the IT acceptable use policy. Local and national guidelines on acceptable user policies should be followed. Staff should also:

4.1 ensure that personal social networking sites are set as private and ensure that pupils and former pupils are not approved contacts;

4.2 ensure that you do not use any website or application, whether on a School or personal device, which publicly identifies your location while on School premises or otherwise in the course of your employment;

4.3 never use or access social networking sites of pupils and do not use internet or web-based communication channels to send personal messages to pupils;

4.4 avoid using personal channels to communicate directly with pupils. The only exception to this would be in an emergency where this has been pre-authorised and permitted through the School's use of allocated re-routing numbers for trip leaders, Heads of Sport or in finding a missing pupil;

4.5 only make contact with pupils for professional reasons through school systems; and

4.6 recognise that text messaging with pupils should not take place unless with permission from the Designated Safeguarding Lead and through a School approved provider e.g. PersePost.

5 **Personal details:** Staff must not give their personal contact details to pupils, including email addresses, home or mobile telephone numbers, unless the need to do so is agreed with the Designated Safeguarding Lead.

6 **Personal mobile telephones and electronic devices:** It is understood that Staff may need to check text messages and / or personal emails in the case of an emergency or during break times only in staff only areas. Personal use must not interfere with their work commitments (or those of others). Staff must only use personal devices in pupil areas for professional reasons.

7 **Mobile Telephones, electronic devices and the use of cameras at the Pelican:** At the Pelican, mobile phones must not be used in front of pupils. Mobile telephones must be switched to silent, kept out of sight (e.g. desk drawer or personal bag) and must not be used except during break and lunch times in a suitable place away from pupils. Staff will not use their personal devices to take photos of pupils at any time. Wearable technology with a camera or any photo-taking capability (such as smartwatches, smart jewellery, fitness trackers or smart clothing) must not be used at the Pelican, including EYFS. Wearable devices without cameras are permitted. Staff must never use their own personal electronic devices to take photos of EYFS pupils.

8 **Communicating outside the agreed protocols:** Electronic communications between a member of Staff and a pupil must be restricted to the agreed protocols outlined in the *Acceptable Use of ICT Policy for Staff*. Communications outside of agreed protocols may lead to a report to external agencies in accordance with the School's *Safeguarding and Child Protection Policy*, disciplinary action and / or criminal investigations. This also includes communications through internet-based websites.

9 **Political impartiality**: You must not promote partisan political views to pupils, whether as part of the curriculum, in any extra-curricular activity or in general conversation or other interaction inside or outside school. This means you must not encourage pupils to support or adopt particular political views and must present any political views in a balanced way that ensures opposing views are aired.

10 **Communicating about shared principles that underpin society:** Although you must not promote partisan political views to pupils, there are some concepts and views that are shared principles that underpin our society, rather than political views. These shared values include fundamental rights, rule of law, tolerance and challenging discrimination and prejudice. Shared values must be reinforced by all staff.

11 **Questions about political impartiality:** If you are in any doubt about whether a particular topic is a political issue or a shared value, you should seek guidance from your line manager / Head of Department in the first instance.

Appendix 5 – Photographs and videos

1 **Consent:** Staff must check with the Director of Communications, if necessary, that appropriate consent has been granted. The *Taking Storing and Using Images of Children Policy* gives specific advice on consent required and from whom.

2 Staff must confine their photography and video to the relevant event.

3 Some pupils cannot be featured in photographs or videos under any circumstances (for example, because of safeguarding concerns). Staff should check the photo and video permissions list (saved on the Communications area of SharePoint) for a list of current pupil permissions. Speak to the Director of Communications if there is any uncertainty.

4 **Guidance where permission obtained:** Where permission and consent (if appropriate) has been obtained, the following should be considered:

4.1 the purpose of the activity should be clear as should be what will happen to the photographs or videos. Staff must be able to justify images in their possession;

4.2 images should not be made during one-to-one situations;

4.3 the need to ensure that the pupil is appropriately dressed (and dressed in line with uniform expectations);

4.4 the need to ensure that the pupil understands why the images are being taken and has agreed to the activity;

4.5 the need to only use equipment provided or authorised by the School;

4.6 if a photograph or video is to be displayed in a place to which the public have access (e.g. on the School's website) it should not display the pupil's name;

4.7 all images of children should be stored securely on the School's network which includes the School's cloud storage; and

4.8 images must not be taken secretively.

