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## Windrush Valley School

### Policy Documents Annual Review Record

<b>Citation</b>	<p><u>This document shall be cited as:</u> <b>Staff Code of Conduct</b></p> <p><u>and incorporating the following policies:</u> KCSIE Part 1 and Annex A (2018) Safeguarding Policy Allegations against a member of staff Staff disciplinary and grievance procedure</p>
<b>Person responsible</b>	Headteacher
<b>Comments to</b>	Headteacher
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<b>Person reviewing/updating</b>	
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## Staff Code of Conduct

### Introduction

This Code of Conduct ('the Code') sets out the professional standards expected and the duty upon staff and volunteers to abide by it. All staff and volunteers have a duty to keep pupils safe, promote their welfare and to protect them from sexual, physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgement. Following this Code will help to safeguard staff and volunteers from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to pupils and the Required Professional Standards.

Staff and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so, particularly in terms of child protection. Adults have a duty to report any child protection or welfare concerns to the designated member of staff in school. Anyone who has concerns must report it immediately to the Designated Safeguarding Lead (DSL). A member of staff who, in good faith, "whistleblows" or makes a public interest disclosure will have the protection of the relevant legislation.

This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff or volunteers. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the Required Professional Standards. There will be occasions and circumstances in which staff or volunteers have to make decisions or act in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils, and are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

The Proprietor of Windrush Valley School Limited will take a strict approach to serious breaches of this Code. Any member of staff who is found to have committed a breach of this Code will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal.

Where an allegation of abuse is made against a member of staff the Proprietor will follow the guidance set out in *Keeping Children Safe in Education* (DfE September 2018) and the statutory guidance within *Dealing with Allegations of Abuse against Teachers and other Staff* ( DfE Oct 2012) where it is alleged that a member of staff or volunteer has:

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

## **Conduct and Practice Principles**

There are seven principles of good conduct and practice for all staff at Windrush Valley School. Whilst these form the foundation of what happens in our school, they can also be used as guiding principles on which to base professional and personal learning in any school:

### **1. Put the wellbeing, development and progress of children first.**

- follow policies, procedures and guidelines on matters such as communication with pupils, physical pupil contact, behaviour management, inclusion, access and equality of opportunity;
- conduct their relationships with pupils professionally and appropriately both in school and out of school;
- ensure that any communication with pupils is appropriate, including communication via electronic media, such as e-mail, texting and social networking websites;
- comply with policies, procedures and guidelines on matters such as child protection, safeguarding, educational visits or trips and their own professional and personal conduct;
- take all reasonable steps to ensure the safety and wellbeing of pupils;
- report any incident which may be perceived to breach the established boundaries between staff and pupils;
- contribute to the creation of a fair and inclusive school environment by addressing discrimination, stereotyping and bullying;
- identify and address issues at all times that might impact on pupils' welfare.

### **2. Demonstrate respect for diversity and promote equality.**

- Ensure you are committed to providing equal opportunities for all pupils, regardless of their age, gender, sexual orientation, disability, additional learning needs, race, religion or belief.

### **3. Strive to establish productive partnerships with parents, guardians and carers.**

- follow policies, procedures and guidelines on communication with parents, guardians and carers, including those relating to sensitive areas such as attendance and exclusion;
- develop and maintain good relationships between home and school, respecting the role of the parent, guardian or carer in a pupil's education

### **4. Work as part of a whole-school team**

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;

### **5. Cooperate with other professional colleagues.**

- behave professionally and with respect towards other members of staff;
- support and collaborate with teachers and other professionals in matters concerning the education of pupils.

**6. Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession and in Windrush Valley School.**

- make a positive contribution to the wider life and ethos of the school;
- comply with policies, procedures and guidelines in respect of the use of school property, facilities, finance and ICT;
- use school property and facilities appropriately;
- conduct assessment- and examination-related tasks with integrity;
- take care to ensure the accuracy of information prior to signing documents;
- represent themselves, their experience, professional position and qualifications honestly;
- communicate effectively and honestly with parents with regard to pupils' achievements and well-being;
- ensure communications with parents, teachers and other professionals comply with policies, procedures and guidelines;
- keep pupils' personal/educational records secure;
- only disclose confidential discussions where it is appropriate to do so;
- comply with policies, procedures and guidelines regarding the disclosure of pupil information.

**7. Take responsibility for maintaining the quality of teaching.**

Promote good progress and outcomes by pupils

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

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework (Prep) and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### Adapt teaching to respond to the strengths and needs of all pupils

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

#### Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 8. Help children and young people to become confident and successful learners (for teachers).
- adhere to the standards for Qualified Teacher Status (QTS) and the End of Induction Standards;
- maintain high standards of practice in relation to teaching and learning, classroom management, planning, monitoring, assessment and reporting;
- keep their professional knowledge and skills up to date throughout their teaching career;
- maintain an up-to-date knowledge of relevant guidelines and educational developments in their phase of teaching/particular role, and teaching in general;
- reflect upon and evaluate their practice as part of their continuing professional development;
- are open to, and respond positively and constructively to feedback regarding their teaching practice;
- seek support, advice and guidance where necessary.

