



**CODE OF CONDUCT**

**VERSION 1**

**15/11/2022**

## Code of Conduct for Adults

For the purposes of this Code, the term and references to 'adult' include the following:

- all employees of Waveney Valley Academies Trust
- all volunteers working for Waveney Valley Academies Trust, including Trustees and School Committee members
- External contractors or self-employed individuals providing services to the Trust
- Any other individuals who work for, or provide services to, the Trust or any of its schools

For the purposes of this Code 'young person/people', 'pupils/students' and 'child/ren' includes all those for whom the Trust provides educational or other services. However, it is important to note that, where services are provided to other adults (eg for leisure activities, school lettings etc.), the same level of professional conduct is required.

The Code takes account of, and should be read in conjunction with, the following guidance:

- 'Keeping Children Safe in Education' Department of Education
- Working Together to Safeguard Children' HM Government
- Prevent Duty Guidance HM Government
- 'Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings'

All adults have a duty to keep pupils/students safe, promote their welfare and to protect them from harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils/students and behaviour by adults that demonstrates integrity, maturity and good judgement. Following this Code will help to safeguard adults from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to pupils/students.

This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for adults. However, it highlights some behaviours that are illegal, inappropriate or inadvisable in relation to the required professional standards within the Trust. There will be occasions and circumstances in which adults have to make decisions or take action 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/students.

The Code should be read in conjunction with all Trust and School Policies, in particular:

- Safeguarding Policy
- Whistleblowing Policy
- Acceptable Computer Use Policy
- Administration of Student Medication Policy
- Data Protection Policy
- Gifts and Hospitality Policy
- First Aid Policy
- Drugs Policy
- Health & Safety Policy
- No smoking/vaping Policy
- Sex and Healthy Relationships Education Policy
- Social Media Policy

- Supporting Students with long term medical conditions Policy
- Educational Visits Policy

Any behaviour in breach of this Code or the Trust's policies by employees may result in action under our disciplinary procedure. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Trust will take a strict approach to serious breaches of this Code.

## The Nolan Principles

As outlined in the Waveney Valley Academies Trust Scheme of Delegation, all staff are expected to conduct themselves in line with the Seven Principles of Public Life (as defined by the Committee for Standards in Public Life):

- **Selflessness** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends
- **Integrity** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties
- **Objectivity** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit
- **Accountability** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office
- **Openness** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands it
- **Honesty** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest
- **Leadership** Holders of public office should promote and support these principles by leadership and example

These principles were first set out by Lord Nolan in May 1995 and have become part of the Ministerial code.

## Allegations of Abuse Against Teachers, other Employees and Volunteers

The Trust will follow the Procedure for Dealing with Allegations of Abuse Against Teachers and Other Employees and Volunteers, alongside the guidance set out in Part Four of the DfE's Keeping Children Safe in Education, where it is alleged that an adult 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
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

## Low-Level Concerns

In accordance with Part Four of Keeping Children Safe in Education, a low-level concern is a concern that an adult, working in or on behalf of the school or Trust, may have acted in a way that:

- is inconsistent with this Code and/or Trust/School Policies, including inappropriate conduct outside of work but
- does not meet the threshold or is otherwise not considered serious enough to consider a referral to the LADO

All adults have a duty to report low-level concerns, in addition to concerns that meet the harm threshold, to those with designated safeguarding responsibilities to ensure matters are dealt with promptly and appropriately. The Trust will manage all such concerns in accordance with Part Four of Keeping Children Safe in Education.

In the event that an adult has 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, the adult should self-refer to those with designated safeguarding responsibilities. The Trust is committed to creating an environment where staff are encouraged and feel confident to self-refer. An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies is likely to be subject to disciplinary action.

## Expected Professional Standards

All adults, as appropriate to the role, task and/or job description of the individual, must:

- Place the well-being and learning of pupils/students at the centre of their professional practice
- Have high expectations for all pupils/students, be committed to addressing underachievement, and work to help children progress regardless of their background and personal circumstances
- Treat pupils/students fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality
- Model the characteristics they are trying to inspire in pupils/students, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people
- Respond sensitively to the differences in the home backgrounds and circumstances of pupils/students, recognising the key role that parents and carers play in their children's education

- Seek to work in partnership with parents and carers, respecting their views and promoting understanding and cooperation to support the young person's learning and wellbeing in and out of School
- Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues
- Ensure that the same professional standards are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity

Teachers are required to comply with the Teachers' Standards September 1st 2012 with Part 2, Personal and Professional Standards, being particularly relevant to this Code.

