

# **The Good Shepherd Multi Academy Trust**

## **Code of Conduct**

**June 2017**



**The Good Shepherd  
Multi Academy Trust**

**Review June 2020**

## **Values**

Every member of the Trust family of schools will be valued and encouraged to fulfil their potential. In our Trust we believe:

- Everyone has something to offer
- Trust, honesty, empathy and social responsibility are the Christian values that frame our work
- We are here for the whole person, spiritually, morally, educationally and socially
- In working with transparency and openness

### **1. Definitions**

References made to 'child' and 'children' refer to children and young people in education. References made to employees, adults and staff refer to all those who work with pupils in this setting, in either a paid or unpaid capacity. This will also include, for example, volunteers and those who are not directly employed by the Trust e.g. Local Authority staff, sports coaches, independent supply staff and agency staff.

Wherever the term 'parent' is used, this includes any person with parental authority of the child concerned e.g. carers, legal guardians etc.

The term 'allegation' means where it is alleged that a person who works with children 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 they may pose a risk of harm to children.

### **2. Introduction**

This Code of Conduct ('the Code') sets out the professional standards expected and the duty upon staff, Local Governing Body (LGB) members and volunteers to abide by it. All staff, directors, LGB members 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, directors, LGB members and volunteers from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to pupils and the Required Professional Standards.

Staff, directors, LGB members 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 follow the Trust's Whistleblowing Policy which is available from the Trust and individual school websites. 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, directors, LGB members 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, directors, LGB members or volunteers have to make decisions or take action 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 for which that individual is responsible.

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. The Trust will take a strict approach to serious breaches of this Code.

Where it is alleged that a member of staff, director, LGB member 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 would pose a risk of harm to children

then the Trust will follow the Trust's Statement of Procedures within the Child Protection Policy, the Whistleblowing Policy and the guidance set out in the current version of the DFE document Keeping Children Safe in Education as well as other such guidance as updated by the Department for Education.

The following responsibilities apply in our schools.

### **Trust Board of Directors**

The Trust Board of directors will:

- set policy that applies to all schools;
- monitor policy delivery;
- ensure policy meets current legislative requirements.

### **Local Governing Bodies**

The Local Governing Bodies in our schools will:

- ensure that the Trust's safeguarding and child protection policies and procedures are implemented and monitored;
- 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.

### **Staff and other Adults**

Staff and other adults are expected to:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- read and understand their role as outlined in the Trust's Child Protection Policy and other safeguarding Policies;
- report any concerns about a pupil or colleague to the school's Designated Safeguarding Lead (DSL) or other senior manager at the first opportunity;
- 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 reasonable care of pupils under their supervision with the aim of ensuring, as far as is reasonable, their health, safety and welfare;
- take responsibility for their own actions and behaviour.

## **3. Expected Professional Standards**

All staff, directors, LGB members and volunteers, as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of pupils at the centre of their professional practice.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils 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, 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, recognising the key role that parents and carers play in pupils' education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being 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 in particular Part 2 Personal and Professional Standards.

All staff, directors, LGB members and volunteers must be familiar with and act in accordance with the latest version of Part 1 of Keeping Children Safe in Education DfE or current versions of such guidance as updated by the Department for Education.

#### **4. Confidentiality**

As data controller the Trust and all its academies are subject to the Data Protection Act 1998. 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, directors and LGB members may have access to confidential and / or sensitive information about pupils in order to undertake their responsibilities. Confidential or personal information about a pupil or her/his family must only be disclosed 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 academy/ Trust site other than on security protected Trust 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 a senior member of staff. Addition or deletion of confidential information should be carried out with the knowledge and authorization of senior management.

Only the Acting CEO, or where authorised the headteacher or Chair of LGB, may respond to media or legal enquiries relating to an individual academy, or any person connected with it. Advice should be sought from the Trust or its HR provider. This does not override any legal obligation.

#### **5. Conduct and Social Contact Outside Work**

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the Trust community. In particular, criminal offences that involve violence or possession or use of illegal substances or sexual misconduct are likely to be regarded as unacceptable.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interest of the school nor be to a level which may contravene the Working Time Regulations or affect an individual's work performance in the school.

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that

professionals who sexually harm children often seek to establish relationships and contact outside the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

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

Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the organisation into disrepute.

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgement. This also applies to social contacts made through outside interests or the staff member's own family.

Some staff may, as part of their professional role, be required to support a parent. If that person comes to depend upon the staff member 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.

## **6. 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 Trust into disrepute. The misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

A person's dress and appearance whilst at work or engaged in activities relating to their work are matters of personal choice and self-expression but must always reflect a professional image. However staff, directors, LGB members 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, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. 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 Trust premises or on any Trust equipment. (see also paragraph 18)

## **7. 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, whether homosexual or heterosexual, by a member of staff, directors, LGB members 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 in an education setting, 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, directors, LGB members 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, directors, LGB members 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, directors, LGB members 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.

## **8. 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 a senior colleague so that appropriate action can be taken to avoid any hurt, distress or embarrassment. They are also advised to discuss the situation with their union as soon as possible. The situation will be taken seriously and the adult should be careful to ensure that no encouragement which may be interpreted as reciprocation is given to the pupil. It should also be recognised that false or malicious accusations can arise. Therefore it is sensible to take precautions such as avoiding being left alone with a child and ensuring that actions, responses and reactions are measured, calm and unambiguous.

Examples of situations which must be reported are given below:

- 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

Once a situation has been reported a record and simple risk assessment should be completed by the senior manager responsible, usually the headteacher. This should note any agreed actions to mitigate the potential risk identified.

