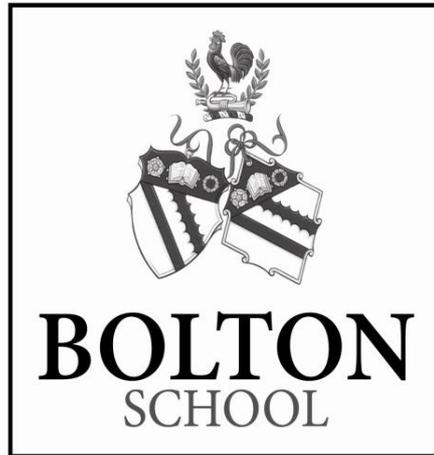


# BOLTON SCHOOL



## BEHAVIOUR POLICY AND PROCEDURE FOR STAFF, VOLUNTEERS, CONTRACTORS AND OTHER ADULTS

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## **Bolton School – Principles for Behaviour Policy and Procedures.**

### **1. Purpose and Principles**

All adults who come into contact with children in their work have a duty of care to safeguard and promote their welfare.

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

- Keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- Assist colleagues working with children, including in an academic or pastoral capacity, to work safely and responsibly, and to monitor their own standards and practice so that they do not breach the trust which they are given;
- Support managers across the Foundation in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- Support the Foundation 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 being made against adults who work with children;
- Reduce the incidence of positions of trust being abused or misused.

All staff should be familiar with the Foundation's Policy and Procedures for Managing Allegations against Staff and the document Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings, October 2015.

The Foundation's procedures for dealing with allegations referred to above will be used where a member of staff/volunteer/contractor or other adult may:

- have behaved in a way that has harmed a child, or may have harmed a child;
- have possibly committed a criminal offence against or related to a child; or
- have behaved towards a child or children in a way that indicates they may pose a risk of harm if they work regularly or closely with children in their present position, or in any capacity.

These documents and the Appendices can be found here:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS Personnel\Policies and Procedures](\\consus\bs-shared$\Central Services Shared Documents\CS Personnel\Policies and Procedures)

### **2. Scope**

References to 'adults', 'colleagues' or 'volunteers' refer to any adult who is employed, commissioned or contracted to work with or on behalf of children, in either a paid or unpaid capacity. References to pupil can be interpreted to mean client and customer, particularly in

relation to activities at Patterdale Hall and BSSL. References to child, for the purposes of this document, as in the Children Acts 1989 and 2004, means anyone who has not reached their 18<sup>th</sup> birthday. The commitment to safeguarding and promoting the welfare of children will, however, extend to all children who visit Bolton School, all pupils of Bolton School, including those who have reached the age of 18 in some cases, past pupils of Bolton School or past users of the Nursery or Kidzone who are aged 18 years or younger.

### **3. Duty of Care**

All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children.

Whether working in a paid or voluntary capacity, adults have a duty to keep children safe and to protect them from sexual, physical and emotional harm. Children have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children. Failure to do so may be regarded as neglect.

The duty of care is in part, exercised through the development of respectful and caring relationships between adults and children. It is also exercised through the behaviour of the adult, which at all times must demonstrate integrity, maturity and good judgement.

This means colleagues should:

- 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
- Report any concerns about inappropriate behaviour by another adult, or potential dangers, including FGM and CSE to the relevant person without delay.

### **4. Confidentiality**

Colleagues may have access to confidential information about children in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child concerned.

If a colleague is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Designated Safeguarding Lead; the names of these individuals are contained in the Child Protection and Safeguarding Policy and Procedure which can be found at:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS Personnel\Policies and Procedures](\\consus\bs-shared$\Central Services Shared Documents\CS Personnel\Policies and Procedures)

The storing and processing of personal information about children and young people is governed by the General Data Protection Regulations. Clear advice for staff about their responsibilities under this legislation can be found at:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS Personnel\Policies and Procedures](\\consus\bs-shared$\Central Services Shared Documents\CS Personnel\Policies and Procedures)

Whilst colleagues need to be aware of the need to listen to and support children, they must also understand the importance of not promising to keep secrets, unless they belong to a professional organisation which authorises them to do so (e.g. they are employed specifically as a Registered Nurse or Counsellor). Neither should colleagues request this of a child under any circumstances.

