



THE
NEW GUILD
TRUST

Staff Code of Conduct

POLICY

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

Moorpark Junior School
Jackfield Infant School
Alexandra Junior School
Alexandra Infants' School

Approval and Review

Committee to Approve Policy	Trust Board
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Chair of Board / Academy Committee	Mrs L Eagle
Signature	<i>L Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K Peters</i>
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3	Dec 2022	2. Responsibilities p5. 5.1 (New) Standards of Behaviour p7. 9. Social Contact Outside of the Workplace p9. Culture of 'Safe Touch' p10. 13. Behaviour Management p12. 13.1 (New) Sexual Conduct p12. One to One Situations p13. 14.1 (New) Transporting Pupils p15. 15. Educational Visits p15. First Aid competency p16 & p17. Photography/Video p18. 18. Curriculum – explicit/sensitive subject matter p18 & p19. 19. Whistleblowing – duty to report p20. 19.1 (New) Exposure to Inappropriate Images. Reporting and recording concerns p21.	Reference to Keeping Children Safe in Education Policy. Updated from February 2022 revisions in the guidance for safer working practice for those working with children and young people in education settings.
4		19.1 (New) Exposure to Inappropriate Images. Reporting and recording concerns p21.	
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1. Introduction

All staff have a responsibility to be aware of systems which support safeguarding and these would have been explained to them as part of staff induction and in regular staff training sessions.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur.

It must be recognised that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. However, allegations may also be false or misplaced and may arise from differing perceptions of the same event. When they occur, they are inevitably distressing and difficult for all concerned. It is therefore essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely.

Underpinning principles:

- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- The welfare of the child is paramount.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed.
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistleblowing procedure and their Local Safeguarding Children Board LSCB procedure.

2. Responsibilities

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

All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

This means that managers/proprietors/governing bodies should:

- *ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored*
- *ensure that if there is no trained DSL on site, a senior member of staff is identified to lead on safeguarding issues.*

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.*
- *understand how to raise a concern and contact designated staff or partner agencies if they have a concern about a child, particularly if the normal arrangements have been amended.*
- *ensure that if there is no trained DSL on site, a senior member of staff is identified to lead on safeguarding issues.*
- *Update Child protection policies in light of the COVID pandemic.*

The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement.

For further guidance please read the NGT Safeguarding and Child Protection Policy (Keeping Children Safe in Education).

3. 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. 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 the Safeguarding Officer in each school. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.

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

Further information can be seen in the NGT Safeguarding and Child Protection Policy (Keeping Children Safe in Education).

4. Power and Positions of Trust and Authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school or education setting are in a position of trust in relation to all pupils on the roll.

The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for staff to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.'

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a senior manager. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times.

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

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident to a senior manager. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times.

Where a person aged 18 or over is in a position of trust with a child under 18, it is 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

5. Confidentiality

The storing and processing of personal information is governed by the new Data Protection Act (DPA), GDPR 2018. Employers should provide clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

Staff may have access to confidential information about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff 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 organisations). The adult must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

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 responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities.

If a child – or their parent/carer – makes a disclosure regarding abuse or neglect, the member of staff should follow the school's procedures.

The adult should not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.

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 their Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

Please refer to the NGT Safeguarding and Child Protection Policy for further information on how to report allegations.

5.1 Standards of Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work. 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 work setting 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 Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body. The Childcare (Disqualification) Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years childcare. Keeping children safe in education states that schools should make clear their expectation that staff should disclose any relationship or association (in the real world or online) that may impact on the school's ability to safeguard pupils. This applies to all staff in all schools, not just those in early or later years childcare.

Staff should

inform the head/principal or specified person of any cautions, convictions, or relevant orders accrued during their employment, and / or if they are charged with a criminal offence

- be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children
- inform the head/principal of any name changes that they have not previously declared.

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, discriminate or humiliate, or might be interpreted as such

This means that school leaders should:

- have a clear expectation that all staff will discuss with managers any relationship / association (in or out of school or online) that may have implications for the safeguarding of children in school
- create a culture where staff feel able to raise these issues
- safeguard their employees' welfare and contribute to their duty of care towards their staff
- identify whether arrangements are needed to support these staff
- consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming into school where a potential risk to children has been identified).

