Staff Code of Conduct Policy

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Approved by: Senior Leadership Team
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Review: Revision of all previous policies

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Notes:

- “Parents” shall always refer to parent, parents, guardians and/or carer/s;
- “Pupil” shall stand for students and pupils;
- “Staff” also includes agency staff, volunteers, and students working in our Schools;
- “SLT” stands for Senior Leadership Team
- “DSL” stands for Designated Safeguarding Lead;
# South Devon Steiner School Staff Code of Conduct Policy Contents

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1.1 Rationale
South Devon Steiner School (SDSS) is committed to offering children and families a safe, secure and respectful environment where everyone is supported to achieve their best potential. To ensure this, the School needs an effective Code of Conduct for staff, volunteers and other service users to ensure that everyone using the School has a clear knowledge of their legal and professional responsibilities. This in turn will promote good relationships, reduce misunderstandings and allegations, and ultimately create a place where children are safeguarded and can grow and enjoy their learning experiences.

Our Code of Conduct policy for staff is an essential part of our Safeguarding practice. SDSS is committed to safeguarding and promoting the welfare of young people and vulnerable adults. We believe the welfare of the child is paramount and that no child should suffer harm of any form, either at home or at school. Everyone who works at or visits our School has the responsibility to make sure all our children are safe.

1.2 Aims
This Code of Conduct aims to provide practical guidance about which behaviours constitute safe practice and which should be avoided within SDSS. We recognise that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment for children in their care. But sometimes misunderstandings and tensions can occur and this Code of Conduct is intended to reduce the likelihood of these occurring. This policy aims to help staff and volunteers monitor their own practice and reduce the allegations being made against them. We aim also to give a clear message to staff that unacceptable behaviour will not be tolerated and that, where appropriate, legal or disciplinary action is likely to follow. Accordingly, this document may be referred to in disciplinary proceedings.

1.3 Implementation
This policy is the responsibility of everyone who works at, volunteers for or visits SDSS. The SLT will ensure that arrangements will be made to bring this policy to the notice of all staff (including new, temporary, and part-time employees), agency and other contract staff, volunteers, visitors and students during Induction and throughout their time at the School so that they fulfill their duties to co-operate with this policy. This policy and procedure will apply in all these contexts, including school activities taking place offsite. SDSS delivers services at various venues, and this policy will apply in all these contexts. SDSS expects services delivered by partner organisations to have safeguarding procedures in place.

1.4 Other Policies and Guidance
Many of the ideas and principles in this policy are taken from the non-statutory document: ‘Guidance for safer working practice for those working with children and young people in education Schools’ (2015), which is endorsed and recommended by the Safer Recruitment Consortium.

This policy also works in accordance with Keeping Children Safe in Education (2019), Early Years Foundation Stage (EYFS) and other School policies:
1. Admissions
2. Anti-bullying
3. Behaviour
4. Complaints & Concerns
5. Curriculum
6. Data Protection and Information Sharing
7. Equalities
8. E-/Online Safety
9. Finance
10. Health and Safety
11. Image Use
12. Intimate Care
13. Mobile Camera, Phones and ICT Devices
15. Recruitment
16. Safeguarding and Child Protection
17. SEN, disability, SEND, and Inclusion
18. Staff Harassment
19. Trips
20. Whistleblowing

1.5 Monitoring and Review
SDSS recognises its responsibility for monitoring this Code of Conduct. The School Business Manager will review this policy to confirm that content and approach is still appropriate. The review will take place whenever there are significant changes and not later than 12 months from the previous review date. This policy will be re-edited and re-issued within three months of the review date, where this is deemed necessary. SDSS will seek to continually improve all of the related safeguarding policies, procedures and guidelines, including this Code of Conduct.

1.6 Principles
This Code of Conduct is underpinned by the following principles, beliefs and values:

(i) **The welfare of the child is paramount.** Staff should understand their responsibilities to safeguarding and promote the welfare of children; all our behaviour should ultimately be aimed at making a positive difference to the lives of children. Children have a right to be safe and to be treated with respect and dignity and we have a duty of care towards them.