In addition, concerns and allegations about other colleagues/adults should be treated as confidential and passed to the Headmaster, Headmistress, or Clerk and Treasurer or their Deputy without delay. Please be aware of the 'Five Minute Rule' for reporting concerns, which Bolton Council operates. If it is impossible to get in touch with the relevant Senior Officer or their Deputy the Head of the setting should contact Bolton Council Child Protection Unit on 01204 337468.

## **5. Making a Professional Judgement**

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

This means that where no specific guidance exists, colleagues should:

- Discuss the circumstances that informed their action, or their proposed action, with a senior manager
- Report any actions which could be misinterpreted to their senior manager
- Always discuss any misunderstanding, accidents or threats with a senior manager
- Always record discussions and reasons why actions were taken
- Record any areas of disagreement about the course of action taken and if necessary refer this to somebody more senior
- Ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken.

## **6. Power and Positions of Trust**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children are in positions of trust in relation to the children in their care. This applies to staff at Patterdale Hall in relation to clients and customers where they meet the definition of child. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust 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 so that they do not breach this trust.

A relationship between an adult and a child cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Colleagues have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Similarly, they have a duty to ensure that relationships between adults and children are conducted on the basis of mutual respect.

Colleagues should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident that has happened which they believe could have the potential to be questioned at a later date.

For the purposes of this policy all members of staff at Bolton School Foundation, irrespective of their age, will be considered to be in a position of trust in relation to the pupils of Bolton School. This will also apply to staff at Patterdale Hall in relation to clients and customers where they meet the definition of child. In view of this, staff must not engage in sexual activity with, or in the presence of a pupil, or cause or incite a pupil to engage in or watch sexual activity. Sections 16-24 of the Sexual Offences act specifically relates to these offences and the purpose of this is to protect 16 and 17 year old children from being persuaded to engage in sexual activity, which would not be criminal except for the professional's position of trust in relation to the child.

A person aged 18 or over therefore, who is in a specified position of trust with a child under 18, will be classed as having committed a criminal offence should that person engage in sexual activity with or in the presence of that child, or cause or incite that child to engage in or watch sexual activity.

In cases where a pupil under the age of 18 has left Bolton School and a person who had been in a position of trust over that pupil whilst he/she was at Bolton School (for example as a teacher/activity leader) engages in sexual activity with, or in the presence of that former pupil, it would be for the courts to decide if normal rules around age of consent at 16 years would apply. It would be advisable, therefore, for colleagues to be mindful of the potential case which might arise. (Note that the same would not be an offence if the teacher had not educated the pupil and did not work at the same school as, in these cases, normal rules around age of consent at 16 years would apply.) For support staff, as far as relationships with pupils who have left Bolton School are concerned, normal rules around age of consent at 16 years would generally apply but, again, colleagues should be mindful that the authorities, and/or the courts may still wish to consider the extent to which the member of staff might have previously been in a position of trust in relation to the child.

Colleagues must not:

- Use their position to gain access to information for their own or others' advantage
- Use their position to intimidate, bully, humiliate, threaten, coerce or undermine children
- Use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

## **7. Propriety and Behaviour**

All colleagues working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. Colleagues should therefore understand and be aware that safe practice also involves using judgement and integrity about theirs and their pupil's behaviours at school and in places other than the school/work setting.

Colleagues should be mindful of their role in teaching a broad and balanced curriculum. In Early years, colleagues must focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years staff to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

In later years colleagues are involved in teaching a curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. Colleagues must also promote community cohesion which includes an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education.

Colleagues are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Under the Prevent duty colleagues should be able to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Colleagues should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

The behaviour of a colleague's partner or other family members may raise similar concerns and require careful consideration by the Foundation as to whether there may be a potential risk to children in the workplace. 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. Also that a person who provides Early Years Education or Childcare may be disqualified because of their "association" with a person living or employed in the same household who is disqualified.