## Confidentiality

- As a data controller, Waveney Valley Academies Trust is subject to the General Data Protection Regulation (GDPR) and Data Protection Act 2018 ("Data Protection Legislation"). In addition, teachers owe a common law duty of care to safeguard the welfare of their pupils/students. This duty is acknowledged in the provisions governing disclosure of information about children and young people.
- The Trust's Data Protection Policy must be adhered to at all times.

## Propriety, Behaviour and Appearance

- An adult's behaviour or actions, either in or out of the workplace, must not compromise their position within the work setting, or bring the Trust or its schools into disrepute.
- Adults must notify their line manager immediately of any allegation/s of misconduct that are of a safeguarding nature made against them (or implicating them), by a child or adult in relation to any outside work or interest (whether paid or unpaid) and, of any arrest or criminal charge whether child-related or not. Where employees fail to do so, this will be treated as a serious breach of this Code and dealt with under our disciplinary procedure.
- Adults should not: (this list is not exhaustive)
  - Behave in a manner that 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/student
  - Use inappropriate language to or in the presence of pupils/students
  - Use inappropriate language to or in the presence of other adults who may take offence
  - Discuss their personal or sexual relationships with or in the presence of pupils/students
  - Make, or encourage others to make, unprofessional personal comments that scapegoat, demean, discriminate or humiliate, or might be interpreted as such
- Behaving in an unsuitable way towards children may result in disqualification from childcare under the Childcare Act 2006, prohibition from teaching by the Teaching Regulation Agency (TRA), a bar from engaging in regulated activity, or action by another relevant regulatory
- A person's dress and appearance are matters of personal choice, self-expression, religious and cultural customs. However, adults must maintain an appropriate standard of dress and personal appearance at work which promotes a positive and professional image. Clothing and footwear must be safe and clean and take account of health and safety considerations. Adults must ensure they are dressed in ways that 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, should be religious and culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory.

This also applies to online or virtual teaching. Adults who dress or appear in a manner that may be considered inappropriate could render themselves vulnerable to criticism or, where the adult is an employee, allegations of misconduct that may lead to action under our disciplinary procedure.

- Personal property (such as books, magazines, CDs, DVDs, other electronic media or website links) containing images or information intended for an adult audience (sexually explicit, violent, relating to radicalisation etc) must not be brought onto or stored on Trust or school premises or on any Trust or school devices.

## Relationships and Sexual Contact with Children and Young People

- A relationship between an adult and a child or young person is not a relationship between equals; the adult has a position of trust, power or influence. There is potential for exploitation and harm of children or vulnerable young people and all adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Adults must not use their position to gain access to information for their own advantage and/or a child's or family's detriment or use their power to intimidate, threaten, coerce, or undermine pupils/students. Adults must not use their status or position to form or promote relationships with children (whether current pupils/students or not), that are of a sexual nature, or which may become so. Any sexual behaviour or activity, whether homosexual or heterosexual, by an adult with or towards a child or young person, is illegal. 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
- Adults should maintain appropriate professional boundaries and avoid behaviour that might be misinterpreted by others. They should report any incident with this potential to a senior manager. This is as relevant in the online world as it is in the classroom.
- Adults must not have sexual relationships with pupils/students or 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 sexualised physical contact. The adult should not make sexual remarks to, or about, a child or discuss their own sexual relationships with or in the presence of pupils. Adults should take care that their language or conduct does not give rise to comments or speculations. Attitudes, demeanour 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 subsequently take place. Adults 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. An adult, who becomes aware (may receive a report, overhear something, or otherwise notice any sign, no matter how small or seemingly insignificant) that a pupil has become or maybe becoming infatuated with them or a colleague, must report this without delay to the Headteacher or the most senior manager, 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/student. It should also be recognised that careless and insensitive reactions may provoke false accusations.