(ii) **Staff are responsible for their own actions and behaviours.** They should avoid any conduct which would lead any reasonable person to question their motivation and intentions. They should work, and be seen to work, in an open and transparent way. All staff have a responsibility to keep children safe and to protect them from abuse.
and safeguarding concerns. Staff must avoid behaviour that might be misinterpreted by others in order to protect both young people and themselves.

(iii) Malicious allegations are rare. Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded. They should discuss and/or take advice promptly from the School Business Manager or the DSL if they have acted in any way which may give rise to concern.

(iv) We value everyone equally. It is part of the School’s ethos to respect and value each person as an individual and acknowledge the gifts and challenges that every human being offers. Reference should be made to the school’s Equality and Diversity Policy.

(v) We work in a professional context. We all believe that when adults accept a role working in a School, they should understand and acknowledge the responsibilities and trust involved in this role. The public, service users and other professionals will all have expectations about their behaviour. Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring or prohibition from working with children.

(vi) We work in partnership with parents. We respect their views and seek always to be open and honest with them.

(vii) We all have a duty to create a safe working environment. Under Health and Safety legislation, SDSS has a duty to take steps to provide a safe working environment for staff. Legislation also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. These employer and employee duties should not conflict. Reference should be made to the school’s Health and Safety Policy.

(viii) We use professional judgements based on the best interests of the child. SDSS understands that any Code of Conduct cannot cover all situations that may arise and that sometimes staff may feel that they must make decisions which directly contravene this guidance in the best interests of the children in their charge. Individuals are therefore expected to make professional judgements when necessary which are warranted, proportionate, safe and applied equitably. Staff should always record and report these matters with the DSL.

(ix) We acknowledge the position of trust we have with the children in our care. As a result of their knowledge, position and the authority invested in their role, all adults working with children are in a position of trust. The adult always has a position of power over the child and it is therefore vital for them to understand this power; the
relationship cannot be one between equals and there is therefore great potential for exploitation and harm. Staff should always maintain neutrality and appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any concerns.

(x) **Specific activities may require a full Risk Assessment.** The Senior Leadership Team (SLT) is responsible for signing off Risk Assessments. If staff have a concern about a particular area of work they should contact the SLT and if necessary, a member of the SLT will help complete a Risk Assessment, which will be retained securely by the School Business Manager, and regularly reviewed. Reference should be made to the school’s *Trips Policy*. Risk assessment templates available in the policy section in the sidebar on the website.

(xi) **As a professional body, all staff members help to keep all children and colleagues safe by**
2. Procedures
The following Code of Conduct procedures are listed in alphabetical order.

2.1 Access to information
Everyone has the right to request access to data that is held about them and such requests should be made to the School Business Manager who will address the request. Reference should be made to the school’s Data Protection and Information Sharing Policy.

2.2 Behaviour Management
SDSS aims to provide a safe environment in which effective teaching and learning for all teachers and pupils may take place, inspired by values of equal rights, compassion, mutual respect and understanding. All children learn and grow in their understanding of socially appropriate and desirable behaviour. Good behaviour amongst pupil enables them to develop appropriate social skills, self-discipline and an awareness of the consequences of their actions. This Behaviour Policy will be a working document which will change and grow as our expertise and knowledge does. Staff must familiarize themselves with SDSS’s Behaviour Policy.

When holding or hosting a school event in school time, the responsible teacher is holding the pupil’s behaviour management unless specified otherwise and communicated to the parents before the event.

2.3 Communication including IT and Social Media
All communications within the School with children and families should be transparent and open to scrutiny. Staff should not request or respond to any personal information from children and parents other than which may be necessary in their professional role. They should avoid in particular any communication with children or parents which could be interpreted as ‘grooming behaviour’.

Staff should aim to not give their personal contact details to parents for example, e-mail address, home or mobile telephone numbers, or details of web based identities. Contact with parents using IT should be mediated through or include parents and the School, unless there are particular circumstances that necessitate direct contact (e.g. use of mobile phones during outings).

