

Policy agreed (date):	September 2023
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Next review (date):	September 2023

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Designated Safeguarding Lead (DSL)	Mrs Amy Spence	01672 562371	admin.puddleducks@kingalfredtrust.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Mrs Carol Eyles	01672 562371	admin.puddleducks@kingalfredtrust.co.uk
Nominated Trustee From King Alfred Trust (Chair of Trust)	Cheryl James	01672 562083	Cheryl.James@kingalfredtrust.co.uk
Nominated Executive from King Alfred Trust	Mrs Nicola Gilbert	01672 562083	head@pewsey.wilts.sch.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023)			

Designated Officer for Allegations	0300 456 0100
Children's Social Care referrals:	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0845 607 0888
If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.	

Introduction

King Alfred Trust is committed to providing positive academic, social and emotional outcomes for our children in its schools, underpinned by a strong safeguarding ethos. We are equally committed to the welfare of our staff, who are expected to adhere to the highest standards of professional behaviour to maintain confidence and respect of the general public and colleagues.

The governors will make sure that this policy reflects national and local requirements to protect and support the children and adults in our school.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2023)
- The Procedures of Wiltshire Safeguarding Vulnerable People Partnership (SVPP)

This policy:

- is based on the Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019 with April 2020 Addendum).
- aims to provide a guide for adults about acceptable and desirable conduct to ensure that staff maintain safe working practice and so **safeguard both children and adults**.
- does not provide a complete checklist of appropriate behaviour for staff in every circumstance. Staff must make judgements about their behaviour to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably.

In *very exceptional* circumstances where a member of staff believes it is the best interest of a child to breach these guidelines, that person **must** tell the headteacher of the justification for any proposed, or action already taken, at the earliest opportunity. The headteacher will make a written record of that discussion including any areas of disagreement and actions taken.

Scope

This policy is consistent with all other policies adopted by the governors and WILL be read along-side the **Child Protection and Safeguarding policy and the Staff Code of Conduct** as well as the following documents relevant to the safety and welfare of our children:

- Behaviour policy
- SEND policy
- Code of Conduct (HR)
- Health and safety policy
- Whistleblowing policy
- E-Safety Policy
- Complaints Policy

This policy applies to all staff and volunteers working in our setting.

For the purposes of this policy:

- 'Staff' refers to all those working at the setting, full time or part time, in a paid or voluntary capacity.
- 'Volunteer' is a person who performs an activity that involves spending time, unpaid in this setting (except for approved expenses).
- A 'position of trust' is one in which one party is in a position of power or influence over another, due to their work or the nature of their activity.
- 'Child' refers to all children up to the age of 18. All adults are in positions of trust in relation to every child at our school.

It does not apply to employees of external contractors and providers of services (eg contract cleaners). Such staff are covered by the relevant Code of Conduct of their employing body.

Expectations

All staff:

- are familiar with this policy and have an opportunity to contribute to its review.
- understand their responsibilities to safeguard and promote the welfare of children.
- are aware that failure to meet the standards of behaviour and conduct in this policy may result in disciplinary action. This includes dismissal, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity.

Mandatory Procedures

Confidentiality

The sorting and processing of personal information is governed by GDPR (General Data Protection Regulations 2018) - see Data Protection Act (2018).

Child records are shared with those who have a professional need to see them. When staff have access to confidential information about colleagues, children or their parents/carers, the staff must treat such information in a sensitive and confidential way, sharing it only in the interests of a child and when legally permitted to do so.

Trustees should not routinely access child records. Exceptions to this would be for the purpose of an investigation in line with the school's complaint policy and procedures.

Staff and Trustees will not use their position to gain access to information for their own advantage and/or a child's or family's detriment.

If a member of staff is concerned that a child is being abused, is at risk of being abused or may have been abused in the past, they will follow the agreed procedure set out in the flowchart 'What to do if you are worried about a child', displayed in the play rooms, staffroom and office - see Safeguarding and Child Protection Policy (September 2023).

If a member of staff is ever in any doubt about whether to share information or not, they WILL get advice from the designated safeguarding lead.

All adults WILL:

- Know the name of their Designated Safeguarding Lead and be familiar with SVPP 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.
- Ensure that where personal information is recorded using modern technologies that systems and devices are kept secure.