- Examples of situations that must be reported are given below:
  - Where there is a concern that an adult might be developing a relationship with a pupil/student which could have the potential to represent an abuse of trust
  - Where an adult is concerned that a pupil/student is becoming attracted to them (or another adult) or that there is a developing attachment or dependency
  - Where an adult is concerned that actions or words may have been misunderstood or misconstrued by a pupil/student such that an abuse of trust might be wrongly suspected by others

## **Gifts, Rewards, Favouritism and Exclusion**

- It is against the law for public servants to take bribes. Adults 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/students or parents/carers wish to pass small tokens of appreciation to adults e.g., at Christmas or as a thank you and this is acceptable.
- The Trust's Gifts and Hospitality Policy must be adhered to at all times.
- Personal gifts must not be given to pupils/students or their families/carers. This could be misinterpreted as a gesture either to bribe or groom. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil/student should be consistent with the school's rewards procedure, recorded, and not based on favouritism.
- To avoid perceptions of favouritism or injustice, care should be taken when selecting children for specific activities, jobs, privileges etc. and when pupils/students are excluded from an activity. Methods of selection and exclusion should be subject to clear, fair, and agreed criteria.

## **Social Contact and Social Networking**

- Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, tablets, text messages, emails, instant messages, websites, social media such as Facebook, Twitter, Instagram, chatrooms, forums, blogs, apps such as WhatsApp, gaming sites, digital cameras, videos, webcams, and other handheld devices.
- The Trust's Social Media Policy must be adhered to at all times.
- Some employees may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the employee or seeks support outside of their professional role this should be discussed with senior management and, where necessary, referrals made to the appropriate support agency.

## **Physical Contact, Personal Privacy and Personal Care**

- There are occasions when it is entirely appropriate and proper for employees to have physical contact with pupils/students, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the child or young person's individual needs and any agreed care plan. Where feasible, employees should seek the pupil/student's permission before initiating contact. Adults should listen, observe, and take note of the pupil/student's reaction or feelings and so far, as is possible, use a level of contact which is acceptable to the pupil/student for the minimum time necessary. When physical contact is made with pupils/students 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. Adults must use their professional judgement at all times. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil/student in one set of circumstances may be inappropriate in another, or with a different pupil/student.

- Physical contact should never be secretive, casual, or for the gratification of the adult, or represent a misuse of authority. Adults should never touch a pupil in a way that may be considered indecent. If an adult believes that an action could be misinterpreted, the incident and circumstances should be reported to a senior manager as soon as possible
- There may be occasions when a distressed pupil/student needs comfort and reassurance. This may include age-appropriate physical contact. Adults should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Adults should always tell a colleague when and how they offered comfort to a distressed child or young person.
- Where an adult has a particular concern about the need to provide this type of care and reassurance, they should seek further advice from a senior manager.
- Some adults, for example, those who teach PE and games, or who provide music tuition will, on occasion, have to initiate physical contact with pupils/students in order to support them to 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 a safe and open environment. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil/student.
- All parties should clearly understand from the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers informed of the extent and nature of any physical contact may also prevent allegations of misconduct. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent/carer.
- Pupils/students 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/students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment. Adults who are required as part of their role to attend changing rooms should announce their intention of entering any changing rooms and only remain in the room where the circumstances require continued supervision.
- Employees with a job role that may include intimate care duties, will receive appropriate guidance and/or training. Unless specifically outlined in an intimate care plan, two appropriate adults will be present whilst such care takes place. Any changes to an intimate care plan should be made in writing and without delay, even if the change in arrangements is temporary. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, include times left and returned. Employees should not assist with personal or intimate care tasks that the pupil/student is able to undertake independently.

## Behaviour Management and Physical Intervention

- All pupils/students have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a child or young person. The use of sarcasm, demeaning or insensitive comments towards pupils/students is not acceptable in any situation. Deliberately intimidating pupils/students by shouting aggressively, hectoring or taking and overbearing

physical presence is not acceptable in any situation. Any sanctions issued should be in line with the school's behaviour procedures.