All staff email communication should be appropriate and written in a professional manner and via staff’s school email address. Staff should not put details of their work on any form of social networking site and not engage in any on-line activity or communication with children and families. They should be aware of possible wider implications when entering any personal details on any gaming or social networking sites (e.g. YouTube, Facebook, Twitter etc.). Children and Parents will be advised that the use of social network spaces is inappropriate for children under the age of 13.
Staff should not use the School computers for personal use. All School files that contain personal data will be stored appropriately and securely, e.g.: password protected or locked away. Staff should not forward any work, files, information etc. stored on a school computer/laptop to their home PC, unless, this has been agreed by management as necessary. Caution should be taken if personal e-mail addresses are used on the School PC/laptop. Illegal or inappropriate materials must not be uploaded, downloaded or accessed.

Staff must familiarise themselves with the School’s eSafety Policy and sign the Acceptable Use ICT Agreement (see Appendices).

2.4 Community Venues
Sometimes School staff are required to work with children in community venues offsite. These activities may be offered by SDSS, or in partnership with other organisations.

SDSS must ensure that all other partner organisations and venues have effective safeguarding, health and safety and equalities policies in place. The School should ensure that these policies are requested from agencies and that they are acceptable and compatible with our ethos before any work with pupils in other Schools takes place.

Staff must ensure that they are working with pupils in an appropriate place and if necessary asked SLT to sign off a Risk Assessment if they have any concerns about the suitability of the venue for group and/or for one to one work.

SDSS aims to use accessible venues that can be used by people with physical impairments. It is acknowledged that some spaces within those venues may not be fully accessible, but workshops planned within each venue should be. All venues should be checked before booking to ensure they fit acceptable criteria.

Staff working in community venues must be professional in their approach to behaviour management and where possible agree guidelines with the group. If any specific problems with behaviour arise when working in partnership with other organisation, staff should discuss the issue and if necessary examine appropriate staffing levels. If necessary, a Risk Assessment must be carried out and signed off by the SLT.

SDSS is working towards having a qualified First-Aider on site for each project carried out in community venues. The Risk Assessment for each external venue should indicate the quickest route to Accident and Emergency Services and staff should be made aware of this information.

Staff should not invite friends and relations to participate in activities taking place with pupils in non-formal Schools as this is regarded as inappropriate.

2.5 Conduct
All staff should conduct themselves in a professional manner at work. All staff also have a responsibility to maintain public confidence in their ability to safeguard pupils. They should
adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the School in relation to the protection of pupils, loss of trust and confidence, or bringing the School into disrepute. Serious misconduct and/or criminal offences committed during or outside of working hours which bring them or the school into disrepute may be the subject of disciplinary action which could lead to dismissal.

It is essential that employees inform the School Business Manager of any police investigation, charge, caution, reprimand, fine or conviction immediately. All such disclosures will be handled in confidence but this may result in a suspension from duties while an investigation takes place.

2.6 Confidentiality and Disclosure of Data
Staff receiving information about pupils and their families in the course of their work should share that information only within appropriate professional contexts. They may have access to confidential information about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interests of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff should never use confidential or personal information about a child for their own, or others’ advantage. Information must never be used to intimidate, humiliate, or embarrass the child or family. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child’s identity does not need to be disclosed the information should be used anonymously.

Staff do have a responsibility to pass information about safeguarding concerns but only to the DSL. If a member of staff is in any doubt about whether to share information or keep it confidential they should seek guidance from the DSL. Reference should be made to the school’s Data Protection Policy and Safeguarding and Child Protection Policy.

2.7 Copyright
Staff are required to be vigilant and adhere to copyright legislation.

2.8 Declaration of Interests
Any interest in a group or organisation whose aims would be considered to be in conflict with the ethos of the School must be declared to the School Business Manager. Any personal relationship which may cause a conflict of interest should be declared. This should be completed on a yearly basis.

2.9 Dress and appearance
SDSS believes that dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role and which
may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation. Staff should refrain from commenting on the dress and appearance of young people unless it contravenes the school’s dress code.

