Broomfield House School

STAFF BEHAVIOUR POLICY (STAFF CODE OF CONDUCT)

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

This document has regard to:

- ✓ **Keeping Children Safe in Education** (**DfE, from 1 September 2025**). Link here
- ✓ **Working Together to Safeguard Children** (**HM Government, 2023**). Link here
- ✓ **Guidance for safer working practice for those working with children and young people in education settings** (**Safer Recruitment Consortium, 2022**). Link here
- ✓ Relevant primary legislation and standards include:
- ✓ **Children Act 1989** and **Children Act 2004**.
- ✓ **Education Act 2002**, sections **157/175** (safeguarding duties).
- ✓ **Use of reasonable force and other restrictive interventions 2026** Link here
- ✓ Contract of Employment and the **Teachers' Standards** (Guidance for school leaders, school staff and governing bodies; **July 2011**, introduction updated **2013**, terminology update **December 2021**). Link here

tApplies to:

- ✓ the whole School, out of School care and all other activities provided by the School, inclusive of those outside of the normal School hours;
- ✓ all staff (teaching and support staff), the proprietor and volunteers working in the School.

Related Documents:

- ✓ Employment Policies; Whistleblowing Policy; E-Safety Policy,
- ✓ Safeguarding Children – Child Protection Policy and Safer Recruitment Policy; Anti-Bullying;
- ✓ Supervision of Children; Behaviour and Discipline Policies; Preventing Extremism and Radicalisation Policy
- ✓ Spiritual, Moral, Social and Cultural (SMSC) Development
- ✓ Health and Safety and Risk assessment Policy

Availability: This policy is shared with all staff upon appointment and is available on the School website. A copy can also be requested from the School Office at any time.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by the Headmaster. The Headmaster will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in

writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically via BOB or on the School's network.

Reviewed: September 2026

Review Date: September 2027

Definitions used in this Code of Conduct are as follows:

- ✓ **'Fundamental British values'** It includes 'democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith'.
- ✓ **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- ✓ **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in post-16 education.
- ✓ **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained Schools and non-maintained special Schools. Use of the standards in academies and free Schools depends on the specific establishment arrangements of those Schools. Independent Schools are not required to use the standards, but may do so if they wish.
- ✓ **'staff'** means all adults, paid or unpaid working in our school – inclusive of volunteers.
- ✓ **'Special educational needs and Disabilities'**, as defined by the Department for Education.
- ✓ **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010 link here.

Scope of application of code of conduct outside School: The same guidelines should be applied to Before and After School clubs, School trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for School trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are pupils at another School.

Preamble: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Discussion of the procedures set out in that document forms a vital part of our induction procedures. We make it clear in induction and other training, and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within the School and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the School. The Safeguarding Child Protection Policy provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training. The Headmaster should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures.

It is important that all adults working with pupils understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with our pupils in paid or unpaid capacities, in all settings and in all contexts. The

guidance aims to:

- ✓ keep our pupils safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- ✓ assist adults working with pupils to work safely and responsibly and to monitor their own standards and practice;
- ✓ support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- ✓ support the School in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- ✓ support safer recruitment practice;
- ✓ minimise the risk of misplaced or malicious allegations made against adults who work with pupils and
- ✓ reduce the incidence of positions of trust being abused or misused. Employers should be familiar with, and know how to access, their Local Safeguarding Children Partnership's policy and procedures for managing allegations against staff.

'Unsuitability': The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with our pupils. Adults whose practice deviates from this guidance and/or their professional or employment- related code of conduct may bring into question their suitability to work with pupils in any capacity.

This means that adults should:

- ✓ have a clear understanding about the nature and content of this document;
- ✓ discuss any uncertainties or confusion with the Headmaster, Deputy Head or a member of the senior leadership and
- ✓ understand what behaviours may call into question their suitability to continue to work with pupils and young people.

Responsibilities

All staff at Broomfield House School have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the children in our Schools and in our care. All staff must have proper and professional regard for the ethos, policies and practices of the School in which they teach, and maintain high standards in their own presentation, attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Our Staff Code of Conduct covers staff behaviour, pupil relationships and communications including the use of social media.

This means that staff should:

- ✓ 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

General conduct

School property: Staff must take proper care when using School property and must not use School property for any unauthorised use or for private gain.

Use of premises: Staff must not carry out on School premises any work or activity other than pursuant to the terms and conditions of employment without the prior permission of the Headmaster.

Behaviour of others: staff should be aware that their behaviour may raise concerns if deemed inappropriate. Such concerns will be given careful consideration as to whether they constitute a potential risk to pupils at the School.

Low Level Concerns

Low levels concerns about other members of staff should be reported to the Headmaster using the CPOMS Staff Safe. Full details for the arrangements for dealing with low level concerns (that don't meet the harms test) can be found in the schools Safeguarding Policy (updated September 2025) and also are detailed below:

Arrangements for dealing with low level concerns or allegations (i.e. that do not meet the harms test) about teachers and other staff (including the head, governors, supply staff, volunteers and contractors) A low-level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

- ✓ is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- ✓ does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust, and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored, and reinforced by all staff. The staff behaviour policy (code of conduct) can be found in the teacher resources folder the teacher shared drive and also on the schools website.

