



Staff Code of Conduct

September 2018

St. Osmund's
Catholic Primary
School

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Reviewed by: Headteacher

St Osmund's Catholic Primary School
Love for God ~ Love for Each Other ~ Love for Learning

St Osmund's Catholic Primary School

Code of Conduct for Safer Working Practice

Reference:

Wiltshire Local Authority guidance for Schools: Revised September 2016.

Adopted by St Osmund's Catholic Primary School, May 2017. Revised September 2018.

St Osmund's Catholic Primary School staff maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, adults should always act in the interests of the child. This Code of Conduct is provided to all staff, including temporary staff and volunteers, on induction. Hard copies of all relevant documents can be accessed in the school office. Please note that all staff and volunteers should read and understand Part 1 of *Keeping Children Safe in Education, 2016*.

This Code of Conduct is provided to all adults, working or volunteering in the school, including temporary staff, at induction and after subsequent updates.

Introduction

This document provides a guide for adults working in schools regarding acceptable and desirable conduct to safeguard both adults and pupils. Adults should be reminded that while they are caring for other people's children, they are in a position of trust. This guidance sets out standards relating to:

1. **Responsibilities.**
2. **Making Professional Judgements.**
3. **Power and Positions of Trust and Authority.**
4. **Confidentiality.**
5. **Standard of Behaviour.**
6. **Dress and Appearance.**
7. **Gifts, Rewards, Favouritism and Exclusion.**
8. **Infatuations.**
9. **Social Contact Outside of the Workplace.**
10. **Communication with Children** (including the use of technology)¹
11. **Physical Contact (General and Curriculum).**
12. **Intimate / Personal Care.**
13. **Behaviour Management.**
14. **The Use of Care and Control / Physical Intervention.**
15. **Sexual Conduct.**
16. **One to One Situations.**
17. **Home Visits/Lone Working.**
18. **Transporting Pupils.**
19. **Educational Visits.**
20. **First Aid and Medication.**
21. **Photography, Video and other Images.**
22. **Exposure to Inappropriate Images.**
23. **Curriculum.**
24. **Whistleblowing.**
25. **Sharing Concerns and Reporting Incidents.**

1. Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred.

All Adults Must:

- *Safeguard children's well-being and maintain public trust in schools
- *Develop respectful, caring and professional relationships towards pupils and model behaviour demonstrates integrity, maturity and good judgement
- *Consider, at all times, what is in the best interests of the child
- *Provide a safe environment in which children can learn
- *Be prepared to identify children who may benefit from early help
- *Share any concern about a child's welfare and follow agreed referral processes

All Adults Must NOT:

2. Professional Judgement

We use our professional judgement and maintain clear professional boundaries. Adherence to best practice guidelines and all school policies supports decision-making

All Adults Must:

- *Always consider whether their actions are warranted, proportionate, safe and applied equitably
- *Work in an open and transparent way
- *Assume full responsibility for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions
- *Discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the school's designated safeguarding lead
- *Always discuss any misunderstanding, accidents or threats with the Head teacher or designated safeguarding lead
- *Always record discussions and actions taken with their justifications
- *Record any areas of disagreement and, if necessary refer to another agency/the LA/Ofsted/NCTL/other Regulatory Body

All Adults Must NOT:

3. Positions of Power, Trust and Authority

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people

All Adults Must:

- *Adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, children and young people, public in general and all those with whom they work in line with our code of conduct
- *Exercise extreme caution on Social Media when posting or when 'liking' online posts as they could provoke controversy and potentially damage the reputation of the member of staff and/or the school
- *Understand and be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting
- *Inform the head teacher if they see, or read, anything derogatory about themselves, other staff or the school on line.