#### **Policies.**

The following are important but this list is by no means exhaustive.

- Disciplinary and Grievance Procedure
- Safeguarding Children Policy (obligatory)
- Anti-Bullying Policy
- Acceptable Technology Use Policy
- Equal Opportunities Policy

- Sex Discrimination Policy
- Behaviour and Discipline Policy
- Fire Policy and Risk Assessments Policy

### **Confidentiality**

As data controllers, all schools are subject to the General Data Protection Regulations (GDPR) (2018). In addition, teachers owe a common law duty of care to safeguard the welfare of their pupils. This duty is acknowledged in the provisions governing disclosure of information about pupils.

Members of staff may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be sensitive and/or confidential. Confidential or personal information about a pupil or his/her family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from the Headteacher. Any media or legal enquiries must be immediately passed to the Proprietor before any response is given.

### **Propriety, Behaviour and Appearance**

All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and the public in general. An individual's behaviour or actions, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute. The misuse of drugs, alcohol or acts of violence would be examples of such behaviour. Staff and volunteers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding; dress should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. Given the sensitive nature of children staff should ensure that tattoos and body piercings are not visible at any time. Those who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Personal property of a sexually explicit nature such as books, magazines, CDs, DVDs or such material on any electronic media must not be brought onto or stored on the school premises or on any school equipment.

### **Sexual Contact with Children and Young People and Abuse of Trust**

A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.

Any sexual behaviour or activity, by a member of staff or volunteer with or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. '*Working Together to Safeguard children*', defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

Staff and volunteers must not have sexual relationships with pupils, have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or young person or discuss their own sexual relationships with or in the presence of pupils. Staff and volunteers should take care that their language or conduct does not give rise to comment or speculations. Attitudes, demeanor and language all require care and thought.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

### **Infatuations and Crushes**

A child or young person may develop an infatuation with an adult who works with them. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to the Headteacher so that appropriate action can be taken to avoid any hurt, distress or embarrassment. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations. Examples of situations which must be reported are:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust,
- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship

### **Gifts**

Staff and volunteers need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. 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

acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour or rewards policy, recorded, and not based on favouritism.

### **Social Contact and Social Networking**

Windrush Valley School provides access to a landline telephone in both the school office and staff room. Personal mobile telephones must be left in either the staff room or school office during working hours. These may only be used in the staff room and when not in the presence of children.

Communication between pupils and adults should take place within clear and explicit professional boundaries only. Staff and volunteers should not share any personal information with pupils. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. If a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgment in making a response and should ensure that all communications are transparent and open to scrutiny.

Staff and volunteers must not give their personal contact details such as home/mobile phone number; home or personal e-mail address or social networking details to pupils. It is recommended that staff ensure that all possible privacy settings are activated to prevent pupils from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.

Staff must not have any pupils or any ex-pupils under the age of 18 as friends on their social networking sites. Staff are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Staff are advised not to have on-line friendships with parents or carers of pupils. Where such on-line friendships exist, staff must ensure that appropriate professional boundaries are maintained.

Staff are personally responsible for what they communicate in social media and must bear in mind that what is published might be read by the Proprietor, colleagues, parents, pupils, the general public and future employers. Staff must ensure that their on-line profiles are consistent with the professional image expected of Windrush Valley School employees and should not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate would render themselves vulnerable to allegations of misconduct which may be dealt with under the school's disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of Windrush Valley School such comments are inappropriate.

### **Physical Contact and Personal Privacy**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a

misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible to the Headteacher and a written copy made in the school's incident book, and, if appropriate, a copy placed on the pupil's file.

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

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from the Headteacher.

Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur, for example, when changing for swimming lessons. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

### **Behaviour Management and Physical Intervention**

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of Windrush Valley School's Behaviour Management policy.

Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website. See '*Guide for Heads and School Staff on behaviour and discipline (including reasonable force) for maintained schools*' and '*Use of reasonable force -advice for Head Teachers, Staff and Governing Bodies for all Schools and Academies*'. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. It is extremely unlikely that a member of staff would decide to use a physical intervention strategy with pupils in Windrush Valley School.

All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

### **One to One Situations and Meetings with Pupil**

One-to-one situations have the potential to make children/young persons more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. The Headteacher will undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted.

No child or young person should be in or invited into the home of an adult who works with them, unless the reason for this has been established and agreed with parents/carers and the Headteacher.