The aim of code of conduct is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff are expected to comply with the standards contained within this code of conduct at all times. Staff must share all concerns with the Headmaster without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner.

Allegations that meet the harms threshold will be managed in accordance with KCSIE 2025 Part 4. The Headmaster (or Chair of Governors where the allegation is about the Headmaster) will consult the LADO without delay, follow advice on strategy, and ensure appropriate records are maintained and retained in line with UK GDPR/DPA 2018.

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. This can be made using the CPOMS StaffSafe system. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Headmaster will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way using CPOMS Staff Safe. The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded on CPOMS Staff Safe. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should

also be included, although for all investigative purposes, the school endeavor as far as is practical to allow the reporting individual to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained for 6 years or until the individual has left employment, whichever is longer.

Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance. The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic of inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or modified policies.

Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will the follow the above procedure and refer the matter to the designated officer. Where a low-level concern relates to a person employed by a supply agency or a contractor, staff should share that concern with the Headmaster. The concern will be recorded in accordance with the School's low-level concern procedure, and the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

In borderline cases, where there is room for doubt as to whether a referral should be made, the Headmaster will consult with the LADO on a no names basis without identifying the family. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, a referral to Children's Services will be made without delay. The school will not investigate allegations. I

In the case of an emergency, the Police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed following direction from the LADO. Broomfield House School will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers or staff up to the point where the accused person is charged with an offence. The following definitions will be used when determining the outcome of all allegation investigations:

- ✓ **Substantiated:** there is sufficient evidence to prove the allegation;
- ✓ **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- ✓ **False:** there is sufficient evidence to disprove the allegation;
- ✓ **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- ✓ **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Alcohol and drugs

No member of Staff should drive a vehicle or be on duty supervising pupils whilst under the influence of alcohol, drugs or any other substance which may impair judgment. Additionally, Staff must not have used any of these within the previous 24 hours if driving pupils.

Alcohol and drug testing

The School reserves the right to ask members of Staff to undertake an appropriate test if there is reason to believe that they are under the influence of alcohol, drugs and/or any other substance which may impair judgment. Any unreasonable refusal by a member of Staff to undergo the appropriate test is likely to lead to disciplinary action.

Whistleblowing

(Also please refer to our Whistleblowing Policy.) The term 'whistleblowing' is considered as the confidential raising of problems or concerns within an organisation by a member of staff. This is not "leaking" information but refers to matters of impropriety e.g. a breach of law, School procedures or ethics. Nor is whistleblowing the raising of a grievance within the School (which would be dealt with under the staff grievance procedures). All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff to the Headmaster.

Safeguarding

This is the responsibility of all who work, volunteer or learn in our School and are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Jo Pache, or Deputy Designated Safeguarding Lead (Deputy DSL) Adam Anstey. Broomfield House School recognises it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as the Local Safeguarding Children Partnership or Local Authority Designated Office (LADO)

We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our School and to external agencies where necessary. This is one part of the way in which we establish in our School, a positive safeguarding culture. The School provides immunity from retribution or disciplinary action against such staff for "Whistleblowing" in good faith. Teachers are reminded regularly of their duty to report to the police any incidents of FGM.

The staff and proprietor of the School seek to run all aspects of School business and activity with full regard for high standards of conduct and integrity. If members of School staff, parents, proprietor or the School community at large become aware of activities which give cause for concern, the School has this whistleblowing policy, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the School's disciplinary procedure. The School is committed to tackling fraud and other forms of malpractice and treats these issues seriously.

Medical Fitness

Staff will be asked to complete an annual declaration of their physical and mental fitness to carry out their jobs. Staff should inform their Line Manager immediately if their personal, physical or mental health changes which may impact on them being able to carry out their role effectively.

Staff Suitability

Staff will be asked to inform their Line Manager immediately if their personal circumstances change which may impact on them being considered suitable to care for children in Broomfield House School under the Child Care Act 2006.

Behaviour Management of Pupils including Physical Intervention (please see our Behaviour Management and Physical Intervention policies)

Where pupils display difficult or challenging behaviour, adults should follow the school behaviour and discipline policy using strategies appropriate to the circumstance and situation. Early years providers must take all reasonable steps to ensure that corporal punishment is not given or threatened by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

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
- ✓ causing damage to property
- ✓ engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Physical Restraint

All members of staff must be aware of the legal framework relating to the use of reasonable force, as set out in Section 93 of the Education and Inspections Act 2006 and the DfE guidance *Use of reasonable force and other restrictive interventions guidance (2026)*

At Broomfield House School, corporal punishment is never used. Staff must never hit, push, slap, or otherwise use physical force as a punishment. Physical intervention — such as holding or guiding a pupil — may only be used when it is reasonable, proportionate, and necessary to:

- ✓ Prevent a pupil from causing physical injury to themselves or others.
- ✓ Prevent serious damage to property.
- ✓ Prevent a pupil from committing an offence.
- ✓ Maintain good order and discipline in situations where the pupil's behaviour poses a risk.