2.10 Equalities
All staff are required to follow the SDSS Equalities Policy. As an inclusive school, SDSS aims for all its pupils to have the opportunity to access Steiner education on offer. We do not accept any form of intolerance, and strive to make our School an environment in which all within our community are treated with dignity and respect. Individuals are valued and supported in reaching their full potential and stereotypes and intolerant views are challenged. In particular, the School rejects racism in all its forms. We recognize our responsibility to challenge discrimination and to make reasonable adjustments to ensure that our School is welcoming and accessible to everyone, including those from Equalities Communities. SDSS welcomes the opportunity to meet the requirements of the Equality Act and to take positive action to actively promote equality. We understand that certain factors affect the well-being of children and can impact on their learning and attainment.

2.11 First Aid
The First Aiders for the School are regularly circulated and the Business Manager makes everyone aware of the First Aiders on an annual basis. Early Years’ staff have undertaken a pediatric first aid course. Staff must familiarise themselves with the Health and Safety Procedures of the School.

2.12 Gifts and Rewards
Staff need to be aware of the safeguarding implications of gift giving. Gifts can be a sign of infatuations, favouritism and grooming. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you, and this is usually acceptable. It is, however, unacceptable for staff to receive gifts on a regular basis or of any significant value. If in doubt, the staff member should consult their supervisor or the SLT.

Staff should never give gifts or rewards to pupils or their families. This could be interpreted as a gesture either to bribe or groom. Any reward given to a child should be in accordance with agreed practice, consistent with School’s Behaviour Policy, recorded and not based on preferential treatment. Staff should exercise care when selecting pupils for specific activities, jobs or privileges in order to avoid perceptions of injustice. Methods of selection and exclusion for special activities should always be subject to clear, fair, agreed criteria.

2.13 Health and Safety
Staff must familiarise themselves with the Health and Safety Procedures of SDSS, ensuring that they have good knowledge of safer practice in all aspects of the School’s activities. In
particular, they should be aware of the procedures for Outings, First Aid, Sick Pupils and Medication, pupils’ care Plans including those with epilepsy, Fire, Lockdown, Lone Working and working at height.

2.14 Infatuations
All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a ‘crush’ or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to cultivate this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted. Any member of staff who believes that someone has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the DSL. In this way appropriate early intervention can be taken which can avoid hurt, embarrassment or distress for those concerned.

2.15 Intimate and Personal Care
SDSS seeks to ensure that all of our activities are accessible to all. We aim to promote the health, safety, independence and welfare of pupils and respect their dignity and privacy. Pupils in need of intimate and personal care should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. Staff should be made aware of the child’s needs on registration documents and actively sought to contribute to a specific child’s care plan where there are intimate and personal care needs. Reference should be made to the school’s *Intimate Care Policy*.

2.16 Media
All communication with the media regarding the school or its operation must be directed through the School Business Manager or their nominee.

2.17 Mobile Information & Technology Devices (ICTs)
Mobile ICT devices have the potential to be harmful if misused in the school environment and our priority is to ensure the pupils feel safe, and to protect them from harm, by ensuring the appropriate management and use of mobile ICTs. The use of a mobile phone by staff and other professionals must not detract from the quality of the supervision and care of children. Reference should be made to the school’s *Mobile Camera, Phone and ICT Devices Policy*.

a. NOT permitted
- Mobile phones and other photographic devices will be kept in a secure area away from where the children are accommodated.
- Staff may not use their mobile phones/smart watches for personal reasons during their teaching contact/lessons with pupils.
- Staff are not to use any mobile phone cameras to photograph the children without prior agreement with SLT.
- Staff need to ensure that visitors are aware of the school’s mobile device use.
b. Permitted use