All Adults Must NOT:

- *Disrespect the trust and authority invested in them - adherence to all school policies and agreed practices evidences their integrity
- *Be sarcastic
- *Make remarks or 'jokes' to pupils of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature
- *Use their position to gain access to information for their own advantage and/or a pupil's or family's detriment
- *Use their power to intimidate, threaten, coerce or undermine pupils
- *Use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so

4. Confidentiality

As part of their responsibilities, staff may be given highly sensitive or private information. The storing and processing of personal information about pupils is governed by the Data Protection Act 1998

All Adults Must:

- *Adhere to all relevant, agreed policies
- *Know the name of their Designated Safeguarding Lead and be familiar with child protection procedures and guidance
- *Treat information they receive about pupils and families in a discreet and confidential manner
- *Seek advice from a senior member of staff (Designated Safeguarding Lead) if they are in any doubt about sharing information they hold or which has been requested of them
- *Be clear about when information can/ must be shared and in what circumstances
- *Know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported

All Adults Must NOT:

- *Discuss information pertinent to pupils and to the management of our school outside of school personnel, approved outside agencies, and adults with parental responsibility
- *Contact, or speak to, the media without the approval of the head teacher
- *Use personal emails or texts to discuss sensitive school information

*Ensure that where personal information is recorded using modern technologies, systems and devices are kept secure, including in transit between school-home	
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5. Standards of Behaviour

All adults working or volunteering in schools should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and colleagues. We have a responsibility to maintain public confidence in our ability to safeguard the welfare and best interests of young people.

All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Know that behaviour by themselves, those with whom they share a household or others in their personal lives, may impact on their work with children *Participate in appropriate training to enable them to undertake their designated roles with propriety and appropriate conduct *Understand that a person who provides Early Years education or Childcare may be disqualified because of their "association" with a person living or employed in the same household who is disqualified 	<ul style="list-style-type: none"> *Use inappropriate language to or in the presence of pupils *Discuss their personal or sexual relationships with or in the presence of pupils *Make (or encourage others to make) unprofessional comments that scapegoat, demean or humiliate or might be interpreted as such.

6. Dress and Appearance

Adult conduct and dress should, under no circumstances, detract from pupil learning, but should be used as an important means of creating strong positive role models. All employees are required to dress in a professional manner.

All Adults Must:	All Adults Must NOT wear:
<ul style="list-style-type: none"> *Maintain the professionalism of our community and support health and safety *Wear appropriate sports clothing which upholds our ethos *Promote a positive and professional image *Wear clothing that is appropriate to their role. It is not likely to be viewed as offensive, revealing, or sexually provocative. It does not distract, cause embarrassment or give rise to misunderstanding *Exercise proper judgement in regards to hair styles, cut or colour 	<ul style="list-style-type: none"> *Any jewellery that could be considered excessive or a health and safety hazard * Jeans or scruffy/torn trousers * *Sweatshirts or T-shirts bearing contentious slogans or symbols *Trainers, though these may be worn when teaching PE or leading outside play * Footwear that impedes the wearer's ability to safeguard children or themselves – for example flip-flops or high heels * Overly tight or revealing clothes, including short skirts and short shorts (with bare legs), excessively low- cut tops or garments revealing the midriff * Strapless or strappy tops

7. Gifts, Rewards, Favouritism and Exclusion

We have policies in place regarding the giving of gifts or rewards to pupils and the receiving of gifts from them or their parents/carers. Staff should be aware and understand what is expected of them.

All Adults Must:

- *Behave with transparency to avoid perceptions of favouritism or unfairness
- *Treat all children equally
- *Reward children in accordance with agreed school practices – such as the giving of certificates; e.g. rewarding positive behaviour
- *Ensure that gifts received or given in situations which may be misconstrued are declared and recorded
- *Only give gifts to a pupil as part of an agreed reward system
- *Where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally
- *Ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff
- *Ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

All Adults Must NOT:

- * Unless arranged through school, give gifts as these can be misinterpreted as a gesture either to bribe or groom a young person
 - *Favour one child, or group of children, over any other
 - * Embarrass or humiliate children or discriminate favourably or unfavourably towards any child.
- There may be times when children wish to pass on small tokens of appreciation to the adults that work with them – especially at the Christmas or the end of the year as a 'thank-you'. However it is unacceptable either to give or receive gifts on a regular basis or of any significant value. If you are in any doubt, please speak to a member of the senior leadership team.