5 **Personal social media**: Staff must not publish anything which could identify pupils, parents or guardians on any personal social media account, personal webpage or similar platform. This includes photos, videos, or other materials such as pupil work.

6 **Appropriate material:** The School recognises that many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G. You must ensure children are not exposed to inappropriate or indecent images. Viewing, retrieving or downloading pornographic material, or any other material which the School reasonably believes is unsuitable at any time when on School premises or otherwise in the course of a member of Staff's duties is strictly prohibited. This includes using the School's IT network, or via 3G/4G/5G, whether or not on a School or personal device. Staff should not allow unauthorised access to School equipment and should keep their computer passwords safe. If Staff discover material that is potentially illegal or inappropriate, they must isolate the equipment (and not view the material once they are aware of its nature) and contact the Designated Safeguarding Lead in accordance with the School's *Safeguarding and Child Protection Policy* immediately. Pupils must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material used or shown is age appropriate.

7 **Youth produced sexual imagery:** Where safeguarding incidents involve youth produced sexual imagery, staff must not intentionally view or forward sexual imagery reported to them and will follow the School's policy on sharing intimate images and videos as set out in

Appendix 1 of the School's *Safeguarding and Child Protection Policy* and Searching, screening and confiscation: advice for schools (DfE, July 2022).

Appendix 6 – Restrictive Interventions and the Use of Reasonable Force

1 **Restrictive interventions:** There are circumstances when it is appropriate for staff to use restrictive interventions, including reasonable force, seclusion or restraint, to safeguard pupils and others. All members of school staff have a legal power to use reasonable force in certain circumstances. Any use of restrictive interventions, including the use of reasonable force will be in accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (DfE, April 2026).

All staff have a legal power to use reasonable force where necessary and proportionate. Staff who are likely to need to use restrictive interventions will receive appropriate training in safe, lawful and preventative practice.

Staff should always seek to minimise the need for restrictive interventions through:

- early support and intervention;
- positive relationships with pupils;
- de-escalation strategies;
- calm and respectful communication;
- understanding individual pupil needs and triggers; and
- following behaviour support plans and risk assessments where applicable.

Exceptional measures: Restrictive interventions are exceptional measures used only when other less restrictive strategies (such as de-escalation and behaviour support planning) have been ineffective or are inappropriate, and where it is necessary, proportionate and in the best interests of the pupil and / others.

2 **Circumstances Where Reasonable Force May Be Used**

Reasonable force may be used to prevent a pupil from:

- injuring themselves or others;
- committing a criminal offence;
- damaging property; or
- causing serious disorder.

Any intervention must always be:

- necessary;
- proportionate;
- the least restrictive option available; and
- used for the shortest possible time.

Before intervening physically, staff should, wherever practicable:

- give clear verbal instructions;
- explain what will happen if the behaviour continues; and
- continue communicating calmly throughout the incident.

3 **Prohibited Practices**

Staff must never:

- use force as a punishment;
- use techniques that restrict breathing or obstruct the airway;
- apply pressure to the neck, throat, chest or abdomen;
- deliberately place or hold a pupil on the ground unless unavoidable in an emergency and only for the shortest possible time;
- use unsafe restraint techniques; or
- use seclusion as a disciplinary sanction.

Any use of force which is excessive, unnecessary or punitive may constitute misconduct and could result in disciplinary action and/or referral to external agencies.

4 **Seclusion**

Seclusion is a non-disciplinary safety measure used only where a pupil is experiencing high levels of emotional or behavioural dysregulation and there is a risk of harm to others.

Seclusion involves keeping a pupil away from others and preventing them from leaving, either physically or through the belief that they will be punished if they leave.

Seclusion:

- must never be used as a punishment;
- must not be implemented through threats or intimidation;
- must take place in a safe and supervised environment;
- must end as soon as the immediate risk has reduced; and
- must be recorded and reported in accordance with School procedures.

5 **Pupils with SEND and Additional Needs**

Staff should recognise that pupils with SEND or additional vulnerabilities may be more likely to experience distress, sensory overload, anxiety or communication difficulties which can contribute to behaviours of concern.

Staff should:

- understand individual triggers and support needs;
- use preventative and de-escalation strategies;
- make reasonable adjustments where required;

- follow behaviour support plans and risk assessments; and
- work collaboratively with parents and relevant professionals.