## **8. Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression. Colleagues, however, should dress in ways which are appropriate to their role; this may need to be different to how they dress when not at work and staff should take care to ensure they are dressed appropriately for the tasks and the work they undertake. For example, staff working with younger children may need to be able to bend and stretch without wearing short or restrictive clothing. Staff who regularly come across older pupils, including Sixth Formers, in their line of work will need to take notice of the formal dress code which exists

for both boys and girls in the Sixth Form and ensure that they set an appropriate example with regard to formal dress. In particular, teachers must ensure that they are not open to allegations of hypocrisy should they need to remind a student about his/ her inappropriate hair style, dress or jewellery (including piercings). Staff at Patterdale Hall will need to wear sensible clothing, suitable for the activities they are to be undertaking and ensure relevant personal protective equipment (PPE) is also used. Footwear should also be appropriate for the day, ensuring the appropriate level of formality and that staff can move around safely and that they are agile enough to deal with all situations which they might encounter in a working day; for example, flip-flops are considered inappropriate as they provide insufficient support and protection, as well as being inappropriately informal for the working environment.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

Colleagues should therefore wear clothing which:

- Is appropriate to their role
- Promotes a positive and professional image
- 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 and is culturally sensitive
- Is compliant with professional standards.

## **9. The Use of Personal Living Space**

It is understood that, in a relatively small community like Bolton and the surrounding towns, staff will often come in to contact with children from the Foundation, as well as their parents, outside of School and that staff children will have friendships with their peer group and others which lead to social interaction outside of School, including inside the home. It must, however, be borne in mind that such relationships may pose risks for staff members and that these must be mitigated by staff behaviour. Members of staff meeting School children outside of School should display the same standards of professional courtesy and restraint that they would in School; this also applies to staff at Patterdale Hall who may also meet clients or customers outside the Hall during the customers' and their own leisure time. In addition, there may be added pressures for staff members in conducting their personal life or ensuring that their children are able to socialise with children from School, including the taking and storing of images from the child's social occasions. Also for example, other parents may have higher expectations of a member of staff who is 'hosting' children from the Foundation at his/her child's party than they would of other parents in the same situation. It is also likely, whether reasonably or unreasonably, that certain types of behaviour by members of staff in their own home are more likely to be commented upon by pupils than the behaviour of parents who do not work at the School. In all cases, members of staff would be wise to reflect upon how their behaviour and actions outside of work reflects upon them in the professional environment.

Where a member of staff has no reason to know a child, other than through his/her contact with the child at School, there should be no cause for this child to be invited in to the member of staff's home or for the member of staff to visit the pupils home unless the reason for this has been firmly established and agreed with parents/carers and the Headmistress, Headmaster or the appropriate Head of the school/setting at the Foundation. Colleagues should not introduce pupils of the school to their friends or family with the intention of inviting them into their home or other non-school environment. Colleagues should also be very cautious when asking children at school to assist with chores or tasks in their home e.g. asking pupils to babysit. Pupils should not be asked to assist with chores or tasks by friends or family of the colleague.

Colleagues should:

- Be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations
- Be mindful of the need to maintain professional boundaries
- Refrain from asking children to undertake personal jobs or errands.

## **10. Gifts, Rewards and Favouritism**

The giving of gifts or rewards to children should be part of an agreed educational, whole-school or departmental policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child will be part of an agreed plan, recorded and discussed with a senior manager and the parent or carer.

It is acknowledged that there are specific occasions when colleagues may wish to give a child a personal gift. This is only acceptable practice where, in line with the agreed policy, the colleague has first discussed the giving of the gift and the reason for it, with a senior manager and/or parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can, in certain circumstances, be misinterpreted by others as a gesture either to bribe or groom a child.