## **9. Gifts**

It is against the law for public servants to take bribes. Staff, directors, LGB members 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 frequent 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 Whole School Behaviour Policy, recorded, and not based on favouritism.

## **10. Social Contact and Social Networking**

The Trust's e-safety and ICT acceptable use policy sets out in detail expectations in regards to use of social networking and digital technologies. 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, text messaging, emails, digital cameras, videos, web-cams, websites and blogs. 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 unless the need to do so is agreed in writing with senior management.

It is recommended that staff ensure that all possible privacy settings are activated to prevent pupils and anyone associated with 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 in education as friends on their social networking sites. Staff are advised not to have any online friendships with any young people in education, unless they are family members or close family friends. Staff are advised not to have online friendships with parents or carers of pupils, or members of the Local Governing Body or directors of the Trust. 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 colleagues, LGB members, Trustees, pupils, the general public, future employers and friends and family for a long time. Staff must ensure that their on-line profiles are consistent with the professional image expected by the Trust and should not post material which damages the reputation of the Trust or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the Trust's disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of the Academy or the Trust, such comments are inappropriate.

## **11. 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. Where appropriate another adult should be present to act as a witness. 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 in the academy's incident book, and, if appropriate, a copy placed on the pupil's file.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). 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 a senior manager.

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. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

## **12. 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 the agreed Whole School Behaviour Policy.

Physical intervention can only be justified in exceptional circumstances. Non- statutory guidance is available from the Department of Education website. See use of reasonable force -advice for Head Teachers, Staff and LGB's 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. For further information see the whole school behaviour policy.

All academies must have trained first aiders/appointed persons whose identities are prominently displayed. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

## **13. One to One Situations and Meetings with Pupils**

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. Managers should 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 unless written approval is obtained from their parent/ guardian and the head teacher or other senior colleague with delegated authority.

No child or young person should be in, or invited by an adult who works with them into, the home of an adult who works with them, unless the reason for this has been established and agreed with parents/carers and a senior manager/ head teacher. It is recognized that there are, for example, family friendships that could fall into this category but these should still be notified to a senior manager / headteacher.

#### **14. Home Visits**

All work with pupils and parents will usually be undertaken in school 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.

A generic risk assessment for home visits, which is in place to safeguard both staff and pupils, who may be more vulnerable in these situations should be amended accordingly prior to any planned home visit taking place. The assessment will include an evaluation of any known factors regarding the pupil, parent and any others living in the household. Consideration will be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought will also be given to visits outside normal working hours or in remote or secluded locations.

Staff have access to a mobile telephone and an emergency contact for use when undertaking home visits. If staff have any concerns about undertaking the visit alone then an accompanied visit should be arranged.

#### **15. Transporting Pupils**

In certain situations relating to their role in the academy or the work of the academy e.g. out of school activities, then staff, LGB members or volunteers may agree to transport pupils. Transport arrangements should be made in advance by a designated member of staff and standard risk assessments be properly completed. 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, this is particularly important in the case of medical emergencies.

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 line manager 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 a senior manager and parents/carers. Pupils should also be instructed to sit in the back to reduce potential for allegations of misconduct

#### **16. 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. Please refer to the policy on educational visits.

### **17. First Aid and Medication**

Staff involved in first aid and medication will have received sufficient and suitable training and have achieved the necessary level of competency prior to taking on responsibility to become a first aider or support children with specific medical conditions.

Advice on managing medicines is included in the 'Supporting Pupils with Medical Conditions' Policy.

Where a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this must be discussed with the Designated Safeguarding Lead.

Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so. Each school will ensure that such individuals only work directly with children if the medical advice confirms that the medication is unlikely to impair their ability to look after children.

### **18. 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 a senior member of staff. Staff and volunteers must not enter into or encourage inappropriate discussion about sexual activity or behaviour.

Please refer to the academy's policy on sex and relationships education.

### **19. Photography, Videos and other uses of e-technology**

All staff must read the Staff Acceptable Use Policy and IT Use/ E Safety Policy and work within its guidelines.

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. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act 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. Please refer to the Trust's guidance on the use of images which can be found in the Staff Acceptable Use policy.

### **20. Use of Mobile Communication Equipment**

Mobile communications equipment (including mobile phones) have inbuilt and enhanced features which could be misused and also cause disruption and distraction.

To ensure that the associated risks of using the technology can be minimised and any possible compromising situations avoided staff, directors, LGB members and volunteers should not use mobile communication devices during contact time with children or in spaces where children are present. Emergency contact should be made through the school office unless they have prior agreement in exceptional circumstances with the headteacher. They should also make sure the mobile communications equipment is not evident or accessible to pupils, including ensuring password protection.

## **21. Whistleblowing and Cyber-Bullying**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Our school has clear and accessible Whistleblowing procedures. Staff who use the whistleblowing procedures will have their employment rights protected.

Staff who have concerns about any 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 headteacher. Where a concern relates to the headteacher, this should be reported to the Chair of LGB. If a matter concerns child protection it should also be reported to the Designated Child Protection Officer.

Cyber-bullying can be experienced by staff as well as pupils. Staff should notify the headteacher if they are subject to cyber-bullying. The Trust will endeavour to protect staff and stop any inappropriate conduct.

## **20 Sharing Concerns and Recording Incidents**

All staff, directors, LGB members and volunteers must report concerns and incidents in accordance with the guidance set out in the most recent version of the DFE Keeping Children Safe in Education, the Trust Whistleblowing Policy and/or the Child Protection Policy. The following is a non-exhaustive list of behaviours which would be a cause for concern:

An adult who:

- 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