Any use of physical restraint must be reported immediately to the Headmaster and DSL. A detailed written record must be made as soon as possible on CPOMS, including what happened, the actions taken, the names of any witnesses, and the outcome. The child's parents or carers must be informed on the same day.

Punishments that are humiliating or degrading must not be used.

The following sanctions / punishments will *never* be used:

- ✓ Any form of hitting of a child (including hitting a child in anger or retaliation)
- ✓ Deprivation of food or drink.
- ✓ Enforced eating or drinking.
- ✓ Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- ✓ Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- ✓ Withholding of any aids or equipment needed by a child.

Staff should:

- ✓ not use force as a form of punishment;
- ✓ try to defuse situations before they escalate;
- ✓ inform parents of any behaviour management techniques used;
- ✓ adhere to the School's behaviour management policy and
- ✓ be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action.

Action taken in self-defense or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the

point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.

Physical Contact with Children: Staff should:

- ✓ be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
- ✓ be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour;
- ✓ avoid shouting at children other than as a warning in an emergency/safety situation;
- ✓ 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;
- ✓ not use physical intervention as a form of punishment;
- ✓ never touch a child in a way which may be considered indecent;
- ✓ always be prepared to report and explain actions and accept that all physical contact be open to scrutiny;
- ✓ not indulge in horseplay;
- ✓ always encourage children, where possible, to undertake self-care tasks independently;
- ✓ work within Health and Safety regulations;
- ✓ be aware of cultural or religious views about touching and always be sensitive to issues of gender and
- ✓ understand that physical contact in some circumstances can be easily misinterpreted.

Positions of Trust and Ethical Conduct

As a result of our knowledge, position, and/or the authority invested in their role, all our staff are in positions of trust. A member of staff can be described as in a position of power or influence because of their role. It is vital for all staff to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Staff are expected to ensure that while there is an unequal balance of power, staff have a responsibility to ensure that this is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. We expect all staff to report and record any incident with this potential. Staff should not:

- ✓ 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 or
- ✓ use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.

Sexual Contact: All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children/ young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Staff 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, electronic mail, phone calls, texts, physical contact;
- ✓ make sexual remarks to, or about, a child/young person and
- ✓ discuss their own sexual relationships with or in the presence of pupils.

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a

criminal offence and will always be a matter for disciplinary action. All children and young people are protected by specific legal provisions in this respect regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 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, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour. Staff should:

- ✓ ensure that their interactions with pupils clearly take place within the boundaries of a respectful professional relationship;
- ✓ take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

Guidance for staff on conduct with Pupils inclusive of working alone with pupils

These guidelines are designed to encourage an atmosphere of trust in which all colleagues can conduct their professional lives with confidence. The School recognises the need for, and the desirability of, friendly and respectful social and professional rapport between staff and children. Happy relations in the School are essential. Staff must conduct themselves professionally in their relationships with pupils, parents and staff and must not behave in a way that could bring the School into disrepute or risk allegations being made. Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct, with a potentially damaging effect on careers. Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct, with a potentially damaging effect on careers. Working alone with students may include: musical instrument tuition, 1:1 coaching, student counselling, conveying a student by car; inappropriate electronic communication with a student and so on.

To avoid misunderstandings the following should be adhered to carefully:

- ✓ Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. Male members of staff should never be in girls' changing areas unless accompanied by a female member of staff and likewise for female staff and boys changing rooms;
- ✓ No member of staff should ever be behind a locked door with a child;
- ✓ Staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.
- ✓ Staff should take great care that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence;
- ✓ Staff must not be party to gossip about colleagues or children;
- ✓ Personal or academic Information on children should be kept confidential and away from other children or parents;
- ✓ The highest level of confidentiality should be maintained at all times in relationships with both adults and children. Staff, however, should make it clear that there are certain circumstances (e.g. where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the child can be protected. If a child asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed and
- ✓ If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Designated Safeguarding Lead immediately.

- ✓ One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door;
- ✓ When in a private meeting with a child or one-to-one session as occurs with Therapists, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured so that you can be seen clearly;
- ✓ Staff will at no time travel unaccompanied outside of the School with children;
- ✓ inform another adult of where they are and that they are meeting a student;
- ✓ staff should ensure that a meeting is arranged during normal School hours when there are plenty of other people about;
- ✓ do not continue the meeting for any longer than is necessary to achieve its purpose;
- ✓ avoid sitting or standing in close proximity to the student, except as necessary to check work;
- ✓ avoid using "engaged" or equivalent signs on doors or windows;
- ✓ avoid idle discussion;
- ✓ avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
- ✓ avoid any conduct that could be taken as a sexual advance;
- ✓ report any incident that causes you concern to the Designated Safeguarding Lead in accordance with the School's Child Protection Policy, and make a written record (signed and dated); and
- ✓ Report any situation where a student becomes distressed or angry to the Designated Safeguarding Lead.

Making professional judgements

There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a pupil which could contravene existing guidance or where no guidance exists. 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 so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with a member of the senior leadership team. Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably. Staff should*:*

- ✓ 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 Headmaster or Designated Safeguarding Lead
- ✓ always record discussions and actions taken with their justifications; and
- ✓ record any areas of disagreement and, if necessary refer to another agency/the LA/Ofsted/Teaching Regulation Agency (TRA)/other Regulatory Body.