8. Infatuations

Adults need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff/volunteer and/or develop a 'crush' or infatuation. Adults should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

All Adults Must:

- *Report all situations to the appropriate member of staff or safeguarding body. These will be dealt on a case by case basis, following the appropriate procedures: i.e. allegation –management, recording and reporting to Designated Officer for Allegations (DOfA)
- *Report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff
- *Always maintain professional boundaries

All Adults Must NOT:

- *Engage in, or encourage, any behaviours that might be construed as perpetuating an infatuation or crush

This means that senior managers should put action plans in place where concerns are brought to their attention	
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9. Social Contact Outside of the Workplace

It is acknowledged that staff may have genuine friendships and social contact with parents/carers of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Always approve any planned social contact with pupils or families with senior colleagues, for example when it is part of a reward scheme *Advise senior management of any regular social contact they have with a pupil which could give rise to concern *Refrain from sending personal communication to pupils or their families unless agreed with senior managers *Inform senior management of any relationship with a parent/carer where this extends beyond the usual family/professional relationship *Inform senior management of any requests or arrangements where parents/carers wish to use their services outside of the workplace e.g. babysitting, tutoring 	<ul style="list-style-type: none"> *Invite any student into their home unless the reason for this has been firmly established and agreed with parents/carers and senior managers

10. Communication with Children (Including Use of IT and Social Media)

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself. Adults should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

All Adults Should:

- * Always maintain appropriate professional boundaries and avoid behaviour, during their use of the internet and other communication technologies, which might be misinterpreted by others
- *Work and be seen to work, in an open and transparent way
- *Support children to work safely and responsibly with the internet and other communication technologies and to monitor their own standards and practice
- *Set clear expectations of behaviour and/or codes of practice relevant to social networking for educational, personal or recreational use
- *Give a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken
- *Support safer working practice
- *Minimise the risk of misplaced or malicious allegations made against adults who work with children and young people
- *Prevent adults abusing or misusing their position of trust
- *exercise reasonable and proper judgement when putting personal information onto social networking sites, such as addresses, home and mobile phone numbers

All Adults Must NOT:

- *Betray confidentiality agreements
- *Make a 'friend' of a child or young person where they are working on their social networking page, and should not become 'friends' with children or young person no longer receiving a service
- *Use or access social networking pages of children and young people and should never accept an invitation to become a 'friend' of a child or young person
- *Post derogatory remarks or offensive comments on-line or engage in on-line activities which may bring the agency into disrepute or could reflect negatively on their professionalism
- *Give their personal mobile numbers or personal e-mail addresses to children/young people or families - unless the need to do so is agreed with senior management and parents/carers
- *Request, or respond to, any personal information from a child/young person, other than that which might be appropriate as part of their professional role. Should staff be approached, they should inform their line manager
- *Accept requests to connect with pupils and ex-pupils. Where this has been requested the adult should inform their manager who will decide whether to discuss with the child's parents/carers

11. Physical Contact (General and Curriculum)

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. Physical contact may be misconstrued by a pupil, parent, carer or observer. Such contact can include well-intentioned formal or informal gestures such as putting a hand on the arm or shoulder which, if repeated with an individual, could lead to serious questions being raised. Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include showing a pupil how to use a piece of apparatus or equipment and demonstrating a move or exercise during games or PE.

All Adults Must:

- *Be aware that even well intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described
- *Always be prepared to explain actions and accept that all physical contact be open to scrutiny
- *Ensure the way they offer comfort to a distressed pupil is age appropriate and transparent
- *Always tell a colleague when and how they offered comfort to a distressed pupil
- *Establish the preferences of pupils
- *Consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- *Always explain to the pupil the reason why contact is necessary and what form that contact will take
- *Report and record situations which may give rise to concern
- *Be aware of cultural or religious views about touching and be sensitive to issues of gender
- *Consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- *Always explain to the pupil the reason why contact is necessary and what form that contact will take
- *Report and record situations which may give rise to concern
- *Be aware of cultural or religious views about touching and be sensitive to issues of gender
- *Remember that all staff have a duty to report any concerns, where they arise, about another member of staff