Schools must not

- ask intrusive questions of staff regarding those they live with or have relationships/associations with.

6. Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. This also applies to online or virtual teaching or when working with small groups on site (in the case of schools who remain open to vulnerable children or those of critical workers). Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

This means that staff should wear clothing which:

- *promotes a positive and professional image.*
- *is appropriate to their role.*
- *is not likely to be viewed as offensive, revealing, or sexually provocative.*
- *does not distract, cause embarrassment or give rise to misunderstanding.*
- *is absent of any political or otherwise contentious slogans.*
- *is not considered to be discriminatory.*
- *is compliant with professional standards.*
- *in online engagement, is similar to the clothing they would wear on a normal school day.*

For further guidance please read the school's Staff Handbook – Staff Dress Code.

7. Gifts, Rewards, Favouritism and Exclusion

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, 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 usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

It is advisable when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria.

This means that staff should:

- *be aware of and understand relevant policies, e.g. rewarding positive behaviour.*
- *ensure that gifts received or given in situations which may be misconstrued are declared and recorded.*
- *only give gifts to a pupil as part of an agreed reward system.*
- *where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally.*
- *ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff.*
- *ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils.*

8. Infatuations and ‘Crushes’

It is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a ‘crush’ or infatuation. Infatuations may carry a risk of their words or actions being misinterpreted.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Head Teacher. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Staff should:

- *not have any form of sexual contact with a pupil from the school or setting.*
- *avoid any form of touch or comment which is, or may be considered to be, indecent.*
- *avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact.*
- *not make sexual remarks to or about a pupil.*
- *not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role.*

9. Social Contact 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:

- *advise senior management of any regular social contact they have with a pupil which could give rise to concern.*
- *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., babysitting, tutoring.*

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.

Please see the NGT Preventing Extremism and Radicalisation Policy.

10. Communication with Children (Including the Use of Technology)

Staff should ensure that they establish safe and responsible online behaviours.

Staff should:

- *not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work.*

- *not give out their personal details.*
- *use only equipment and Internet services provided by the school or setting.*
- *follow the schools Acceptable Use Policy.*
- *ensure that their use of technologies could not bring their employer into disrepute.*
- *not discuss or share data relating to children/parents/carers in staff social media groups.*

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Dojo, Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Staff should also turn off 3G/4G data access whilst on the school premises.

For further guidance please see the NGT Online Safety Policy, Social Media Policy and Staff Acceptable Use Procedure.

11. Physical Contact, Use of Control and Physical Intervention

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.

Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the Head Teacher and recorded. Where appropriate, the Head Teacher should consult with the Local Authority Designated Officer (LADO).

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

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

A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with special educational needs or disabilities may require more physical contact to assist physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described

- never touch a pupil in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful. Staff should also be mindful of the significant impact that a physical intervention may have on a child with special educational needs or disabilities. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where the school or setting judges that a child's behaviour presents a serious risk to themselves or others, they must always put

in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan. In all cases where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child's parents. (In a children's home it is a legal requirement to record such incidents.) Similarly, where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

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

Staff should:

- *treat pupils with dignity and respect and avoid contact with intimate parts of the body.*
- *always explain to a pupil the reason why contact is necessary and what form that contact will take.*
- *seek consent of parents where a pupil is unable to give this, e.g. because of a disability.*
- *consider alternatives, where it is anticipated that a pupil might misinterpret any such contact.*
- *be familiar with and follow recommended guidance and protocols.*
- *conduct activities where they can be seen by others.*
- *be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact.*
- never indulge in horseplay or fun fights.
- always allow/encourage pupils, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed pupil is age appropriate
- always tell a colleague when and how they offered comfort to a distressed pupil
- establish the preferences of pupils
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- always explain to the pupil the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- adhere to the school or setting's physical intervention policy
- always seek to defuse situations and avoid the use of physical intervention wherever possible
- where physical intervention is necessary, only use minimum force and for the shortest time needed

For further guidance please read the NGT Physical Intervention Policy and Intimate Care Policy.

12. Intimate/Personal Care

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.