Gifts, Rewards or Favouritism

All giving of gifts or rewards are part of our behaviour policy for supporting positive behaviour or recognising particular achievements. There may be specific occasions when staff may wish to give a child a personal gift. This is only acceptable practice where, in line with the agreed policy, senior manager and parent/carer(s) have discussed the reasons for it and the action is recorded. Any gift should be openly given and not based on favouritism. Staff remain alert at all times to the fact that the giving of gifts can be misconstrued as a gesture to either bribe or groom a child. Staff should apply the same professional standards, regardless of gender or sexuality or any other protected characteristic under the Equality Act 2010.

Staff will take care in selecting children for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care is taken to ensure that no member of staff accepts any gifts that might be construed as a bribe by others, or lead the giver to expect preferential treatment. There are always occasions in School when children or parents wish to pass on a small token of appreciation such as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value apart from PTA organized class gifts to the teacher.

Staff must:

- ✓ be aware of the School's policy on the giving and receiving of gifts;
- ✓ ensure that gifts received or given in situations which may be misconstrued are declared;
- ✓ generally, only give gifts to an individual young person as part of an agreed reward system;
- ✓ where giving gifts other than as above, ensure that these are of insignificant value;
- ✓ ensure that all selection processes which concern pupils are fair and that wherever practicable these are undertaken and agreed by more than one member of staff and
- ✓ ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

All staff should ensure **not** to use any language to the children which may be offensive. Absolutely no swear words or words with a sexual connotation may ever be used. Any incidents of this will be treated as a disciplinary matter and action will be taken. Staff should avoid the use of sarcasm or derogatory words towards children.

To each other as staff

Staff should be polite and professional, supportive and co-operative to each other. We expect our staff to work as a team. This means we need staff to be able to share information and ideas, be ready to be thoughtful and reflective about the education we provide, and readily responsive to instruction from the senior staff. We expect staff to refrain from any actions which may undermine another staff member's confidence or professional abilities, including bullying one another. At all times, staff should remember that we are all working with the best interests of the children in mind. Staff should conduct themselves in public at all times as a professional, whether at a School social occasion outside School hours or in School. At School social occasions, staff should be moderate in their behaviour, language and at external School related functions, in their consumption of alcohol. They should act as if on duty at all times when in contact with School parents, pupils and staff, remembering to address each other as Miss/Mr/Mrs etc when within earshot of parents and/or children. Whatever the occasion staff are expected to keep the academic and professional procedures and processes of the School confidential as required by the Headmaster at all times unless given clear and unequivocal permission to do otherwise.

To the Parents

Staff must be polite to parents at all times. We expect staff to be ready to listen and help our parents and treat them as very important partners in our work of educating our pupils and their children. Parents must be treated with courtesy and respect and we should expect that back from them. Parents should be spoken to quietly about their children, and given the opportunity to speak in private, especially when anything of a sensitive nature is to be discussed. Parents should not be treated as personal friends and should be addressed by their title i.e. Mr/Mrs/Miss and not by their first names. This courtesy should be extended back to staff by the parents and anything else should be discouraged by example. They should not be told any professional confidences about the School, its staff or children. Staff should not communicate with parents via whatsapp for school related purpose. It is recommended that staff do not give parents their personal phone numbers.

Any incident of inappropriate behaviour by a parent should be responded to with a quiet statement to the parent that you will refer the issue to the Headmaster for discussion. Staff should never engage in private or public heated discussion with parents, particularly if they are angry. In this case, remove yourself physically from the situation and state you will refer this to the Headmaster.

The School will:

- ✓ have in place appropriate behaviour management policies and
- ✓ where appropriate, develop positive handling plans in respect of an individual child or young person.

Staff Dress Code

It is the school's policy to maintain the image of a professional organisation providing high quality services. During the working day and at all work related activities, staff should adhere to a professional standard of dress and be well groomed and smart in appearance. This models our expectations of pupils, in wearing their full school uniform. Those who dress or appear in a manner that could be considered inappropriate could render themselves vulnerable to criticism and allegations. Our objective in establishing a dress code is to allow staff to work comfortably in the work place yet still project a professional image for our community and visitors and support a professional environment where learning is taken seriously.

Certain days can be declared non-uniform days. On these days, jeans and other more casual clothing, although never clothing potentially offensive to others, is allowed.

No dress code can cover all contingencies so employees must exert a certain amount of judgement in their choice of clothing to wear to work. If you are uncertain about what is acceptable professional attire for work, please consult the Deputy Head or a member of the leadership team.

Male staff should wear a shirt with a collar and a tie, and female staff should wear clothing suitable for a professional school environment, both within reasonable cultural variance.

There should be limited visible body piercing and adornment.

The following items are deemed unacceptable in the school environment or to the maintenance of a safe and orderly school and are not acceptable in school buildings, on school grounds or on school activities:

- ✓ Denim
- ✓ Trainers, beach shoes, flip flops and sports shoes (unless used for sports activities)
- ✓ Skirts shorter than just above the knee, shorts, beach dresses, spaghetti straps.
- ✓ Midriff tops, tops with potentially offensive words or pictures, sweat shirts, hoodies, t-shirts and strapped tops unless worn underneath a blouse, shirt, jacket or dress.
- ✓ Clothing that reveals too much cleavage, back, chest, stomach or underwear.
- ✓ The advertisement of large logos and fashion brands
- ✓ The school will support the provision of protective clothing for specialist subjects.