All Adults Must NOT:

- *Make gratuitous physical contact with pupils: it is unwise to attribute touching as a way of relating to pupils
- *Touch a pupil in a way which may be considered indecent
- *Indulge in horseplay or fun fights
- *Accept requests to connect with pupils and ex-pupils. Where this has been requested the adult should inform their manager who will decide whether to discuss with the child's parents/carers
- *Physically intervene in regards to negative behaviour of pupils, unless that pupil is at risk of harm or harming others

12. Intimate / Personal Care

St Osmund's Catholic Primary School staff who work with young children, or children who have special needs, realise that the issue of intimate care is a difficult one and one which requires staff to be respectful of children's needs. We define intimate care as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene. St Osmund's Catholic Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given.

All Adults Must:

- *Have a high awareness of child protection and safeguarding issues
- *Preserve children's dignity - a high level of privacy, choice and control will be provided to them
- *Ensure their behaviour is open to scrutiny – sharing details of their work with families
- *Always allow/encourage pupils, where able, to undertake self-care tasks independently
- *adhere to their organisation's intimate and personal care and nappy changing policies
- *Make other staff aware of the task being undertaken
- *Always explain to the pupil what is happening before a care procedure begins
- *Consult with colleagues 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 the pupil and their parents/carers
- *Avoid any visually intrusive behaviour
- *Announce their intention of entering where there are changing rooms
- *Always consider the supervision needs of the pupils and only remain in the room where their needs require this

All Adults Must NOT:

- * Attend to any child in a way that causes distress either mental, or physical
- *Make physical contact that is secretive, or for the gratification of the adult, or represent a misuse of authority
- *Change or toilet in the presence or sight of pupils
- *Shower with pupils
- *Assist with intimate or personal care tasks which the pupil is able to undertake independently

13. Behaviour Management

Corporal punishment and striking a child is unlawful in all schools and early years' settings. All pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

All Adults Should:

- *Adhere to the school's Behaviour Policy to ensure that consistency enables all children to learn in a safe and orderly environment
- not
- *Try to defuse situations before they escalate e.g. by distraction
- *Keep families informed of any sanctions or behaviour management techniques used
- *Be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour
- *Behave as a role model
- *Refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI)
- *Be aware of the legislation and potential risks associated with the use of isolation and seclusion
- *Comply with legislation and guidance in relation to human rights and restriction of liberty

All Adults Must NOT:

- * Use force as a form of punishment
- *Use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable
- *Shout at children other than as a warning in an emergency/safety situation

14. Care and Control - Physical Intervention

The law and guidance for schools states that adults may reasonably intervene to prevent a child from committing a criminal offence, injuring themselves or others, causing damage to property and /or engaging in behaviour prejudicial to good order and to maintain good order and discipline.

All Adults Must:

- *Adhere to the school adopted guidance from the DfE 'Use of Reasonable Force'
- *Always seek to defuse situations and avoid the use of physical intervention wherever possible
- *Only use minimum force, and for the shortest time needed, where physical intervention is necessary
- *Inform the head teacher if they are

All Adults Must NOT:

- *Use physical intervention as a form of punishment

required to use positive restraint. All incidents must be recorded in the Pink Folder that is kept in the school office	
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15. Sexual Conduct

Any relationship formed between an adult and a child or young person with whom they work, regardless of whether the child or young person consents or not, may be regarded as a criminal offence and will always be a matter for disciplinary action.

In particular, our attention is drawn to the provisions of the Sexual Offences Act 2003, which creates a criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity).

All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Adhere to whistleblowing practices if they are concerned about the safety and well-being of any child *Avoid any form of touch or comment which is, or may be considered to be, indecent *avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact 	<ul style="list-style-type: none"> *Make or encourage others to make sexual remarks to or about a pupil *Have any form of sexual contact with a pupil *Make sexual remarks to or about a pupil *Discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role

16. One to One Situations

Where there is a need for us to be alone with a student, certain procedures and explicit safeguards must be in place.