This means that staff should:

- *make other staff aware of the task being undertaken.*
- *always explain to the pupil what is happening before a care procedure begins.*
- *consult with colleagues where any variation from agreed procedure/care plan is necessary.*

- *record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers.*
- *avoid any visually intrusive behaviour where there are changing rooms announce their intention of entering.*
- *always consider the supervision needs of the pupils and only remain in the room where their needs require this.*

13. Behaviour Management

Corporal punishment and smacking are unlawful in all schools and education settings.

Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Staff should understand the importance of challenging inappropriate behaviours between peers, including peer on peer sexual violence and sexual harassment. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Where pupils display difficult or challenging behaviour, adults should follow the school’s or setting’s behaviour and discipline policy using strategies appropriate to the circumstance and situation. Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate. Senior managers should ensure that the establishment’s behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil’s human rights and/or false imprisonment.

Staff should:

- *not use force as a form of punishment.*
- *try to defuse situations before they escalate e.g. by distraction.*
- *keep parents informed of any sanctions or behaviour management techniques used.*
- *be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil’s behaviour.*
- *follow the establishment’s Positive Behaviour and Rewards Policy.*
- *behave as a role model.*
- *avoid shouting at children other than as a warning in an emergency/safety situation.*
- *refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI).*
- *be aware of the legislation and potential risks associated with the use of isolation and seclusion.*
- *be clear as to the school’s policy and procedures with regard to peer-on-peer abuse*
- *be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.*
- *all staff should follow the schools **relational behaviour policy** and Peer on Peer Abuse Policy.*

For further guidance please read the NGT and school’s relational behaviour policies.

13.1 Sexual Conduct

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures. Pupils are protected by the same laws as adults.

This means that staff should:

- not have any form of sexual contact with a pupil from the school or setting

- avoid any form of touch or comment which is, or may be considered to be, indecent
 - avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- 5 Sexual Offences Act 2003: abuse of a position of trust © Safer Recruitment Consortium 2022 18 relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust. Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing pupils 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 purpose is to gain the trust of a child and manipulate the relationship so that sexual abuse can take place. All staff should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a senior manager any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed.

This means that staff should:

- not have any form of sexual contact with a pupil from the school or setting
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a pupil
- not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised

14. One to One Situations, Home Visits and Transporting Pupils

Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one working should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.

During the school closures, the DfE suggests that if there is only one vulnerable child or child of a critical worker, the school should consider closing, and liaise with the Local Authority to identify alternative provision; e.g. at a hub school. If the school must remain open with only one or two children, there should be more than one member of staff to meet fire safety, first aid, supervision and other emergency procedures.

Staff will normally undertake home visits with a colleague. Staff undertaking welfare visits should always try to give parents / carers advance warning unless there is good reason not to; e.g. because the visit has been prompted by safeguarding concerns and / or is at the request of children's social care. In these cases, one of the staff undertaking the visit should be a designated safeguarding lead or deputy safeguarding person. The purpose of the visit should be clarified and staff should be aware of the circumstances in which emergency services or partner agencies should be contacted.

Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints. To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly. Arranging to meet with pupils from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers. Where staff are expected to work one to one with a pupil on a virtual platform, clear expectations should be set out for all of those involved that are reflective of the settings safeguarding policies and procedures.

Staff should:

- *ensure that wherever possible there is visual access and/or an open door in one to one situations.*
- *avoid the use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.*
- *always report any situation where a pupil becomes distressed or angry.*
- *consider the needs and circumstances of the pupil involved.*
- *agree the purpose for any home visit with their manager.*
- *adhere to agreed risk management.*
- *not enter a home if the parent/carer is absent.*
- *have an appropriate licence/permit for the vehicle.*
- *ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive.*
- *ensure that if they need to be alone with a pupil this is for the minimum time.*
- *be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer.*
- *report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures.*
- *ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven.*
- *adhere to agreed risk assessments*
- *avoid unannounced visits wherever possible*
- *ensure there is visual access and/or an open door in one to one situations*
- *never enter a home without the parent or carer's consent or when the parent is absent, except in an emergency*
- *always make detailed records including times of arrival and departure*
- *ensure any behaviour or situation which gives rise to concern is discussed with their manager*
- *ensure that children are seen in open and observable spaces; for example, living rooms.*
- *comply with data protection regulations in relation to any personal information carried or notes made about the child and/or family.*
- *work one to one with a child only where absolutely necessary and with the knowledge and consent of senior leaders and parents/carers.*
- *be aware of relevant risk assessments, policies and procedures.*
- *work one to one with a child only where absolutely necessary and with the knowledge and consent of senior leaders and parents/carers.*
- *be aware of relevant risk assessments, policies and procedures.*
- *have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and/or partner agencies - adhere to agreed.*
- *observe social distancing at all times*
- *except in an emergency, never enter a home without the parent or carer's consent or when the parent is absent.*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a pupil becomes distressed or angry*
- *consider the needs and circumstances of the pupil involved*
- *ensure prior to any online learning, there are clear expectations of behaviour and conduct of all parties that have been agreed in advance.*