Colleagues should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Care should also be taken to ensure that colleagues do not accept any gift which might be construed as a bribe by others, or lead the giver to expect preferential treatment. More detail about this is contained in The Foundation's Anti-Bribery Policy and Procedure which can be found here:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS Personnel\Policies and Procedures](\\consus\bs-shared$\Central Services Shared Documents\CS Personnel\Policies and Procedures)

There may be occasions when children or parents wish to pass small tokens of appreciation to colleagues e.g. on special occasions or as a thank-you, and this is acceptable. It is not acceptable to receive gifts on a regular basis or of any significant value.

Colleagues should:

- Be aware of the Foundation's policy on the giving and receiving of gifts – see above
- Ensure that gifts that are received or given in situations which may be misconstrued are declared to the Head of the relevant school
- Generally, only give gifts to an individual child as part of an agreed reward system
- Ensure that all selection processes which concern children are fair and that, wherever practicable, these are undertaken and agreed by more than one member of staff.

## **11. Infatuations and “Crushes”**

Occasionally, a child may develop an infatuation with a colleague who works with them. These colleagues should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

A colleague, who becomes aware that a child is developing an infatuation, should discuss this at the earliest opportunity with the relevant Designated Safeguarding Lead so appropriate action can be taken to avoid any hurt, distress or embarrassment.

Colleagues should:

- Report and record any incidents or indications (verbal, written or physical) which suggest a child may have developed an infatuation with them or another adult in the workplace
- Always acknowledge and maintain professional boundaries.

## **12. Communication with Children (including the Use of Technology)**

In order to make the best use of the many educational and social benefits of new technologies, children need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognised that e. Safety risks are posed more by behaviours and values than the technology itself. Colleagues working in this area must therefore ensure that they establish safe and responsible online behaviours. This means working to the Foundation's and national guidelines on acceptable user policies.

Communication between children and colleagues, by whatever method, must take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Colleagues should not share any personal information with a child. They should not request, or respond to any personal information from the child, other than that which might be appropriate as part of their professional role. Colleagues should ensure that all communications are transparent and open to scrutiny.

Colleagues should also be cautious in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children including email, home or mobile telephone numbers, unless the need to do so is agreed with a member of the senior management team and the child's parents/carers. E-mail or text communications between a colleague and a child outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites. Internal e-mail systems should only be used in accordance with the Foundation's policy which can be found here:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS ICT\Policies](\\consus\bs-shared$\Central Services Shared Documents\CS ICT\Policies)

Colleagues should:

- Not give their personal contact details to children, including their mobile telephone number and details of any personal blogs or websites without the specific agreement of the Head of the children's (or child's) school that such a telephone number or blog is vital for communication at a particular time (for example a school trip), after which the personal information should be deleted by the children (or child)
- Ordinarily only use equipment e.g. mobile phones or iPads provided by the Foundation to communicate with children, making sure that parents have given permission for this form of communication to be used and ensure that, when personal equipment is used, it is with the express and specific agreement of the children's or child's Headteacher that such use is appropriate in the situation (for example during a school trip when the school's mobile phones are not available)
- Only make contact with children for professional reasons and in accordance with the Foundation's Policy
- Recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. Text messaging should only be used as a last resort when other forms of communication are not possible
- Not use internet or web-based communication channels to send personal messages to a child
- Ensure that, personal social networking accounts, as opposed to School accounts, are not used to communicate with children.

### **13. Social Contact Outside the Workplace**

Colleagues should not seek to have social contact with the children or their families, unless the reason for this contact has been firmly established and agreed with a member of the senior management team in the child's school/setting. If a child or parent seeks to establish social contact, or if this occurs coincidentally, the colleague should exercise her/his professional judgement in making a response but should be prepared to discuss the situation with a member of the senior management team if necessary, or if appropriate with the parent/carer of the child. These contacts however, should be easily recognised and openly acknowledged for example a colleague's child may attend School and the child may be invited to a birthday party of another child from the School. Colleagues should be aware that

social contact in certain situations can be misconstrued as grooming, such as for the purpose of sexual exploitation or radicalisation.