Sensible exceptions will apply to the above for example in PE and field work, and in the preparation for school events such as drama productions and art exhibitions.

Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 2018 and the school recognises its responsibilities with regards to the security of data kept regarding its pupils and staff. Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In

some circumstances staff may be given highly sensitive or private information. They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other School). Information must never be used to intimidate, humiliate, or embarrass the pupil. In circumstances where the pupil's identity does not need to be disclosed, the information should be used anonymously. If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

This means that staff should:

- ✓ be clear about when information can be shared and in what circumstances it is appropriate to do so;
- ✓ are expected to treat information they receive about pupils in a discreet and confidential manner;
- ✓ seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them and
- ✓ need to know to who any concerns or allegations should be reported.

Use of Electronic Equipment Including Personal Mobile Phones and Cameras

All staff must read and sign the Staff Acceptable Use Agreement annually. Breaches may constitute misconduct and be managed under the School's disciplinary procedures.

To safeguard pupils and comply with data protection and child protection legislation, the use of personal devices and recording equipment by staff and volunteers is strictly regulated.

- ✓ Personal cameras, video equipment, or recording devices, including those on personal mobile phones, tablets, or smartwatches, must not be used anywhere on School premises or grounds.
- ✓ Images or videos of pupils must only be taken using School issued devices and only for legitimate educational or operational purposes. These must be stored securely on the School network and must never be downloaded, transferred, or stored on personal devices or cloud accounts.
- ✓ Personal mobile phones must be kept on silent and stored securely during contact time with pupils. They may only be used in designated staff areas and never when directly supervising or working with children, except in emergency situations or where two-factor authentication is required.
- ✓ Staff must not accept or make personal calls, send messages, or access social media during lessons or pupil-facing time unless in an emergency.
- ✓ Communication about pupils, parents, or School matters must take place via official School systems (email, iSams, Teams, etc.). While staff WhatsApp groups may be used for brief logistical coordination, no confidential, identifiable, or sensitive information should ever be shared through such platforms.
- ✓ Staff must never share, forward, or post images, recordings, or information relating to pupils, parents, or colleagues on any social media or messaging platforms.
- ✓ Staff must check the image consent status on iSAMS before capturing or using any pupil images and follow the School's Image Use Policy.

Use of Artificial Intelligence (AI) Tools

Staff must exercise extreme caution when using any AI-powered tools, platforms, or applications (e.g. ChatGPT, Microsoft Copilot, Google Gemini) for school-related purposes. Personal or sensitive data, including any information that could directly or indirectly identify a pupil, parent, or colleague, must never be entered into an AI system, as doing so could constitute a breach of UK GDPR, safeguarding legislation, and School policies.

AI tools may only be used for professional purposes, such as lesson planning, research, or drafting resources — with prior authorisation and in accordance with the School's data protection and safeguarding procedures. Any content generated by AI must be carefully reviewed for accuracy, appropriateness, and potential bias before use or distribution. Staff must not rely solely on AI-generated content when communicating with parents, writing reports, or making decisions that impact pupils.

For more detailed guidance on the appropriate use of AI within the organisation, please refer to the Dukes Education AI and AIP Policy.

Use of Digital Content, Online Safety, and Inappropriate Material

Staff must take all reasonable steps to ensure that pupils are not exposed to inappropriate, indecent, or harmful material in any form. In particular:

- ✓ Accessing inappropriate or indecent content - Material such as pornography, or any content that is discriminatory, extremist, or otherwise harmful, must never be brought into the workplace, accessed on School devices, or viewed via the School network.
- ✓ Security of devices and accounts - Staff must not allow unauthorised individuals to access School equipment or systems. Passwords and login details must be kept secure and must not be shared.
- ✓ Network monitoring – The School uses the Smoothwall filtering and monitoring system across its network to help safeguard pupils and staff from inappropriate online content and activity. Use of the School network and devices is actively monitored and recorded. Alerts from the system are regularly reviewed by the Designated Safeguarding Lead (DSL) and the Senior Leadership Team to ensure any concerning activity is promptly identified and addressed.
- ✓ Responding to incidents – If you discover material on any device (staff or pupil) that is potentially illegal, indecent, or inappropriate, do not attempt to investigate, copy, or evaluate the material yourself. Immediately isolate the device (without deleting or altering any content) and report the matter to the DSL in accordance with the School's *Child Protection and Safeguarding Policy*. Attempting to investigate could compromise evidence and hinder any criminal investigation.
- ✓ Age-appropriate content – Pupils must never be shown or provided with unsuitable material, online or offline. Staff must ensure that any film, media, or online resource used in lessons is age-appropriate, relevant, and compliant with safeguarding standards.
- ✓ Illegal material – There are no circumstances that justify adults possessing, accessing, creating, or distributing indecent images of children. Any adult found to be accessing, storing, or sharing such material will be subject to immediate referral to the police and the Local Authority Designated Officer (LADO). This conduct constitutes a criminal offence and, if proven, will result in permanent barring from working with children.