All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Maintain professional standards and boundaries at all times. Our "Intimate Care" Policy outlines procedures surrounding personal care. *Adhere to the guidelines in the Local Authority's Child Protection Policy *Ensure that wherever possible there is visual access and/or an open door in one to one situations *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 pupil 	<ul style="list-style-type: none"> *Do or say anything that could be misconstrued as inappropriate action *Do anything for a child (of a physical nature) without asking their permission beforehand: such as assisting with dressing, physical support during PE, music or administering first aid.

becomes distressed or angry *Consider the needs and circumstances of the pupil involved	
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17. Home Visits / Lone Working	
<p>Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints. To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.</p> <p>All work with pupils and parents/carers should, whenever possible, be undertaken in the school. There are however occasions where it is appropriate to arrange a home-visit. For example, Home Visits are offered as a transition strategy for new, Reception-aged children</p>	
All Adults Must:	All Adults Must NOT:

<ul style="list-style-type: none"> *Refer to Wiltshire Council procedures *Undertake Home visits in pairs, except in emergencies *Avoid unannounced visits wherever possible *Ensure there is visual access and/or an open door in one to one situations *Always make detailed records including times of arrival and departure *Ensure any behaviour or situation which gives rise to concern is discussed with their manager *Ensure that they have access to a mobile telephone and an emergency contact 	<ul style="list-style-type: none"> *Visit families who do not wish us to do so *Enter a home if the parent/carer is absent, other than in an emergency *Visit homes on their own, except in emergencies. In these situations, an senior leader must be informed beforehand
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18. Transporting Pupils

In certain situations staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.

All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Plan and agree arrangements with all parties in advance *Respond sensitively and flexibly where any concerns arise *Take into account any specific or additional needs of the pupil *Have an appropriate licence/permit/insurance for the vehicle *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 *Ensure that if they need to be alone with a pupil, this is for the minimum time and senior staff are informed beforehand *Be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer *Report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures *Ensure that their behaviour and all arrangements 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 	<ul style="list-style-type: none"> *Offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager/DSL and the child's family

19. Educational Visits

Staff responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety available at <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools> We use the "EVOLVE" system for planning trips and undertaking all associated risk assessments. Family permission is always sought and visits are always approved by Senior Leaders. For all residential visits, families are invited to a briefing so that they are fully-informed about the purpose and organisation of the trip, including staffing.

All Adults Must:

- *When appropriate, seek the approval of the Local Authority for "Education outside the Classroom" activities. They must not go ahead unless fully approved
- * Always carry at least one First Aid Kit, Mobile Phone, Contact Numbers, and relevant/required medical equipment/medicines on every trip
- *Recognise the additional hazards of supervising pupils on school trips and ensure appropriate equipment is taken to address these
- *Ensure that the male to female staff ratio is adequate for the effective supervision of both sexes
- *Adhere to their organisation's educational visits guidance
- *Always have another adult present on visits, unless otherwise agreed with senior staff
- *Undertake risk assessments
- *Have parental/carer consent to the activity
- *Ensure that their behaviour remains professional at all times
- *Refer to local and national guidance for Educational visits, including exchange visits (both to the UK and abroad)

All Adults Must NOT:

- *Consume alcohol or use drugs in school or whilst engaged in residential duties related to their employment at St Osmund's Catholic Primary School. This applies for the duration of the visit
- *Share beds with a child/pupil
- *Share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Head teacher, families and pupils

20. First Aid and Medication

Most staff are trained to administer First Aid and as an inclusive school, we strive to accommodate requests from parents and carers to administer medication where this is necessary for the child to continue to be educated at school. No child should be unnecessarily excluded from school or other educational activities simply by virtue of having a medical condition.