- Use of mobile phones will be for business and emergency purposes and staff are not to be distracted from the care of children.
- Staff may use their mobile phones/smart watches during designated breaks and in an area away from the children.
- Staff may use their mobile phones for school related activities such as playing music whilst the children are working.
- Staff must be mindful when exchanging mobile phone numbers with parents in their School (unless there is a specific purpose as stated below).
- Staff will be held responsible for the content and security of their own phones, e.g. access to web pages. If this is deemed to be a safeguarding issue this will be dealt with in line with the Schools Safeguarding and Child Protection Policy.
- Images taken of the School or its children should be downloaded onto the School’s computer/laptop only. Images must not be downloaded onto any personal computer.
- Upper School teachers may hold NZCSE assessment data on their personal computers. These computers need to be password protected.
- Offsite on outings, mobile phones may be very useful. Where parent information is stored on a personal mobile for an outing this needs to be deleted after the outing is over. It is recommended for the senior member of staff to record this occurrence. Alternatively paper information may be taken on outings.
- All professionals should be reminded that phone cameras, and photographs in general, can be used inappropriately, and the DSL or SLT will supervise and may veto, if necessary, the use of any mobile phone or camera within the vicinity of children on the School’s premises.
- Recording, taking and sharing of images, video and audio on any mobile phone or other device is not permitted without express permission. Any taking of pictures or recording of audio or video requires the school’s and parents’/ guardians’ written consent. Reference should be made to the school’s Image Use Policy.

2.18 Monitoring

SDSS has the right to monitor emails, phone-calls, internet activity or document production; principally in order to avoid offensive or nuisance material and to protect systems from viruses. Use of School email for personal correspondence must be kept to a minimum and abuse of equipment or excessive and inappropriate usage could result in disciplinary action being taken against an employee. Inappropriate usage includes circulation of offensive or pornographic information, jokes, junk mail or large attachments. It is strongly advised that passwords and access to computer systems are kept confidential and strictly monitored by account holders.

2.19 One to One Situations
If possible staff should always try to work with pupils with either another colleague present, or in rooms with windows, or leave the door open so the activity can be casually observed. If this is not possible, staff should ask another adult to look in on the activity part way through. Staff should avoid closing doors.

2.20 Other employment
Employees are permitted to take up secondary employment outside the School, as long as the activity does not constitute a conflict of interest, adversely affect their primary employment at the school to exceed the ‘working time directive’ or ‘working time regulations’ specified by the government ‘Maximum weekly working hours’.

2.21 Partnership Working
SDSS must always ensure that our delivery partners and service providers who receive funding from us have effective safeguarding policies in place and display good practice in regard to safeguarding. Any concerns that staff have of poor safeguarding practice in partner organisations should be reported to the DSL at the time they are noted. Partner organisations must inform the School of the occurrence of any breaches or suspected breaches of their safeguarding policy. Valid, enhanced DBS checks, including a check against the Barred list must be carried out by partner organisations in relation to anyone who is employed or volunteers by them. Partner organisations should inform the School and the DSL about any person carrying out the activities where permission has been removed for people to carry out work with pupils because, in their opinion, such person has harmed or poses a risk of harm to the pupils.

Post 16 of age pupil’s work experience:
You are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience. This is explained in paragraph 182 of KCSIE.

2.22 Photography please refer to our Image Use Policy.
As a general rule, staff should never take photographs or videos of pupils in any activity on their own mobile phones or photographic devices. If photographs or videos are required (e.g. recording performances or work for a child’s learning record or for regular assessment purposes such as NZCSE moderation), this must be carried out on school equipment or on other devices with agreement of the SLT. Staff must be mindful to comply with GDPR (General Data Protection Regulations) and refer to their EduCare training records. While using digital images, staff should be aware of the risk associated with taking, using, sharing, publishing and distribution of images.

All staff should familiarise themselves fully with the School’s eSafety, Image Use and Mobile Camera Phone and ICT Devices Policy.
2.23 Physical Contact
There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils; it is crucial however that they only do so in ways appropriate to their professional role and in relation to the child’s individual needs. Motivation is key and the reason for contact must be absolutely clear. Contact should be relevant to their age and understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child. Staff should therefore use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to a DSL. Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

Pupils with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child’s needs, consistently applied and open to scrutiny.