- Adults should understand the importance of challenging inappropriate behaviours between peers, including peer on peer sexual violence and sexual harassment. Downplaying certain behaviours (e.g., dismissing sexual harassment as "just banter") can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. Where pupils/students display difficult or challenging behaviour, adults should follow the school's behaviour procedures, using strategies appropriate to the circumstance and situation.
- Physical intervention can only be justified in exceptional circumstances. Adults may legitimately intervene to maintain good order and discipline or to prevent a pupil/student from:
  - committing a criminal offence
  - injuring themselves or others
  - causing damage to property
  - engaging in behaviour prejudicial to good order

Adults should have regard for the health and safety of themselves and others. It is always unlawful to use force as a punishment. The use of unwarranted physical force is likely to constitute a criminal offence and a serious breach of the school's disciplinary policy.

- Where a pupil/student has specific needs in respect of particularly challenging behaviour, a positive handling plan, including a risk assessment, should be put in place and agreed upon by all parties. Where it is judged that a pupil/student's behaviour presents a serious risk to themselves or others, a robust risk assessment that is regularly reviewed and a physical intervention plan, where relevant, must be put in place. All incidents and subsequent actions should be recorded and reported to a senior manager and the pupil/student's parents/carers. Parental consent does not permit the use of unlawful physical intervention or deprive a child or young person of their liberty.

## First Aid and Medication

- Adults taking medication that may affect their ability to care for children should seek medical advice regarding their suitability to do so and should not work with pupils whilst taking medication unless medical advice confirms that they are able to do so. Adult medication on the premises must be securely stored out of the reach of children.
- Please refer to the following Trust policies:
  - First Aid Policy
  - Administration of Student Medication Policy
  - Supporting Students with Long-Term Medical Conditions Policy

## One to One Situations and Meetings with Pupils

- One to one situations have the potential to make children/young people more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils/students may also be more vulnerable to unjust or unfounded allegations being made against them. Adults 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 adults and pupils/students are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each adult and child or young person,

which should be reviewed regularly. Where such a meeting is demonstrably unavoidable, it is advisable to avoid remote or secluded areas and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Where an adult is expected to work on a one to one basis with a pupil/student on a virtual platform, clear expectations should be set out for all those involved. Any arrangements should be reviewed on a regular basis.

- Pre-arranged meetings with pupils/students away from the premises, or on the school site when the school is not open to others, is not permitted unless written approval is obtained from their parent/carer and the headteacher or another senior colleague with delegated authority.
- No pupil should attend or be invited into the home of an adult who works with them unless they are family members or close family friends, in which case adults are advised to notify their line manager. Pupils/students must not be asked to assist adults with jobs or tasks at or in their private accommodation or for their personal benefit.
- There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, exam boards may allow candidates to take an exam the following morning, including Saturdays. The examination board requires the centre to determine a method of supervision on journeys to and from the centre and overnight, which ensures the candidate's wellbeing. This supervision may be undertaken by a parent/carer or an adult. With prior approval from the headteacher and the parents/carers, this may be in the pupil/student's own home.
- Other than in an emergency, an adult must not enter a pupil/student's home if the parent/carer is absent. Always make detailed records including times of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with a senior manager. A risk assessment should be undertaken, and appropriate risk management measures put in place prior to any planned home visit taking place. In the unlikely event that little or no information is available, home visits should not be made alone.

## Transporting Pupils

- In certain situations, e.g., out of school activities, adults may agree to transport pupils. Transport arrangements should be made in advance by a designated employee who will be responsible for planning and overseeing all transport arrangements and responding to any concerns that may arise. Wherever possible and practicable, transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.
- 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 a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. The driver should be aware of the current legislation concerning the use of car seats for younger children where applicable. It is illegal to drive using hand-held phones or similar devices and the driver must ensure that they adhere to all driving regulations.
- It is inappropriate for adults to offer lifts to a pupil/student, unless the need has been agreed with a senior manager and, if this falls outside their normal working duties, has been agreed with parents/carers.
- There may be occasions where a pupil/student requires transport in an emergency situation or where not to give a lift may place a pupil/student at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

## Educational Visits and School Clubs

- Adults should take particular care when supervising pupils/students in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Adults remain in a position of trust and the same standards of conduct apply.
- Please refer to the Trust's Educational Visits Policy.