Where social contact is an integral part of the colleague's work duties, e.g. sports coaching or music lessons, care should be taken to maintain appropriate personal and professional boundaries. This also applies to social contacts made through interests outside of work e.g. scouts, brownies or through the adult's own family or personal networks.

Colleagues should:

- Not have any secret social contact with children or their parents
- Consider the appropriateness of the social contact according to their role and nature of their work
- Always approve any planned social contact with children or parents with a member of the senior management team if such contact has resulted from relationships formed in School or on School-related business
- Advise a member of the senior management team of any social contact they have with a child or a parent with whom they work, which may give rise to concern
- Report and record any situation, which may place a child at risk or which may compromise the Foundation or the individual's own professional standing
- Be aware that the sending of personal communications, particularly when singling out a particular child/children, adult or both should always be recorded and/or discussed with the relevant Headteacher
- Understand that some communications may be called into question and need to be justified.

#### **14. Sexual Contact**

All colleagues should clearly understand the need to maintain appropriate boundaries in their contacts with children. Intimate or sexual relationships between children 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 unacceptable.

Any sexual activity between a colleague and a child with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary investigation.

Children are protected by specific legal provisions regardless of whether the child 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. 'Working Together to Safeguard Children', defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening".

The activities may involve physical contact and/or non-contact activities such as involving children in looking at, or in the production of sexual images, watching sexual activities or encouraging children to act in sexually inappropriate ways.

There are occasions when some 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. Colleagues 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. An example of this may be giving children larger portions in the dining room or preparing their favourite foods especially for them.

Colleagues must not:

- Have sexual relationships with children
- Have any form of communication with a child 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
- Discuss their own sexual relationships with or in the presence of children.

Colleagues should:

- Ensure that their relationships with children 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
- Recognise that attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

## **15. Physical Contact**

Many jobs within the Foundation require physical contact with children as part of the role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with a child with whom they are working. It is crucial, however, that in all circumstances, colleagues only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

Not all children and young people feel comfortable about physical contact, and colleagues should not make the assumption that it is acceptable practice to use touch as a means of communication. Permission should normally be sought from a child before physical contact is made, for example where a member of staff is demonstrating how something should be held or performed (see 16. below). Where the child is very young, for example in the Nursery or Beech House, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

When physical contact is made with a child, 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. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Colleagues, nevertheless, should use their professional judgement at all times, 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.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless there is explicit agreement on the need for, and nature of that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a colleague believes that their action could be misinterpreted, or if an action is observed by another person as being inappropriate or possibly abusive, the incident and circumstances should be reported to the senior manager outlined in the Foundation's Policy and Procedures for Handling Allegations of Abuse and an appropriate record made. Parents/carers should also be informed in such circumstances.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Colleagues should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and, if appropriate the parent/carer.

Colleagues 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
- 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
- Understand that physical contact in some circumstances can be easily misinterpreted.

Further information can be found in the following documents: Code of Conduct for Teachers, Advice for Staff on Restraint Procedures, and Protocol for Searching a Child without Parental Consent.

## **16. Other Activities that require Physical Contact**

Colleagues who work in certain areas, for example sports, drama, technology or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or

perhaps to support a child 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. Colleagues should use their professional judgement and ensure that contact is relevant to the child's age or understanding. Colleagues should remain sensitive to any discomfort expressed verbally or nonverbally by the child and remain aware that their behaviour may be called into question.

Guidance and protocols around safe and appropriate physical contact which are provided by national organisations, for example sports governing bodies or major arts organisations, should be understood and applied consistently. Any incidents of physical contact which cause concern or fall outside of these protocols should be reported to a senior manager and, if appropriate, the parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, and children informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

Colleagues 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 child 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 or religious issues that may need to be considered prior to initiating physical contact.

## **17. Behaviour Management**

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Colleagues should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is not acceptable in any situation. Any sanctions or rewards used should be part of the behaviour management policy for pupils which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable, and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children.