Additionally, staff must remain aware that AI-generated or deepfake content depicting indecent images of children is also illegal under UK law. The same reporting, safeguarding, and legal consequences apply.

Staff should:

- ✓ abide by the school's acceptable use and e-safety policy
- ✓ ensure that children cannot be exposed to indecent or inappropriate images
- ✓ ensure that any films or material shown to children are age appropriate

Communication with Pupils (including the Use of Technology)

All communication with pupils, whether in person or through any form of digital, online, or telecommunication, must take place within clear, explicit professional boundaries. This applies to all platforms and technologies, including but not limited to: email, text messages, instant messaging services, social media (e.g. LinkedIn, Instagram, TikTok, X), gaming platforms, blogs, websites, online forums, virtual classrooms, video calls, AI chat platforms, digital cameras, web-cams, and other connected devices.

- ✓ Use of personal devices and contact details – Staff must not use personal mobile phones, email addresses, messaging apps, or social media accounts to communicate with pupils or their parents. Personal phone numbers must not be shared with pupils or parents, and staff should not store pupils' or parents' contact details on personal devices. Where communication is necessary, it must always be conducted through official School systems and channels (e.g. School email, telephone, or approved learning platforms). Any exceptions (such as during trips or emergencies) must be authorised in advance by the Headmaster.
- ✓ Professional tone and content - All communication with pupils must be age-appropriate, purposeful, and directly related to teaching, learning, or pastoral care. Messages should always be written in a professional tone and should never include jokes, personal comments, emojis, or language that could be misinterpreted.
- ✓ Use of social media and online platforms - Staff must not 'friend', 'follow', 'connect with', or otherwise engage with pupils via personal social media accounts, nor should they respond to pupils who attempt to contact them on such platforms. Staff should also exercise caution in their public online presence to ensure that nothing posted on social media, even outside of work, undermines their professional role or the reputation of the School.
- ✓ Awareness of online risks - Staff should remain alert to the potential safeguarding risks that may arise from online communication, including grooming, inappropriate familiarity, or the blurring of professional boundaries. Any concerns about communication between a pupil and an adult — including contact initiated by a pupil, must be immediately reported to the Designated Safeguarding Lead (DSL).
- ✓ Social contact outside of school - Any social contact with pupils or their families outside of Broomfield House School (including family friendships, community groups, or religious settings) must be carefully managed and, where possible, discussed in advance with the Headmaster or DSL. Staff must remain vigilant to the potential safeguarding implications of such contact and ensure that professional boundaries are maintained at all times.

Use of Social Media and Online Presence

- ✓ Staff must exercise the highest standards of professional conduct when using social media, both in and out of school. Actions on social networking platforms can have safeguarding, legal, and reputational consequences for individuals and the School.
- ✓ Professional boundaries and conduct online
- ✓ Staff must never post, share, or store images, videos, or identifying information about pupils or their families on any personal social media accounts.
- ✓ Staff must not accept or invite pupils, former pupils under the age of 18, or parents as "friends," "followers," or contacts on any personal social media or messaging platforms.
- ✓ Privacy settings on all personal social media accounts must be set to the highest possible level and reviewed regularly.
- ✓ Staff must not use personal accounts to communicate with pupils or parents under any circumstances. All electronic communication must take place via official School systems (e.g. School email, approved platforms, or telephone).

- ✓ If a pupil or parent attempts to contact a member of staff via social media, messaging apps, or personal accounts, staff must not respond and must immediately report this to their line manager and the Designated Safeguarding Lead (DSL). Pupils should be politely reminded that such contact is not appropriate.
- ✓ Staff must avoid posting content on social media that could:
    - Undermine their professional role or the reputation of the School.
    - Be perceived as discriminatory, offensive, or inappropriate.
    - Blur professional boundaries with pupils or parents.

Use of school devices and time

- ✓ Staff must not access or engage with personal social media accounts during lessons or while supervising pupils.
- ✓ School devices and networks must not be used for personal social networking, blogging, private messaging, or accessing chatrooms during working hours.

Maintaining professional distance

- ✓ Staff must never share personal contact details (such as personal email addresses, phone numbers, or social media handles) with pupils or use them to communicate.
- ✓ Staff should never seek or request personal information from pupils other than that which is necessary in their professional role.
- ✓ All communication should be open, transparent, and appropriate, avoiding any language or behaviour that could be interpreted as grooming or the development of an inappropriate relationship.

Online reputation and digital footprint

- ✓ Staff are strongly advised to be mindful of their online presence, including public profiles on platforms such as LinkedIn, Instagram, TikTok, and X.
- ✓ Content shared publicly, even outside of work, should not compromise professional standing, conflict with the School's values, or risk damaging the School's reputation.

Physical Contact with Pupils

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. A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. 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 could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the School's CPOMS and Staff Safe system and the staff members must speak with the DLS.

Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary. The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each pupil. Pupils with special needs may require more physical contact to assist their everyday learning. The arrangements should be

understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

It is recognised that some pupils may seek inappropriate physical contact. It is the responsibility of the staff member to sensitively deter the pupil and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with senior leadership and the parent/ carer.