All Adults Must:

All Adults Must NOT:

<ul style="list-style-type: none"> *Ensure that the staff are appropriately trained before administering First Aid or medication * Inform parents/carers when first aid has been administered. Accurate records must be kept in all cases *Administer First Aid, whenever possible, in the presence of other pupils or adults if they are in any doubt as to whether necessary physical contact could be misconstrued. Wherever possible, staff who help differently-abled pupils should be accompanied by another adult ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant *Adhere to the school or setting's health and safety and supporting pupils with medical conditions policies *Make other staff aware of the task being undertaken *Have regard to pupils' individual healthcare plans *Always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities *Explain to the pupil what is happening. *Always act and be seen to act in the pupil's best interest *Make a record of all medications administered 	<ul style="list-style-type: none"> * Act in the absence of a Health care plan that has been devised by the School Health Team *Work with pupils whilst taking medication unless medical advice confirms that they are able to do so
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21. Photography, Video and other Images

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting.

Personal equipment, such as cameras/phones, are kept out of pupils' sight during the school day, and used only in Staff Only areas of the building. Children who bring phones to school always leave them in secure boxes in the school office

All Adults Must:

All Adults Must NOT:

<ul style="list-style-type: none"> *Adhere to their establishment's policy *Only publish images of pupils where they and their parent/carer have given explicit written consent to do so *Only take images where the pupil is happy for them to do so *Only retain images when there is a clear and agreed purpose for doing so *Store images in an appropriate secure place in the school or setting *Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose *Be able to justify images of pupils in their possession *Avoid taking images in one to one situations *Avoid naming children's names when their images are used for publicity or, if the child is named, avoid using their image 	<ul style="list-style-type: none"> *Take images of pupils for their personal use *Display or distribute images of pupils unless they are sure that they have parental/carer consent to do so (and, where appropriate, consent from the child) *Take images of children using personal equipment *Take images of children in a state of undress or semi-undress *Take images of children which could be considered as indecent or sexual
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22. Exposure to Inappropriate Images

Adults should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images. There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the setting's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal. Adults should not use equipment belonging to the school to access adult pornography, neither should these images be brought into the workplace.

Where indecent images of children or other unsuitable material are found, the Headteacher must be immediately informed; they will in turn alert the police and the designated officer(s) from the

local authority as a matter of urgency.

Please refer to the CP Policy for the allegation management procedures used by St Osmund's Catholic Primary School.

All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Abide by the establishment's acceptable use and e-safety policies *Ensure that children cannot be exposed to indecent or inappropriate images *Ensure that any films or material shown to children are age appropriate and always checked beforehand 	

23. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or 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 can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. 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 e.g. drama

All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Have clear lesson plans *Take care when encouraging pupils 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 *Actively support the Catholic nature of the school 	<ul style="list-style-type: none"> *Enter into or encourage inappropriate discussions which may offend or harm others *Undermine fundamental British values *Express any prejudicial views *Attempt to influence or impose their personal values, attitudes or beliefs on pupils where they are in conflict with the curriculum, or the ethos of the school

24. Whistleblowing

Whistleblowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Education settings should have a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistle blowing procedures should have their employment rights protected.

All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Report any behaviour by colleagues that raises 	

<p>concern *Report allegations against staff and volunteers to their manager, or registered provider, or where they have concerns about the manager's response report these directly to the DOfA</p>	
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25. Sharing Concerns and Recording Incidents	
All staff should be aware of their establishment's safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers.	
All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Follow the "What to do if you are worried a child is being abused or neglected" flowchart, September 2016 *Be familiar with their establishment's arrangements for reporting and recording concerns and allegations *Know how to contact the DSL / DOfA and Ofsted/regulatory body directly if required *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 school or setting 	

26. Alcohol and Medication	
This also relates to the school's CP and Safeguarding Policy	
All Adults Must:	All Adults Must NOT:
<ul style="list-style-type: none"> *Seek medical advice if they are taking medication which may affect their ability to care for children. *Schools must ensure that staff only work 	<ul style="list-style-type: none"> *Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children.

directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

*Staff medication on the school premises must be stored securely and out of reach of children at all times.