Responsibilities

All staff are in positions of trust in relation to all children on roll. They ensure that the power imbalance is never used for personal advantage or gratification. They avoid behaviour which might be interpreted by others as an abuse of the position of trust, and report any incident with this potential to the manager. This includes sharing personal contact details with children or families. They have a legal duty to protect the interests of children and accept the obligations inherent in that responsibility.

It is important that they determine how best to build trusted relationships with children and young people which facilitate communication, using professional curiosity and speaking to the DSL if they have concerns about a child.

Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children.

All staff have a responsibility to keep pupils safe and protect them from abuse (sexual, physical and emotional), neglect and contextual safeguarding concerns.

All adults WILL:	School WILL:
<ul style="list-style-type: none"> • Disclose any relationship or association (in the real world or online) that may impact on the school’s ability to safeguard pupils. • Understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached. • Always act, and be seen to act, in the child’s best interests. • Avoid any conduct which would lead any reasonable person to question their motivation and intentions. • Take responsibility for their own actions and behaviour. 	<ul style="list-style-type: none"> • Promote a culture of openness and support. • Ensure that systems are in place for concerns to be raised. • Ensure that adults are not placed in situations which render them particularly vulnerable. • Ensure that all adults are aware of expectations, policies and procedures. • Ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored.

Making Professional Judgements

Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the pupils in their charge and, in doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with a manager.

All adults WILL:

- Discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the school’s designated safeguarding lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
- Always discuss any misunderstanding, accidents or threats with the Headteacher 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 E.g: LA/Ofsted/TRA or other Regulatory Body.

Certain behaviours are at odds with a position of trust. These include, but are not limited to:

- Harassment or discrimination based on any characteristic protected by the Equality Act 2010

- Loss of personal civility including, personal attacks or insults, displays of temper (such as throwing objects), unwanted physical contact (pushing, shoving, hitting) or the threat of the same.
- Staff must not swear, blaspheme or use offensive language in front of pupils, nor use language which is discriminatory and demeaning in any way.

Such behaviours are disciplinary offences and may be referred to Local Authority and/or the police.

Power and Positions of Trust and Authority	
As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school or education setting are in a position of trust in relation to all pupils on the roll.	
All adults WILL NOT:	
<ul style="list-style-type: none"> • 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. 	

Standards of Behaviour	
All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They WILL adopt high standards of personal conduct in order to maintain confidence and respect of the general public and colleagues.	
All adults WILL:	WILL NOT:
<ul style="list-style-type: none"> • Be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children. • Inform the Head/DSL of any cautions, convictions, or relevant orders accrued during employment or criminal offences charged. 	<ul style="list-style-type: none"> • Behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model. • Make, or encourage others to make sexual remarks to, or about, a pupil. • 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 personal comments which scapegoat, demean or humiliate or might be interpreted as such.

Dress and Appearance (Also applies to online and virtual teaching)
<p>A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs.</p> <p>However, staff will 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.</p> <p>Staff will 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.</p>

Any staff with tattoos that might be viewed as offensive, provocative or likely to give rise to misunderstanding must ensure that those tattoos always remain covered when that adult is working for the school.

All adults WILL:

Wear clothing which:

- Promotes a positive and professional image.
- Is appropriate to their role.
- Is not likely to be viewed as offensive, revealing, or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.
- Is not considered to be discriminatory.
- Is compliant with professional standards.

Gifts, Rewards, Favouritism and Exclusion

Please refer to Trust's 'Bribery Policy'; regarding the giving of gifts or rewards to pupils and the receiving of gifts from them or their parents/carers.

All adults WILL:

- Be aware of and understand their organisation's relevant policies, 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.

Infatuations and 'Crushes'

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 encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

All adults WILL:

- Report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.
- Always maintain professional boundaries.

Senior Managers WILL:

- Put action plans in place where concerns are brought to their attention.

Social Contact Outside of the Workplace Including The Acceptable Use of Technology

Staff must use their professional judgement when requesting or accepting any social contact (including through social media).

This means that they must:

- not accept any request from pupils for contact via any social media platform.

- make a judgement about whether to maintain the connection in any cases where contacts were made before the child started at the school (eg teacher being friend with a parent). Staff must discuss any decision to maintain such contact with the headteacher.

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship.

Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

Staff must be circumspect in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed directly or by association with websites/pages or posts established by others (eg 'liking', reposting or forwarding). This includes the use of dating websites where staff could encounter parents or students either with their own profile or acting covertly.

They must consider the long-term implications of any content published by them online, specifically how it might ever have an adverse effect:

- on their reputation as an individual working in an education setting
- their ability to maintain good professional boundaries with parents and with children
- on the reputation of the school.

Staff must not access any content from the internet on personal device during school hours, on the setting's site, or on a setting computer or device at any time that could bring the setting into disrepute or that might lead a reasonable person to question the staff member's motivation or intentions.

If staff become aware of misuse by another member of staff (in or out of work), they should escalate those concerns using the concerns and allegations against staff (including supply teachers, volunteers and contractors) procedures.

All staff are aware of their part in ensuring the DFE Filtering and monitoring standards and cyber security standards are upheld. If staff become aware of misuse by another member of staff (in or out of school), they must report those concerns using the concerns and allegations against staff (including supply teachers, third-party & self-employed staff, volunteers, contractors) procedures. These procedures now include adults from organisations or individuals using school premises procedures.

All adults WILL:

- Always approve any planned social contact with children or parents 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 parents unless agreed with senior managers.
- Refrain from using personal devices at all times. All lessons and communication to parents will be done using school devices and not from personal devices at any time.
- Inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship.
- Inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring.

Communication with Children (including the use of technology)

Staff 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.

Communication with children both in the 'real' world and through web based telecommunication interactions should take place within explicit professional boundaries.

Staff must be circumspect in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed directly or by association with websites/pages or posts established by others (eg 'liking', reposting or forwarding). This includes the use of dating websites where staff could encounter parents or students either with their own profile or acting covertly.

They must consider the long-term implications of any content published by them online, specifically how it might ever have an adverse effect:

- on their reputation as an individual working in an education setting
- their ability to maintain good professional boundaries with parents and with children
- on the reputation of the school.

Staff must not make sexual innuendos or any comments of a sexual nature to any child (other than in the context of RSHE) nor make any comments trivialising alcohol or drug use.

All adults WILL:

Not access any content from the internet on personal devices during contact hours, on the setting site, or on a setting computer or device at any time that could bring the school into disrepute.

- Not use their phones, camera or smart technology, or any device that can be used to photograph or record children, when on duty for any purpose. Phones should be kept locked away in cupboards or lockers.
- Not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work.
- Not give out their personal details.
- Use only equipment and Internet services provided by the school or setting – do not take photos on your own personal devices or use own devices for any teaching purposes either.
- Follow their school / setting's Acceptable Use policy.
- Adopt high security settings on any personal profiles that they may have.
- Ensure that their use of technologies and social media sites could not bring the school community or employer into disrepute.
- Not discuss or share data relating to children/parents/carers in staff social media groups.
- Staff are advised to wait until after an ex-pupil's 18th Birthday before accepting any requests on social media.

Physical Contact

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. The use of physical intervention including the use of reasonable force will always be in line with the following policies- Supporting Children with SEN Policy and the Behaviour Policy.

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 will be immediately reported to the Manager and recorded in writing. If appropriate, the Manager will consult with the Designated Officer for Allegations (DOFA).

Staff understand that a child who has suffered previous abuse or neglect may associate physical contact with such experiences. They recognise that such a child may seek out inappropriate physical contact and know to deter the child sensitively to help them to understand the importance of personal boundaries. Staff know that they must never indulge in play that involves rough-and-tumble or fun fights.

Children with SEND or disabilities may require more physical contact to assist their everyday learning. The arrangements are understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Staff always allow/encourage children, where able, to undertake self-care tasks independently.

All adults WILL:	Senior Managers WILL:
<ul style="list-style-type: none"> • 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. • Never touch a pupil in a way which may be considered indecent. • Always be prepared to explain actions and accept that all physical contact be open to scrutiny. • Never indulge in horseplay or fun fights. • Always allow/encourage pupils, where able, to undertake self-care tasks independently. • Ensure the way they offer comfort to a distressed pupil is age appropriate. • 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. 	<ul style="list-style-type: none"> • Ensure that they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management. • Provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care

Other Activities That Require Physical Contact

In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should only take place when it is necessary in relation to a particular activity. It should take place in a safe and open environment.