For further guidance please read the NGT Lone Working Policy and Home Visits Policy.

14.1 Transporting Pupils

In certain situations, staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.

This means that staff should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- take into account any specific or additional needs of the pupil
- have an appropriate licence/permit for the vehicle.

See also <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools> © Safer Recruitment Consortium 2022.

Consideration must be given to the potential distraction of the driver and the supervision of the passengers. A judgement should be made about the likely behaviour and individual needs of the child/ren. If any of them may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted or compromised.

Staff should not offer lifts to pupils unless the need for this has been agreed by a manager. A designated member of staff should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort. 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/booster seats for younger children. 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. Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the child's parent(s). The school's health and safety policy and/or educational visits policy should set out the arrangements under which staff may use private vehicles to transport pupils

This means that staff should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- take into account any specific or additional needs of the pupil
- have an appropriate licence/permit for the vehicle ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- ensure that if they need to be alone with a pupil this is for the minimum time
- be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified
- refer to Local and National guidance for Educational visits.

15. Educational Visits

Staff responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety available at

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

The duties in the Health and Safety at Work etc. Act 1974 and the supporting regulations apply to activities taking place on or off the school premises (including school visits) in Great Britain. All school employers must have a Health and Safety policy. This should include policy and procedures for off-site visits, including residential visits and any school-led adventure activities. The Management of Health and Safety at Work Regulations (1999) impose a duty on employers to produce suitable and sufficient risk assessments. This would include assessment of any risks to employees, children or others during an educational visit, and the measures that should be taken to minimise these risks. For regular activities, such as taking pupils to a local swimming pool, the risks should be considered under the school's general arrangements and a check to make sure that the precautions remain suitable is all that is required. For annual or infrequent activities, a review of an existing assessment may be all that is needed. For new higher-risk activities or trips, a specific assessment of the significant risks should be carried out. Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship. Where out of school or setting activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe staff/child ratio and suitable gender mix of staff.

Staff should:

- *adhere to the NGT Educational Visits guidance (completion of the Educational Visit checklist).*
- *always have another adult present on visits, unless otherwise agreed with senior staff.*
- *undertake risk assessments.*
- *have parental consent to the activity.*
- *ensure that their behaviour remains professional at all times.*
- *never share beds with a child/pupil*
- *never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Head Teacher, parents and pupils*

Staff responsible for organizing educational visits should be familiar with the DFE advice on Health and Safety on the following links:

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

<http://www.hse.gov.uk/services/education/school-trips.pdf>

OEAP updated guidance (July 2018) <https://oeapng.info/3618-transporting-young-people-in-private-cars/>

OEAP updated guidance (July 2018) <https://oeapng.info/3618-transporting-young-people-in-private-cars/>

Guidance is also available from the Outdoor Education Advisers' Panel <http://oeapng.info/>

For further guidance please read the NGT Health and Safety Policy and NGT Educational Visits Policy.

16. First Aid and Medication

If a school has no trained first aider due to an emergency or exceptional circumstance (Covid closures), it is the responsibility of school leaders and/or the employer to identify a senior person on site each day to lead on any crisis or serious incident including the provision of first aid. This decision should be supported by a risk assessment that takes into account the number of staff, children and/or other visitors on site, the proximity of emergency services, any particular risks presented, etc. Risks should be minimised as much as possible, for example by not undertaking high risk or adventurous activities.