Some staff working in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with pupils, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a pupil so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary

This means that staff should:

- ✓ treat children with dignity and respect and avoid contact with intimate parts of the body;
- ✓ always explain to a child the reason why contact is necessary and what form that contact will take;
- ✓ 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 and
- ✓ be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.
- ✓ have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct and
- ✓ ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.

Intimate Care

Some job responsibilities with children may necessitate contact with children. For example assisting young children with toileting, or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. Pupils should 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 one member of staff, 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. Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the individual pupil's care plan. The views of parents, carers and the pupil, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. 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 young people concerned and sensitive to the potential for embarrassment. All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required.

Staff should:

- ✓ adhere to the intimate care guidelines in this policy;
- ✓ make other staff aware of the task being undertaken;
- ✓ explain to the child 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 and
- ✓ always consider the supervision needs of the pupils and only remain in the room where their needs require this.

Staff should not:

- ✓ 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

In the case of changing a child's nappy, staff should:

- ✓ adhere to the intimate care guidelines above;
- ✓ ensure at least one other staff member is aware that you are changing a nappy and is in the vicinity;
- ✓ make the child aware of what you are going to do before and throughout the nappy change process;
- ✓ depending on the age/size/stage/ability of the child, either change them on the pull-down changing table or with them standing up on the floor;
- ✓ encourage the child to be as independent as possible with their care, such as: cleaning themself, getting undressed/dressed, putting the new nappy on.

Transporting Pupils

In certain situations e.g. out of School activities, staff or volunteers may agree to transport pupils. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one member of staff additional to the driver acting as an escort. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children. It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers. There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

This means that our staff should:

- ✓ 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;
- ✓ be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer;
- ✓ record details of the journey in accordance with agreed procedures;

- ✓ ensure that their behaviour is appropriate at all times;
- ✓ ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven and
- ✓ ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.

First Aid and Administration of Medication: Health and safety legislation places duties on all employers to ensure appropriate health and safety polices and equipment are in place and an appropriate person is appointed to take charge of first-aid arrangements. Any employee may volunteer to undertake this task but it is not a contractual requirement and appropriate training should be given before an individual takes on a role which may require administering first aid or medication.

This means that Broomfield House School should:

- ✓ ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention;
- ✓ ensure there are trained and named individuals to undertake first aid responsibilities;
- ✓ ensure training is regularly monitored and updated and
- ✓ always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication

In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents, pupils should be encouraged to self-administer medication or treatment. If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead. Parents should always be informed when first aid has been administered. Staff must:

- ✓ adhere to the School's policy for administering first aid or medication;
- ✓ comply with the necessary reporting requirements;
- ✓ make other adults aware of the task being undertaken;
- ✓ explain to the child what is happening;
- ✓ always act and be seen to act in the child's best interests;
- ✓ ensure that where staff are taking any medication, that they are fit to work with children if required;
- ✓ report and record any administration of first aid or medication;
- ✓ have regard to any health plan which is in place and
- ✓ always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.

Staff Personal Medication

All staff in Early Years must report in writing to the Headmaster if any personal medication which they are taking may affect or endanger the children at the school, if they were not taking it.

Home Visits: When this instance occurs, the purpose of any visit must be discussed with a member of the senior leadership team and wherever possible, two members of staff School should visit. Ensure that the home visit is planned and discussed with the parent of the pupil so as to not arrive unannounced. Staff should inform another member of staff and keep a clear record of the time, location and expected of their visit, ensuring there are clear themselves on the location and where deemed appropriate, inform a member of staff when the home visit is finished. Staff must ensure they have a mobile phone with them when making a home visit so that they may contact a member of staff as required. Where any behaviour or situation gives rise to a concern, that it is reported and actioned. If no adult is at home when staff arrive, do not enter the house. Instead consider whether there is a safeguarding concern and take appropriate action. Staff should, wherever possible, meet with parents at the School.

Curriculum content

Some areas of the curriculum can include or raise subject matter which is of a political or sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead. 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 can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama. Care should also be taken to comply with the school's policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for sex and relationships education (SRE).

Staff should:

- ✓ take care when encouraging pupils to use self-expression, not to overstep personal / professional boundaries;
- ✓ have clear written lesson plans and
- ✓ be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.

Staff should not:

- ✓ enter into or encourage inappropriate discussions which may offend or harm others;
- ✓ undermine fundamental British values or express any prejudicial views and
- ✓ attempt to influence or impose their personal values, attitudes or beliefs on pupils.

Political Influence

All adults who work with children and young people must be alert to the position they are in to influence young people politically. However, they have an important and necessary responsibility to assist them to become politically aware and respect a set of attitudes which can be referred to as British Values. Moreover all adults who work with young people must consciously refrain from aiming to influence them in any particular political or religious ideology or mind set. This means that staff should:

- ✓ avoid aiming to influence young people in any one political viewpoint and
- ✓ recognise, support and encourage young people to be aware of and respect British Values (see our curriculum planning document).