2.24 Positive Handling
At times staff may be involved in some form of physical intervention with pupils but this should never be used as a substitute for good behavioural management. All teachers need to develop strategies and techniques for dealing with difficult pupils and situations which they should use to diffuse and calm a situation. In non-urgent situations, staff should always try and deal with a situation through other strategies before physically intervening. Staff need to first recognise triggers that may lead to conflict and avoid them. They must be able to defuse/distract from conflict using non-physical calming methods wherever possible. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated. Medical and/or behavioural intervention plans will be carried out for children who are known to have medical or behavioural needs which may place them in danger to themselves or others. These plans will be made known to the child’s parents and documented appropriately by the pupil’s teacher. Staff must familiarise themselves with the School’s Behaviour Policies in this regard.

2.25 Private accommodation
Staff should not invite any child or family into their living accommodation unless the reason to do so has been firmly established and agreed with the SLT. It is not appropriate for staff to be expected or requested to use their private living space for any activity, play or learning. This
includes seeing parents for e.g. discussion of reports, or support session. The SLT should ensure that appropriate accommodation for such activities is found elsewhere in the School.

2.26 Safeguarding and Child Protection
Staff should fully familiarise themselves with the School’s Safeguarding and Child Protection Policy, and any concerns about the child’s welfare should be reported to the DSL. As well as this, all staff should remain vigilant to adults on site. Staff may do this by:

- Being observant of colleagues, alerting them if they are not wearing their blue staff ID lanyard.
- Being observant of visitors wearing green lanyards, showing them to be DBS checked and so, once having signed in at reception, able to walk around the site freely.
- Being observant of visitors wearing orange lanyards, showing them as not having a current DBS check completed by the School, and so being in need to direct supervision by a member of staff or DBS checked visitor.
- Being observant of any adult on site who is not wearing either a blue staff lanyard, green or orange visitor lanyard.

2.27 Sexual Activity
Sexual activity involves physical contact including penetrative and non-penetrative acts and also includes non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material. Any sexual activity by a member of staff with or towards a child is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a child under 18 years of age, even if it appears the child is consenting and is over the age of 16.

2.28 Site Security – outdoor playtime responsibilities
In order to safeguard the children as best we may, the School recognises the need to appropriately supervise the children and students during outdoor playtimes. These times refer to both morning break, from 10:25 – 10:55 and lunch time break 1:20 – 1:50. During these times there will be 7 members of staff present in the following zones.

Front of Hood Manor playground – 2 members of staff.

Back of Hood Manor playground including the Horseshoe, basketball courts, skating tarmac and the woods beside the basketball court. - 2 members of staff, 1 stationed by the trees at the back of Hood Manor and 1 circulating the rest of this area.

Turnip field – 1 member of staff.

US village – 1 member of staff.

Hood Barn and Far field – 1 member of staff.
During these times, the responsibilities of all duty members of staff includes:

- Being out on duty punctually at 10:25 or 1:20.
- Wearing high visibility yellow vests so it is easy to identify who is on duty.
- Ringing the bell punctually at 10:55 or 1:50 to ensure lessons begin on time.

Other teachers also hold responsibilities around break times. These will usually be held by class teachers (classes 1 – 8) or sponsors (classes 9 – 12), but may be held by nominated alternatives when appropriate. These responsibilities include:

- Ensuring all of the children have returned at the end of the break time.
- Initiating a missing child procedure should a child or children not return within 10 minutes of the bell going. Please see the school’s current Missing Child Procedure for more detailed steps of this process.
- Inform colleagues of social or behavioural challenges for individuals or groups of individuals to help ensure these are best managed during these less structured times.

2.29 Social contact outside the workplace
Staff should never deliberately seek out any social contact with a family outside of the workplace. They should actively discourage parents who seek to establish social contact. Staff should be aware that professionals who sexually harm pupils often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to ‘groom’ the family and/or create opportunities for sexual abuse. Other informal social contact can lead to child sexual exploitation, radicalisation and/or staff exerting inappropriate influence on pupils and possibly bringing the School into disrepute (e.g. attending a political protest, circulating propaganda).

Staff may have genuine friendships and social contact with parents of pupils, independent of any professional relationships. Contact of this nature must necessitate that the member of staff should exercise their professional judgement.

Some staff may, as part of their professional role, be required to support a parent. If that parent comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with the DSL and where necessary referrals made to the appropriate support agency.