All adults WILL:	Senior Managers WILL:
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<ul style="list-style-type: none"> • Treat pupils with dignity and respect and avoid contact with intimate parts of the body. • Always explain to a pupil the reason why contact is necessary and what form that contact will take. • Seek consent of parents where a pupil is unable to give this e.g. because of a disability. • Consider alternatives, where it is anticipated that a pupil might misinterpret any such contact. • Be familiar with and follow recommended guidance and protocols. • Conduct activities where they can be seen by others. • Be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact. 	<ul style="list-style-type: none"> • Have in place up to date guidance and protocols on appropriate physical contact that promote safe practice and include clear expectations of behaviour and conduct. • Ensure that staff are made aware of this guidance and that it is continually promoted.
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Intimate / Personal Care	
<p>Pupils WILL be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by the child’s keyworker, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the pupil’s care plan specifies the reason for this.</p>	
All adults WILL:	WILL NOT:
<ul style="list-style-type: none"> • 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. • Where there are changing rooms announce their intention of entering. • Always consider the supervision needs of the pupils and only remain in the room where their needs require this. 	<ul style="list-style-type: none"> • 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.
<p style="text-align: right;">Senior Managers WILL:</p>	

	<ul style="list-style-type: none"> • Have written care plans in place for any pupil who could be expected to require intimate care. • Ensure that pupils are actively consulted about their own care plan. • Adhere to the following policies: Special Needs, Administration of medicine, and Behaviour Policy.
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Behaviour Management

Where pupils display difficult or challenging behaviour, adults should follow the school’s Behaviour Policy using strategies appropriate to the circumstance and situation.
 Corporal punishment and smacking is unlawful in all schools.
 Staff will not 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.

All adults WILL:

- Not use force as a form of punishment.
- Try to defuse situations before they escalate e.g. by distraction.
- Keep parents 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.
- Follow the establishment’s behaviour management policy.
- Behave as a role model.
- Avoid shouting at children other than as a warning in an emergency/safety situation.
- Refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI).
- Set up a PHP and agree by all parties.
- 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.

The Use of Control and 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.

All adults WILL:	WILL NOT:
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| <ul style="list-style-type: none"> • Adhere to the school or setting’s physical intervention policy. • Always seek to defuse situations and avoid the use of physical intervention wherever possible. • Where physical intervention is necessary, only use minimum force and for the shortest time needed. • Record the incident iReport to HT/SLT member and child’s parents. • Adhere to PHP agreed by parents/carers in RA plan. | <ul style="list-style-type: none"> • Use physical intervention as a form of punishment. |
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Sexual Conduct

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable.

All adults WILL:

- 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.

WILL NOT:

- Have any form of sexual contact with a pupil from the school or setting.
- 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.

One to One Situations

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.

All adults WILL:

- Undertake a risk assessment.
- 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 becomes distressed or angry.
- Consider the needs and circumstances of the pupil involved.

WILL NOT:

- Arrange to meet pupils from school away from work premises.

Home Visits

All work with pupils and parents WILL usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. E.g: As part of reception pupil induction or during changes in operating practice due to a pandemic.

All adults WILL:

- Agree the purpose for any home visit with their manager/Senior and the parent/carer.
- Adhere to agreed risk management strategies.
- 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.

Senior Managers WILL:

- Ensure that they have home visit and lone-working policies which all adults are made aware of. These should include arrangements for risk-assessment and management.
- Ensure that all visits are justified and recorded.
- Ensure that staff are not exposed to unacceptable risk.
- Make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent.

<ul style="list-style-type: none"> • Ensure any behaviour or situation which gives rise to concern is discussed with their manager. • Where possible work and visit in pairs. 	<ul style="list-style-type: none"> • Ensure that staff have access to a mobile telephone and an emergency contact.
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Transporting Pupils

In certain situations staff or volunteers may be required or offer to transport pupils as part of their work. However, staff should never offer lifts to pupils unless this has been agreed by a member of the SLT.

All adults WILL:

- 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.
- Ensure booster seats are used in accordance with current legislation.
- Have an appropriate licence/permit 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.
- 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.
- Refer to Local and National guidance for Educational visits.