Where children display difficult or challenging behaviour, colleagues must follow the behaviour policy for pupils, outlined by the Foundation, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Colleagues 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 Foundation's behaviour management policy
- Be mindful of factors which may impact upon a child's behaviour e.g. bullying, abuse and, where necessary, take appropriate action
- Avoid shouting at children other than as a warning in an emergency/safety situation
- Be aware of the legislation and potential risks associated with the use of isolation and seclusion.

## **18. Use of Control and Physical Intervention**

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and colleagues must have regard to government guidance and legislation and the policies and practice of the Foundation.

The use of physical intervention should, wherever possible be avoided. It should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice – see Advice for Staff on Restraint Procedures which can be found using the link below:

In all cases where physical intervention is employed, the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child. The parents/carers should be informed the same day.

Colleagues should:

- Adhere to the Foundation's Advice for Staff on Restraint Procedures
- Always seek to defuse situations
- Always use minimum force for the shortest period necessary
- Record and report as soon as possible after the event any incident where physical intervention has been used.

## **19. Children and Young People in Distress**

For colleagues working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Colleagues should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

Staff can use physical gestures such as holding hands, a hand on a shoulder to ensure children are safe, for example when crossing a road or when preventing a child from falling. Often, younger children initiate holding hands when travelling around school, so that they feel safe and secure. At all times colleagues must be professional and not initiate this too often. Young children become upset when they have fallen, hurt themselves and sometimes when their parents leave. At such times, they may need a friendly hand on the shoulder or to sit on an adult's knee and, depending upon the age of the child, this can be entirely appropriate, but professional detached concern must be maintained at all times.

Where a colleague has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a member of the senior management team and, if appropriate, parents/carers.

Colleagues should:

- Consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way
- Be cautious in offering reassurance in one to one situations, but always record such actions in these circumstances
- Never touch a child in a way which may be considered indecent
- Not assume that all children seek physical comfort if they are distressed.

## **20. Intimate Care**

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities 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. The emotional responses of any child to intimate care should be carefully and sensitively observed and, where necessary, any concerns passed to a member of the senior management team and/or parents/carers.

When a young child needs cleaning after a toileting accident, colleagues should ensure another member of staff is present. When dealing with older children, it is often advisable, if possible, to let them change themselves and then wash their hands. Staff at all times must respect a child's privacy when allowing them to do this. Some accidents involving children will require adult help: staff must judge the situation, but, if in doubt colleagues should have another member of staff present in order to protect themselves and ultimately the child.

Colleagues should:

- Adhere to the Foundation's intimate care guidelines or the relevant code of practice in a certain part of the Foundation, e.g. Nursery Code of Practice, Beech House Staff Handbook
- Make other staff aware of the task being undertaken
- Explain to the child what is happening
- Record the justification for any variations to the agreed procedure/care plan and share this information with parents
- Ensure that any changes to the agreed procedure/care plan are discussed, agreed and recorded.

## **21. Personal Care**

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, or bathing. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard the children and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment.

Colleagues need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the children and young people with whom they work. An example of this may be when colleagues need to provide supervision when the boys or girls are changing. This does not mean watching over them and, in fact, this is discouraged. Colleagues are advised not to stand for long periods in the changing rooms but to employ a system of "remote distant supervision". This could mean walking through and ensuring suitable behaviour. Colleagues at the same time might encourage the boys/girls not to waste time, either at the start or end of the lesson and emphasise that the valuables security system should be used.

Colleagues should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour
- Announce their intention to enter a changing room or, for example on a school trip, sleeping area.

Colleagues should not:

- Change in the same place as children
- Shower or bathe with children
- Assist with any personal care task which a child or young person can undertake by themselves.

## **22. First Aid and Administration of Medication**

Health and safety legislation places duties on the Foundation to ensure appropriate health and safety policies and equipment are in place and an appropriate person is appointed to

take charge of first-aid arrangements. Any member of staff may volunteer to undertake this task but it is not a contractual requirement and appropriate training will be given before an individual takes on a role which may require administering first aid or medication.