2.30 Special Educational Needs and Disability (SEND)
SDSS is committed to providing pupils with SEN and/or who have disabilities with high quality support. We aim to include them, to value them and to support them, and to make any reasonable adjustments accordingly. We are committed to working closely with their parents and with other specialist support services to provide the best possible care. We will work to recognise any special needs a child may have and endeavor to develop partnerships with professionals at other agencies to help make a thorough assessment of specific needs, and adapt services and/or provide additional services based on the school’s limited resources. The
School aims to promote and value diversity and difference, and challenge inappropriate attitudes and practices. Pupils will be encouraged to value and respect others with SEN and disabilities. Reference should be made to the British Values’ Policy.

2.31 Support and Advice
All employees have the right to work in a safe environment, which includes freedom from physical and psychological harm such as verbal abuse or stress. SDSS must employ robust procedures for dealing with intimidating behaviour, whether delivered by staff, parents or pupils. All employees should receive effective supervision from their supervisor or manager.

Your Simply Health plan membership benefits include access to health and wellbeing advice as well as telephone counselling:
If you’re feeling stressed or would like advice on health or lifestyle issues, call the 24 hour free advice helpline at any time on 0800 975 3345 and talk to one of our trained professionals.

2.32 Transportation
Staff should never 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 the DSL and where necessary, to the child’s parent/s.

In certain situations staff may be required or offer to transport pupils as part of their work. In such cases, the SLT has a duty to carry out a Risk Assessment to manage any known risks. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger pupils. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.

2.33 Use of premises and equipment
SDSS equipment and premises are available only for School-related activities and should not be used for fulfillment of another job or post or for excessive or regular personal use, unless authorised in writing and in advance by the SLT. Any premise hire for private use (i.e. functions, courses, etc.) has to comply with the school’s room hire procedure.

2.34 Whistle blowing
If staff have a concern about the behaviour of another member of staff or a trustee, they need to follow the procedures set out in the Whistleblowing Policy.
Any allegation/s have to be reported to the Head of Education/Education Manager in writing. If the concern is about the Education Manager, it must be reported in writing to the
chair of trustees. For more detailed information please refer to our Safeguarding & Child Protection Policy, Appendix A, ‘Dealing with allegations or concerns of abuse by teachers or other members of staff or volunteers’.
3 Appendices

Appendix 1. South Devon Steiner School Acceptable Use ICT Agreement

South Devon Steiner School Acceptable Use ICT Agreement

ICT and the related technologies such as e-mail, the Internet, IPads and mobile phones are an expected part of our daily working life in the School. This policy is designed to ensure that everyone is aware of their responsibilities when using any form of ICT. All users of IT within the School are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with the School’s E-Safety Co-ordinator, who is the School Business Manager.

- I will only use the School’s e-mail/Internet/Intranet and any related technologies for professional purposes or for uses deemed ‘reasonable’ by the School Business Manager or the Trustees
- I will comply with the ICT system security and not disclose any passwords provided to me by the School or other related authorities
- I will ensure that all electronic communications with pupils and staff are compatible with my professional role
- I will only use the approved, secure e-mail system(s) for any School business
- I will ensure that personal data (such as data held on Engage) is kept secure and is used appropriately, whether in the School, taken off the School’s premises or accessed remotely
- I will not browse, download or upload material that could be considered offensive or illegal
- I will not send to pupils or colleagues material that could be considered offensive or illegal
- Images of children will only be taken and used for professional purposes and will not be distributed outside the School’s network without consent of the parent
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available, on request, to the School Business Manager.
- I will respect copyright and intellectual property rights.
- I will support and promote the School’s e-Safety Policy and help children to be safe and responsible in their use of ICT and related technologies.

I agree to follow this code of conduct and to support the safe use of ICT throughout the School.

Staff Signature.......................................................................................... Date....................................

Print Name...................................................................................................
References:

- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Equal opportunities Policy
- British (Human) values Policy
- Image Use and Mobile Camera Phone
- ICT Devices Policy
- E-safety Policy
- Anti-bullying Policy
- Health and Safety Policy
- Concerns and Complaints Policy