The existence of a behaviour support plan does not automatically justify the use of restrictive intervention. Each incident must still be assessed individually and proportionately.

6 Recording and Reporting

All incidents involving the use of reasonable force, restraint or seclusion must be:

- reported to a senior member of staff and the DSL immediately; and
- recorded in writing by the member of staff involved on the School's approved recording system without delay.

Records should include:

- the names of pupils and staff involved;
- the time, date, location and duration of the incident;
- the events leading up to the intervention;
- de-escalation strategies attempted;
- why the intervention was considered necessary;
- the type and degree of force used;
- any injuries sustained; and
- any follow-up actions or support provided.

Parents/carers should normally be informed on the same day as soon as practicable. The School will also ensure that appropriate debriefing, reflection and wellbeing support are offered to pupils and staff involved.

7 Appropriate Physical Contact

Not all physical contact constitutes restrictive intervention. Staff may have appropriate physical contact with pupils in circumstances that must always be appropriate, proportionate, professional and in accordance with Appendix 7 of this Code.

Appendix 7 – Physical contact with pupils

You are referred to Appendix 6 for specific guidance on the use of force or physical restraint against pupils. The guidance in this Appendix concerns physical contact in other circumstances.

1 **Guidance on using physical contact:** Staff should seek to avoid physical contact with pupils, but there may be occasions where this is unavoidable, for example when providing first aid, in self-defence or an emergency (as per Appendix 6), or when providing intimate care of children in the EYFS or specific exceptions stated in paragraph 4.

If physical contact is unavoidable Staff must observe the following guidelines:

1.1 explain the intended action to the pupil;

1.2 do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if there have been other concerns about the pupil's likely reaction;

1.3 ensure the physical contact is as minimal as possible;

1.4 consider alternatives if it appears likely that the pupil might misinterpret the contact. Note that pupils with neurodiversity may find any physical contact particularly distressing

1.5 report the incident immediately to a senior member of staff (see Appendix 6).

2 **Report concerns:** If you are at all concerned about any instance of physical contact, inform the Deputy Head / Head without delay, and make a written record on the Sharepoint log.

3 **Administering first aid:** When administering first aid Staff should explain to the child what is happening and where possible, ensure that another adult is present or is aware of the action being taken. The treatment must follow the School's *First Aid Policy, Administration of Medication Policy and Intimate Care Guidelines*, and in most cases parents and guardians should be informed. Staff should:

3.1 adhere to the School's policies on first aid and administering medication;

3.2 comply with the necessary reporting requirements;

3.3 make other adults aware of the task that is being undertaken;

3.4 explain what is happening;

3.5 report and record the administration of first aid;

3.6 have regard to any health plans; and

3.7 ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

4 **Pupils' entitlement to privacy:** Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety and pastoral staff may be required to locate a pupil for safety reasons. Staff should:

4.1 avoid physical contact or visually intrusive behaviour when children are undressed;

4.2 only check communal areas within toilets and changing rooms of the same sex as the member of staff;

4.3 announce themselves by name before entering toilets/changing rooms, knocking loudly, and stating that you are entering. Avoid remaining in the toilets/changing rooms unless required;

4.4 not shower or change in the same place as children; and

4.5 not assist with any personal care task which a pupil can undertake themselves.

5 **Exceptions to avoiding all physical contact**

5.1 **Intimate care:** Specific guidance on dealing with the intimate care of children can be found in the Intimate Care Policy and for the Pre-Prep setting is also available in the Supervision of Pelican Pupils including Early Years procedures. Sometimes intimate care is required, for example when assisting with toileting or removing wet clothes. Staff must be suitably trained, have the required checks, comply with the agreed procedures and explain to the child what is happening. Staff should:

5.1.1 comply with the School's intimate care guidelines;

5.1.2 advise other Staff of the task being undertaken and consult where there is any change from the agreed procedure. A record should be kept of the justification for any variations and this information should be shared with parents, guardians or carers;

5.1.3 explain to the child what is happening;

5.1.4 comply with applicable professional codes of practice, as appropriate; and

5.1.5 comply with regularly reviewed, formally agreed plans, as appropriate.