### **Transporting Pupils**

In certain situations; for example, out of school activities, staff, parents or volunteers (following suitable CRB checks) may agree to transport pupils. Transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable, transport should be provided other than in private vehicles.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

It is inappropriate for staff to offer lifts to a pupil outside their normal working duties, unless this has been brought to the attention of the Headteacher and has been agreed with parents/carers.

There may be occasions where a pupil requires transport in an emergency situation or where not to give a lift may place a pupil at risk. Such circumstances must always be recorded and reported to the Headteacher and parents/carers.

### **Educational Visits and School Clubs**

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply.

### **Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from the Headteacher. Staff and volunteers must not enter into or encourage inappropriate discussion about sexual activity or behaviour.

## **Photography, Videos and other Creative Arts**

Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. GDPR [2018] affects the use of photography. An image of a child is personal data; it is a requirement under the Regulation that consent is obtained from the parent of a child before any images are made such as those used for school web sites, notice boards, productions or other purposes.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken, whether the images will be destroyed or retained for further use.

Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to consider the wishes of the child, remembering that some children do not wish to have their photograph taken.

Adults should only use equipment provided or authorised by the school to make/take images and should not use personal mobile telephones or any other similar devices to make/take images. Staff may not make/take images of children in EYFS without the prior agreement and approval of the Headteacher. Such images may be for recording examples of pupil involvement in the curriculum of the school.

The following guidance must be followed:

- ♣ if a photograph is used, avoid naming the pupil
- ♣ if the pupil is named, avoid using the photograph
- ♣ photographs/images must be securely stored and used only by those authorised to do so
- ♣ be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded
- ♣ ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- ♣ ensure that all photographs/images are available for scrutiny in order to screen for acceptability
- ♣ be able to justify the photographs/images made
- ♣ do not take photographs in a one to one situation
- ♣ do not take, display or distribute photographs/images of pupils unless there is consent to do so

## **Reporting Concerns and Recording Incidents: whistleblowing and cyber-bullying**

All staff, governors and volunteers must report concerns and incidents in accordance with the school whistleblowing policy and/or the managing allegations of abuse policy. The following is a non-exhaustive list of behaviours which would be a cause for concern and therefore reportable:

Where an adult:

- ❖ Allows a pupil/young person to be treated badly; pretends not to know it is happening.
- ❖ Gossips/shares information inappropriately.
- ❖ Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language.
- ❖ Dresses in a way which is inappropriate for the job role.
- ❖ Does not treat pupils fairly - demonstrates favouritism.
- ❖ Demonstrates a lack of understanding about personal and professional boundaries.
- ❖ Uses his/her position of trust to intimidate, threaten, coerce or undermine.
- ❖ Appears to have an inappropriate social relationship with a pupil or pupils.
- ❖ Appears to have special or different relationships with a pupil or pupils.
- ❖ Seems to seek out unnecessary opportunities to be alone with a pupil.

Staff who have concerns about child protection, alleged abuse or inappropriate use of ICT resources, virtual learning environments, camera/recording equipment, telephony, social networking sites, email or internet facilities or inappropriate communications, whether by pupils, parents, carers or staff, or others, should alert the school's DSL. Where a concern relates to the Headteacher personally, this should be reported to the LADO. [Refer to the school's Safeguarding Policy].

Cyber-bullying can be experienced by staff as well as pupils. Staff should notify the Headteacher immediately if they are subject to cyber-bullying. Windrush Valley School will endeavour to protect staff and stop any inappropriate conduct.

### **Unacceptable Use of ICT Facilities and Monitoring**

Posting, creating, accessing, transmitting, downloading, uploading or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result in summary dismissal (this list is not exhaustive):

- ◇ pornographic or sexually suggestive material or images of children or adults which may be construed as such in the circumstances (that is, writing, texting, pictures, films and video clips of a sexually explicit or arousing nature),
- ◇ any other type of offensive, obscene or discriminatory material or criminal material or material which is liable to cause distress or embarrassment to Windrush Valley School or others

The contents of the ICT resources and communications systems are the property of the Proprietor. Therefore, staff should have no expectation of privacy in any message, files, data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on our electronic information and communications systems.

The Proprietor reserves the right to monitor, intercept and review, without further notice, staff usage of IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, internet and social media postings and activities, to ensure that these rules are being complied with and for the following purposes:

- ◇ to monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code:
- ◇ to assist in the investigation of alleged wrongful acts; or
- ◇ to comply with any legal obligation

All staff consent to monitoring by acknowledgement of this Code and the use of the resources and systems. copies of data or communications are stored for a period of time after they are created, and may be deleted from time to time without notice. If necessary, information may be handed to the police in connection with a criminal investigation.

### **Other Employment**

Staff should not engage in other employment, whether with or not with, pupils and parents from Windrush Valley School without the prior written consent of the Headteacher.

**Alan Wood**  
**September 2018**