Senior Leaders Will:

- Seek evidence that the vehicle is safe E.g: current MOT
- Ensure the driver is suitable – holds business use insurance, tax and a Driving Licence.

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/responsibilities-and-duties-for-schools>

All adults WILL:

- 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 consent to the activity.
- Ensure that their behaviour remains professional at all times.
- Never share beds with a child/pupil
- Never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Manager, parents and pupils.
- Refer to local and national guidance for Educational visits, including exchange visits (both to the UK and abroad).

First Aid and Medication

All settings WILL have an adequate number of qualified first-aiders. Parents should be informed when first aid has been administered.

All adults WILL:

- Ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant.
- Ensure training is regularly monitored and updated.
- Refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions that adults WILL:
- 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/first-aid administered.
- Not work with pupils whilst taking medication unless medical advice confirms that they are able to do so.
- Ensure that personal medication is stored in a secure place, out of reach of pupils at all times.

Photography, Videos 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.

All adults WILL:

- 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 making images in one to one situations.

WILL NOT:

- Use their own personal devices in front of children or in lessons.
- Take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse).
- Make audio recordings of a child's disclosure.
- Take images of pupils for their personal use.
- Display or distribute images of pupils unless they are sure that they have parental 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.

Exposure to Inappropriate Images

Staff WILL take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

All adults WILL:

- 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.

Curriculum

Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson/

All adults WILL:

- Have clear written 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.

WILL NOT:

- 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.

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. All staff and volunteers are expected and encouraged to raise concerns. In the first instance, concerns about poor or unsafe practice must be raised with Beverley Smith (Manager), unless the concern is about her. If this is the case, the concern should be raised with: Nicola Gilbert (Executive Headteacher of King Alfred Trust – head@pewsey.wilts.sch.uk)

Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Executive Head of King Alfred Trust – Nicola Gilbert head@pewsey.wilts.sch.uk
- The Chair of King Alfred Trust – Karen Shields – Karen.Shields@kingalfredtrust.co.uk
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 or email: help@nspcc.org.uk if:
 - they think the concern will not be dealt with properly or
 - may be covered up or
 - if they raised a concern but it has not been acted upon or if they are worried they are being treated unfairly.

All adults WILL:

- Escalate their concerns if they believe a child or children are not being protected.
- Report any behaviour by colleagues that raises concern in line with policy.

Senior Managers WILL:

- Have a whistleblowing policy in place which is known to all.
- Have, as part of their safeguarding and child protection policy, clear procedures

<ul style="list-style-type: none"> 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 DSL. 	<p>for dealing with allegations against persons working in or on behalf of the school or setting.</p>
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Sharing Concerns and Recording Incidents

If a member of staff is concerned about the behaviour of a person working or volunteering at the school (including contractors they will follow the agreed procedure set out in the flowchart ‘Allegation against adults’, displayed in the staff room, play rooms, office and lobby entrance. See Safeguarding and Child Protection Policy (Sept 2023).

The school operates a ‘low-level’ concerns policy in accordance with KCSIE. ‘Low-level’ refers to behaviour that is: inconsistent with expectations set out in this policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA.

All concerns, no matter how small, will be shared responsibly and with the right person, recorded and dealt with promptly and appropriately. This will serve our commitment to create and embed a culture of openness, trust and transparency in which the school’s values and expected behaviour set out in this policy are constantly lived, monitored and reinforced by all staff.

‘Low-level’ concerns could include, but are not limited to:

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

We also encourage all staff to self-refer to their line manager or DSL where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All adults WILL:	Senior Managers WILL:
<ul style="list-style-type: none"> Be familiar with their establishment’s arrangements for reporting and recording concerns and allegations Know how to contact the 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. 	<ul style="list-style-type: none"> Have an effective, confidential system for recording and managing concerns raised by any individual regarding adults’ conduct and any allegations against staff and volunteers.

Training

All members of staff and volunteers have read and signed to confirm they understand this Staff Behaviour Policy.

Induction

The welfare of all children on roll is of paramount importance. All staff including volunteers are informed of this policy at induction and given the chance to question and discuss the expectations set out.

Staff support

Work in nursery and pre-school settings, is both rewarding and demanding. We support staff by prioritising time to discuss the challenges of their role linked to any aspect of this Staff Behaviour Policy with their line manager and seek further support as appropriate.