## Curriculum

- Some areas of the curriculum can include or raise a subject matter which is sexually explicit, of a political, cultural, religious or 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 an unplanned discussion about the subject matter of a sexually explicit, political, cultural, religious or otherwise sensitive nature. Responding to pupils/students' questions can require careful judgement and adults must take guidance in these circumstances from the Designated Safeguarding Lead. Adults must not enter into or encourage inappropriate discussion about sexual, political or religious activity or behaviour or, discussions that may offend or harm others. Adults should take care to protect children and young people from the risk of radicalisation and should act in accordance with the advice given under Part 1 of Keeping Children Safe in Education DfE and accordingly must not express any prejudicial views or attempt to influence or impose their personal values, attitudes or beliefs on pupils/students.
- Please refer to the Trust's Sex and Healthy Relationships Education Policy.

## Photography, Videos and other Creative Arts

- Many educational activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for displays, publicity, to celebrate achievement or, to provide evidence of the activity. An image of a child is personal data, and it is, therefore, a requirement under Data Protection Legislation that explicit consent is obtained from the parent/carer of a child or young person before any images are made such as those used for school websites, notice boards, productions or other purposes, unless an alternative legal justification for processing this data is applicable.
- Adults need to be aware of the potential for such images to be taken and/or misused to create indecent images and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.
- Adults should remain sensitive to any pupil/student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child or young person, remembering that some do not wish to have their photographs taken.
- Wherever possible, adults should only use equipment provided or authorised by the school to make/take images.
- Where images are taken on personal equipment, such as a mobile phone, these images should be removed from the device at the earliest opportunity.
- The following guidance should be followed:
  - If a photograph is used, avoid naming the pupil/student unless this is key to the publication

- If the pupil/student 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
- Only retain images when there is a clear and agreed purpose for doing so
- Ensure that a senior colleague 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 images of pupils/students for personal use
- Do not take photographs in one-to-one situations
- Only take images with consent from the pupil/student
- Do not display, distribute or publish photographs/images of pupils/students unless there is written consent to do so from the parent/carer
- Do not take images of pupils/students in a state of undress or semi-undress
- Do not take images of pupils/students which could be considered indecent or sexual
- Do not take images of a child's injury, bruising or similar (e.g., following disclosure of abuse) even if requested by children's social care
- Do not make audio recordings of any disclosure made by a pupil/student

## Use of technology for online/virtual teaching

- Adults should only contact pupils/students using school devices and via the pupil school email address/log in. This ensures that the school's filtering and monitoring software is enabled.
- In deciding whether to provide virtual or online learning for pupils/students, senior leaders will take into account issues such as:
  - accessibility within the family home
  - the mental health and wellbeing of children and young people, including screen time
  - the potential for inappropriate behaviour by adults or pupils/students
  - staff access to the technology required

Virtual lessons will be timetabled and senior managers, Designated Safeguarding Leads and/or heads of department will be able to drop into any virtual lesson at any time – the online version of entering a classroom.
- Adults engaging in online learning should display the same standards of dress and conduct that they would in the school; they should also role model this to pupils/students and parents/carers. The following points should be considered:
  - the background setting on screen; photos, artwork, identifying features, mirrors – ideally the background should be nondescript
  - adults and pupils/students should be in living rooms/communal areas, not bedrooms
  - adults and pupils/students should be appropriately dressed
  - resources/videos must be age appropriate – the child or young person may not have support immediately to hand at home if they feel distressed or anxious about content
- It is the responsibility of the adult to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the pupil/student and/or parent/carer immediately and end the online interaction if necessary. Adults will adhere to the school's procedures on recording of online lessons. If an adult believes that a pupil/student or parent/carer is recording the interaction, the lesson should be brought to an end or that pupil/student should be logged out immediately.

- If an adult needs to contact a pupil/student or parent/carer by phone and does not have access to a work phone, they should discuss this with a senior member of staff. If there is no alternative, the 'caller withheld' facility should always be used to ensure the pupil/student and/or parent/carer is not able to identify the adult's personal contact details.

<b>Reviewed and approved by:</b>	Trust Board
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<b>Approval Date</b>	15/11/2022	<b>Review Date</b>	14/11/2023
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