Staff should receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions. Advice on managing medicines is included in the statutory guidance on supporting pupils at school with medical conditions. In circumstances where a pupil needs medication regularly, this would usually be recorded in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be administered, the correct dosage and any storage requirements. After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures. This could include for example, the application of any ointment or sun cream, or use of inhalers or Epi-pens. 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. Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Employers are also responsible for managing the performance of their employees and for ensuring they are suitable to work with children. Risk assessment is likely to recommend that staff medication on the premises must be securely stored and out of reach of children at all times.

Depending on the ages of the children accessing the provision, there may need to be at least one person trained in paediatric first aid at all times when children are on site.

Staff should:

- *ensure that trained and named individuals to undertake first aid responsibilities.*
- *adhere to the school or setting's health and safety policy and supporting pupils with medical conditions.*
- *make other staff aware of the task being undertaken.*
- *have regard to pupils' individual healthcare plans.*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.*
- *explain to the pupil what is happening.*
- *always act and be seen to act in the pupil's best interest.*
- *make a record of all medications administered.*
- *not work with pupils whilst taking medication unless medical advice confirms that they are able to do.*
- *if there is no member of staff available who has completed 'first aid at work' training, identify a senior person to be responsible each day.*
- *review and update first aid, medicines in school and crisis/emergency policies and relevant risk assessments.*

For further information please read the NGT Health and Safety Policy and NGT Medical Policy.

17. Photography, Videos and Other Images

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting.

Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

If indecent images of children are discovered at the establishment or on the school or setting's equipment an immediate referral should be made to the Designated Officer, and the police contacted if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also be made to children's social care in line with local arrangements.

Staff should:

- *abide by the NGT Acceptable Use and E-Safety Policies.*
- *ensure that children cannot be exposed to indecent or inappropriate images.*
- *ensure that any films or material shown to children are age appropriate.*
- *only take images where the pupil is happy for them to do so.*
- *only retain images when there is a clear and agreed purpose for doing so.*
- *store images in an appropriate secure place in the school or setting.*
- *ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.*
- *be able to justify images of pupils in their possession.*
- *avoid making images in one to one situations.*

For further guidance please read the NGT IT Acceptable Use Procedure and NGT Online Safety Policy.

18. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or 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 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. The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise 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 comply with the setting'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 relationships, sex and health education (RSHE) promoting healthy relationships inclusive of an understanding of consent. It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science. Where part of the school curriculum allows for student led projects, staff should be mindful of safeguarding considerations in the topic chosen and the methodology used. For example, students often choose topics with which they have had personal experience; this may indicate a previously unknown safeguarding issue or may raise concerns about the re-traumatisation of the student. Student projects are often conducted using questionnaires with peers; these should be checked for appropriateness to ensure the student respondents are not distressed by the questions asked and that any disclosures received through these questionnaires are picked up by the school's designated safeguarding lead. Other methodologies which might raise concerns include: students visiting unknown adults, alone, to interview them; conducting social experiments on peers or young children without parental consent; or accessing age inappropriate content online.

The curriculum complies with the school's policy on spiritual, moral, social, cultural (SMSC) which promotes 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). It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science.

Guidance can be found at:

[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education \(Feb 2022\)](#)

This means that staff should:

- have clear written lesson plans and ensure that content is appropriate to the children's age and cognitive development.
- take care, when encouraging pupils to use self-expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.

This means that adults should not:

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

18.1 Use of Technology for Online/Virtual Teaching

When selecting a platform for online/virtual teaching, settings should satisfy themselves that the provider has an appropriate level of security. Wherever possible, staff should use school devices and contact pupils only via the pupil school email address/log in. This ensures that the setting's filtering and monitoring software is enabled. In deciding whether to provide virtual or online learning for pupils, senior leaders should take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc. Virtual lessons should be timetabled and senior staff, DSL and / or heads of department should be able to drop into any virtual lesson at any time – the online version of entering a classroom.

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:

- think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred.
- staff and pupils should be in living/communal areas – no bedrooms.
- staff and pupils should be fully dressed.
- filters at a child's home may be set at a threshold which is different to the school.
- resources/videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content.

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and/or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g. whether parental/pupil consent is needed and retention/storage.

If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately. Staff, parent and pupil AUPs should clearly state the standards of conduct required. If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil/parent is not able to identify the staff member's personal contact details.