5.2 **Children with special educational needs or disabilities:** Some children have a care plan identifying the need for physical contact to assist their everyday learning. A care plan will be agreed and understood by all concerned, justified, openly applied and open to scrutiny. The School will work with other professionals and parents to establish what reasonable adjustments are required for such pupils.

5.3 **The use of restrictive interventions**: see appendix 6

5.4 **Swimming coaching**: Qualified swim teachers and helpers may use physical contact only when needed for teaching techniques and safety. Any contact must be brief, appropriate, and respectful, limited to non-sensitive areas like the upper back, shoulders, upper arms, or hands.

5.5 **Outdoor Education**: when checking safety equipment.

5.6 **Administering First Aid** (see paragraph 3)

5.7 **At the Pelican School**: At the Pelican, very young children can be tactile and sensory seeking. While staff will avoid unnecessary physical contact where possible, there are occasions—particularly in the Early Years (Nursery and Reception)—when children may initiate physical contact, such as hugging a staff member or seeking comfort.

5.7.1 Physical touch may also be appropriate in situations where a child is in distress and requires comforting. It is common for Pelican children to seek a hand to hold, and staff may respond appropriately when the child initiates and appears comfortable with this contact.

5.7.2 It is important to note that children in Year 1 and Year 2 are generally less tactile and sensory seeking than those in the Early Years. Therefore, physical contact between staff and children in these older year groups is not typical.

5.7.3 If physical contact is deemed necessary, staff must adhere to the following guidelines:

(a) **Explain** the intended action to the pupil in advance.

(b) **Do not proceed** if the pupil appears apprehensive, reluctant, or if there are any concerns about their likely reaction.

(c) **Ensure visibility**, with other pupils or colleagues present during the interaction.

6 **Where a child has been abused:** Where a child has previously been abused, Staff should be informed on a 'need to know' basis and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the pupil and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Designated Safeguarding Lead and where appropriate parents, guardians or carers.

7 **Children with special educational needs or disabilities:** Some children may need more physical contact to **assist** their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny. The Head of Learning Support and Designated Safeguarding Lead will establish whether any reasonable adjustments are required for such pupils.

Appendix 8 – Childcare disqualification

1 **Offence:** The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2018 state that it is an offence for the School to employ anyone to provide childcare in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP (a **Relevant Role**).

1.1 **EYP** includes usual school activities and any other supervised activity for a "young child" which takes place on the school premises during or outside of the normal school day (a child is a "young child" during the period between birth and up to 1 September following their fifth birthday).

1.2 **LYP** includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.

1.3 **"Childcare"** means any form of care for a child, which includes education and any other supervised activity for a "young child". "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.

2 **Grounds for disqualification:** The grounds on which a person will be disqualified from working in connection with EYP or LYP are set out in the School's *Recruitment, Selection and Disclosure Policy* and procedure. Staff are required to familiarise themselves with this document.

3 **Duty of disclosure:** Staff in a Relevant Role are under an on-going duty to immediately notify the School if their circumstances change so that they meet any of the criteria for disqualification at any point during their employment with the School. Any failure to disclose relevant information will be treated as a serious disciplinary matter.

4 **Ofsted:** Where the School receives disqualification information about a member of Staff working in a Relevant Role and is satisfied that the member of Staff may be disqualified as a consequence, the School is under a duty to report the circumstances of the disqualification to Ofsted.

5 **Waiver:** A member of Staff who discloses information which appears to disqualify them from working in a Relevant Role may apply to Ofsted for a waiver of the disqualification.

Appendix 9 - Reporting Obligations

1 **The School's position:** It is a contractual requirement, as well as in a member of Staff's interests, to follow this Code so as to maintain appropriate standards of behaviour and their own professional reputation. A breach of this Code may be treated as a Low-Level Concern or referred to the LADO and may also be treated as misconduct and will render a member of Staff liable to disciplinary action including in serious cases, dismissal.

2 **Exit interviews:** All staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of pupils, the conduct of staff or other matters, during the course of their employment in accordance with the School's polices (including the *Whistleblowing Policy*, the *Safeguarding and Child Protection Policy* and this *Code*). Safeguarding children is at the centre of the School's culture and is accordingly considered by staff throughout their employment and in exit questionnaires or at exit interviews which are offered to leavers. Concerns should be raised in accordance with Appendix 4 of the School's *Safeguarding and Child Protection Policy* and *Low-Level Concerns Policy*. If issues have not been identified before, safeguarding will always be considered formally if raised during staff performance development reviews and appraisal and finally in exit questionnaires or at exit interviews. Staff who raise concerns about working practices at the School to the Designated Safeguarding Lead or an appropriate senior member of Staff will be protected from detriment under the *Whistleblowing Policy*.