The Prevent Initiative

(Please refer to both our Child Protection Policy and our Prevent Duty Policy). All adults who work with children and young people must be familiar with the Prevent Initiative and with the terms intolerance, extremism, fundamentalism and radicalisation. All adults who work with children and young people must be alert to them displaying racial or religious intolerance, homophobia and misogyny particularly when linked to expressions of religious belief. Staff must:

- ✓ be aware of the government's Prevent Initiative;
- ✓ discuss with the Headmaster if they are concerned in any way about an individual pupil showing signs of political or religious radicalisation or of being influenced by others in this way and
- ✓ discuss with the Headmaster if they are concerned in any way about an individual pupil showing signs of religious or racial intolerance, misogyny or homophobic views.

Visiting speakers

All visiting speakers are vetted, approved, and supervised. Content must align with the School's values, Prevent Duty, and political impartiality guidance; events are stopped if content becomes inappropriate.

Appendix 1 – Social contact with parents and pupils outside of the workplace

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however remember that their discussions with friends parents or non-parents of the school must ensure confidentiality and not discuss matters relating to the school or pupils. Staff must not post anything onto social networking sites that could be construed to have any impact on the organisation's reputation. (We advise all our staff to carefully restrict their social media profiles to ensure they cannot be contacted by parents and pupils, this could involve removing their last name from their page). We explain to staff that although they are able to accept friendship requests from friends who may also be parents of pupils at the school, staff must be aware of the potential issues this could cause. Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the setting. If any of the above points are found to be happening, then the member of staff involved will face disciplinary action, which could result in dismissal.

Staff should also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of 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 setting into disrepute (e.g. attending a political protest, circulating propaganda).

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his 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 or carer. 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.

Staff should:

- ✓ always approve any planned social contact with pupils 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
- ✓ 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. tutoring.

Appendix 2 – Teachers Standards

Code of Conduct

To the pupils and younger children – be clear in our instructions, information, grammar, politeness and being authoritative within the School rules and the School behaviour and discipline policies. We have a duty to be supportive of the children and promote their welfare. We must offer support to vulnerable children while at all times maintaining an appropriate professional relationship and distance from them. At all times staff must be aware of and act within the professional boundaries that are normal for teachers and staff working in Schools in the UK and which are detailed within this document. Specifically, staff should at all times recognise that self-restraint and checking with the Headmaster and/or Head of Boarding whilst keeping the SENCO informed should be the norm if you are uncertain of how to act. We must listen to children's concerns and worries especially when they are upset and hurt. Staff must all be aware of the School's Child Protection Policy and act in accordance with it, especially if a child discloses something of relevance in this regard.

The following Teachers Standards outline the minimum standards expected of teachers at Broomfield House School and as such, form part of our Code of Conduct to which all teaching staff must meet.

Set high expectations which inspire, motivate and challenge pupils:

- ✓ establish a safe and stimulating environment for pupils, rooted in mutual respect;
- ✓ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions and
- ✓ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

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

Demonstrate good subject and curriculum knowledge:

- ✓ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- ✓ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- ✓ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- ✓ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics and
- ✓ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- ✓ impart knowledge and develop understanding through effective use of lesson time;
- ✓ promote a love of learning and children's intellectual curiosity;
- ✓ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- ✓ reflect systematically on the effectiveness of lessons and approaches to teaching and
- ✓ contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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

Make accurate and productive use of assessment

- ✓ knowing and understanding how to assess the relevant subject, therapy and curriculum areas, including statutory assessment requirements;
- ✓ making use of formative and summative assessment to secure pupils' progress;
- ✓ using relevant data to monitor progress, set targets, and plan subsequent lessons and
- ✓ giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Please refer to the School's Assessment Policy for more guidance on this.

Manage behaviour effectively to ensure a good and safe learning environment

- ✓ having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour policy; praise, sanctions and rewards consistently and fairly;
- ✓ managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and
- ✓ maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- ✓ make a positive contribution to the wider life and ethos of the school;
- ✓ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- ✓ deploy support staff effectively;
- ✓ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and
- ✓ communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and Professional Conduct including Standards of Behaviour for all teaching and support staff

At Broomfield House School it is incumbent on all staff including volunteers to comply with the following Professional Code of Conduct inclusive of implementing the anti-bullying, supervision of children and behavioural policies inclusive of their associated documents. All staff are required to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their time at Broomfield House School. We have a duty to uphold public trust in us as professionals and maintain high standards of ethics and behaviour, within and outside School, by:

- ✓ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- ✓ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others;
- ✓ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs and
- ✓ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the school in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in -, prohibition from teaching by the TRA, a bar from engaging in regulated activity, or action by another relevant regulatory body.

This means that staff should not:

- ✓ 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

This means that staff should:

- ✓ 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

Reasons for no longer using a person's services and reporting to the Disclosure and Barring Service (DBS) along with considering referral to the Teaching Regulation Agency (TRA): The Proprietor of Broomfield House School is committed to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. We would ensure that such reports include as much evidence about the circumstances of the case as possible.

We would never use 'Compromise agreements' to prevent a referral being made to the DBS when it is legally required, nor an individual's refusal to cooperate with an investigation.

The Proprietor of Broomfield House School is also under a duty to consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. We would refer to the guidance published on the TRA website including advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA, which can be found in Teacher misconduct: the prohibition of teachers (October 2015).