Staff should:

This means that senior leaders should:

- *review and amend their online safety and acceptable use policies to reflect the current situation.*

- ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them.
- have clearly defined operating times for virtual learning.
- consider the impact that virtual teaching may have on children and their parents/carers/siblings.
- determine whether there are alternatives to virtual teaching in 'real time' – e.g., using audio only, pre-recorded lessons, existing online resources.
- be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons.
- adhere to their establishment's policy.
- be fully dressed.
- ensure that a senior member of staff is aware that the online lesson/meeting is taking place and for what purpose.
- avoid one to one situations – request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the session.
- only record a lesson or online meeting with a pupil where this has been agreed with the Head Teacher or other senior staff, and the pupil and their parent/carer have given explicit written consent to do so.

This means that adults should not:

- contact pupils outside the operating times defined by senior leaders.
- take or record images of pupils for their personal use.
- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff).
- engage online while children are in a state of undress or semi-undress.

19. Whistleblowing (Duty to Report Concerns About an Individual's Suitability to Work with Children)

There is a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with the organisation's staff code of conduct including inappropriate behaviours inside, outside of work or online. Staff should recognise their individual responsibility to raise any concerns regarding behaviour or conduct (including low level concerns) that falls short of the principles outlined in this document and the setting's staff behaviour policy. It is crucial that any such concerns, including those which do not meet the harm threshold (see KCSiE), are shared responsibly and with the right person, and recorded and dealt with appropriately. Failure to report or respond to such concerns would constitute a failure in professional responsibilities to safeguard children and promote welfare.

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Education settings should have a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistleblowing procedures should have their employment rights protected. The NSPCC 'what you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

This means that staff should:

- escalate their concerns if they believe a child or children are not being protected
- report any behaviour by colleagues that raises concern
- report allegations against staff and volunteers to the Head Teacher or senior manager, or where they have concerns about the Head Teacher/manager's response, report these directly to the chair/proprietor/DO.
- follow the organisation's whistleblowing procedures as appropriate.

- where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should utilise other whistleblowing channels that are open to them as outlined in KCSiE.

Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

Staff should be reminded of the routes for raising concerns during school closure or part closure, including how to escalate their concern if the normal routes for whistleblowing are impeded by the absence/illness of senior managers.

For further guidance please read the LA Confidential Reporting (Whistleblowing) Procedure

19.1 Exposure to Inappropriate Images

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images. There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the setting's or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal. If indecent images of children are discovered at the establishment or on the school or setting's equipment an immediate referral should be made to the Designated Officer (DO) and the police contacted if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also be made to children's social care in line with local arrangements.

- contact pupils outside the operating times defined by senior leaders
- take or record images of pupils for their personal use
- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)
- engage online while children are in a state of undress or semi-undress.

This means that staff should:

- abide by the establishment's acceptable use and online safety policies
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate © Safer Recruitment

Consortium 2022 26 Under no circumstances should any adult use school or setting equipment to access pornography. Personal equipment containing pornography or links to it should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children and young people. Staff should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network, and the DO contacted without delay. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility that they will be at risk of prosecution themselves.

This means that staff should:

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

20. Sharing Concerns and Recording Incidents

All staff should be aware of safeguarding procedures, including the procedures for dealing with allegations against staff and volunteers.

In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they should immediately report this to the Head Teacher in line with the school's procedures.

This means that staff should:

- be familiar with their establishment's arrangements for reporting and recording concerns and allegations
- know how to contact the DO and Ofsted/regulatory body directly if required
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or setting.

For further guidance please read the NGT Safeguarding and Child Protection Policy.

21. Preventing Extremism and Radicalisation

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect.

For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with; or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore all adults working at the school (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding.

It is important to trust your professional judgement – if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

The DSL will liaise with Staffordshire Police Prevent Team to discuss and make a referral if necessary.

When a referral is received, the Prevent Team will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

Where there are concerns of extremism or radicalisation, pupils and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to whistleblow or raise any issue in confidence.

Please refer to the LA Confidential Reporting (Whistleblowing) Procedure.

Staffordshire Police Prevent Team can be contacted on:

Tel: 01785 232054 [E-mail: prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

Please refer to the NGT Preventing Extremism and Radicalisation Policy.

This document has been written with guidance from the Safer Working Practices for those Working with Children and Young People in Education Settings, October 2015 (updated February 2022).