3 **Childcare disqualification**: the School is prohibited from employing anyone to provide childcare in connection with its early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP. You are referred to Appendix 8 for more information on childcare disqualification.

4 **Termination of employment:** If the School ceases to use the services of a member of Staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay. The School may also need to consider a referral to the Disclosure and Barring Service if a member of Staff is suspended or deployed to another area of work that is not regulated activity.

5 **Resignation:** If a member of Staff tenders their resignation or ceases to provide their services (paid or voluntary) to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met.

6 **Teaching Regulation Agency (TRA):** Separate consideration will also be given to making a referral to the TRA of a member of Staff who is dismissed for serious misconduct (or who resigned in circumstances where they may have been dismissed for serious misconduct) if they have at any time been employed or engaged to carry out teaching work, whether at the School or elsewhere. An interim referral to the TRA may also be considered and made if appropriate.

Appendix 10 - Staff Guidance on online teaching, tutorials and parents' evenings

Staff should always provide a safe learning environment for children, whether in school or online. When teaching online, staff should continue to look out for signs a child may be at risk and any such concerns will be dealt with in accordance with the School's *Safeguarding and Child Protection Policy*.

The fundamental principles of the staff code of conduct continue to apply to all online meetings and teaching. At the Upper, more information is available in the Teaching Staff Handbook under home learning.

The School is also ensuring that any use of online learning tools and systems is in line with privacy and data protection / UK GDPR requirements. In order to deliver an effective and safe online home teaching and learning provision, staff will need adhere to the following guidance:

Online teaching and learning, meetings and parents' evenings:

1 Whilst 1:1 tutor/tutee online communications are authorised and beneficial for pupil welfare in these circumstances, staff need to exercise some degree of caution and maintain the highest levels of professionalism when hosting the meeting online. Brief summaries of online tutee discussions should be recorded on the pupil's SIMS record or submitted to My Concern if a safeguarding issue arises.

2 However, communicating online may allow a member of staff to view a young person's or parents world that you would not have seen before, so staff should exercise caution in their online interactions.

3 Staff must continue to follow the School's *Safeguarding and Child Protection Policy, Online Safety Policy and Acceptable Use of ICT Policy for Staff*.

4 If staff take part in online lessons, tutorials and parents' evenings they must be appropriately dressed and be mindful to ensure other members of the household do the same in case there are any unexpected interruptions. There are some technological solutions that can be applied, for example on Zoom Video Conferencing it's possible to change the background to an image. There are more detailed guidelines on Video Conferencing using Teams and Zoom that staff should read before commencing a live call with pupils. Pupils should be reminded prior to the video lesson of the need to be dressed appropriately. Staff should know how to disable users' microphones, video cameras and online chat before commencing. The language used must be professional and appropriate, so be mindful of any friends or relatives in the background. Live lessons should be recorded so pupils can access them at a later time and the recording also provides staff with evidence of any inappropriate online pupil conduct.

5 Any computers should be in appropriate areas, and where possible should be against a neutral or blurred background. If staff are recording videos, they should be mindful of the background, for example not identifying other members of the household or their personal address. Staff should be clear about expectations e.g. appropriate behaviour is expected from all participants.

6 Some platforms allow live screen sharing and members of staff should be careful when selecting which screens to share and which screens to open. It is good practice to close other applications to avoid accidental sharing of material.

7 If any issues arise during a live online lesson, the member of staff should make a report to the Deputy Head (teaching and learning) as soon as possible. Safeguarding concerns must be reported to the DSL.

8 Pupils and Staff should always use their school email address and pupils may need reminding to do so when submitting work and communicating with staff. Teams, SharePoint or Seesaw remain the best way to communicate with pupils. Pupils should upload work to school approved platforms such as Teams and One Note class notebook.

9 Whilst live streaming video and audio poses a greater challenge for staff, it is highly valued by the pupils, but in some instances an asynchronous method may be better. For example, creating a video and using Teams audio for typed questions and discussion.