When administering first aid, wherever possible, colleagues should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.

In circumstances where children need medication regularly, a health care plan will have been established to ensure the safety and protection of children and the colleagues who are working with them. Depending upon the age and understanding of the child, the child should, where appropriate, be encouraged to self-administer medication or treatment including, for example any ointment or use of inhalers.

Colleagues should:

- Adhere to the Foundation's policy for administering first aid or medication
- Comply with the necessary reporting requirements
- Make other colleagues 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
- Report and record any administration of first aid or medication
- Have regard to any health plan which is in place.

Further information can be found at:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS Estates - Health & Safety](#)

## **23. One to One Situations**

There are areas of work within the Foundation where one child may be with one adult on their own in a room. These situations may occur, for example, during a private music lesson, when a teaching assistant is listening to a child read, or when a child is being interviewed about an incident that has happened. It is not realistic to state that one to one situations should never take place. It is, however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place.

One to one situations have the potential to make the child/young person more vulnerable to harm by those who seek to exploit their position of trust. Colleagues working in one to one situations with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken which may include propping doors open, or using rooms with a glass panel in the door so others can see into the room. Particular care should be taken when talking to children or young people about pastorally sensitive issues or disciplinary matters, as such conversations may be subject to misinterpretation by the young person present, given the possible emotional intensity of the encounter. In such cases, the presence of a third party, such as a

minute-taker or another colleague with pastoral responsibility who acts as an observer rather than taking part in the discussion, may be helpful.

Meetings with children and young people outside agreed working arrangements should not take place without the agreement of a member of the senior management team and parents or carers.

Colleagues should:

- Ensure that, when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed
- Avoid meetings with a child in remote, secluded areas
- Always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by
- Avoid use of 'engaged' or equivalent signs wherever possible as such signs may create an opportunity for secrecy or the interpretation of secrecy
- Always report to a senior colleague any situation where a child becomes distressed or angry
- Carefully consider the needs and circumstances of the child when in one to one situations.

## **24. Home Visits**

Where a colleague only knows a child or children through work, he or she should not visit a lone child or children in their home outside agreed working arrangements or invite a child to his/her own home or that of a family member, other colleague or friend. If work arrangements require a colleague to visit a child's home, for example where work is taken to a child who is ill, or a music lesson is to be given during a school holiday period such a visit must be fully risk assessed, the parent must be present in the house and, at least, aware of the visit taking place or, at best, present in the room throughout the visit. In addition, the colleague must have a prior discussion with a member of the senior management team and the parents or carers and a clear justification for such an arrangement must be agreed and recorded.

Colleagues should:

- Agree the purpose for any work related home visit with a member of the senior management team in advance
- Adhere to agreed risk management strategies
- Always make detailed records including times of arrival and departure and work undertaken
- Ensure any behaviour or situation which gives rise to concern is discussed with a member of the senior management team afterwards and, where appropriate, the matter is recorded and action is taken
- Ensure that they have access to a mobile telephone and an emergency contact person should the need arise.

## 25. Transporting Children

There will be occasions when colleagues are expected or asked to transport children as part of their duties. Colleagues who are expected to use their own vehicles for transporting children must ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded. The Foundation's form, which can be accessed below, must have been completed annually and prior to the journey:

[\\consus\bs-shared\\$\Central\\_Services\\_Shared\\_Documents\CS\\_Personnel\Standard\\_Forms\FORM - Use of Private Vehicle on School Business.docx](\\consus\bs-shared$\Central_Services_Shared_Documents\CS_Personnel\Standard_Forms\FORM - Use of Private Vehicle on School Business.docx)

It is inappropriate for colleagues to offer lifts to a child outside their normal working duties, unless this has been brought to the attention of a member of the senior management team and has been agreed with the parents/carers.

There may be occasions where the child 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 member of the senior management team and parents/carers.

Colleagues 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
- Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned
- Consider carefully where the pupil can be transported most conveniently to avoid any later suspicion of impropriety, e.g. in the back seat of a car, rather than the front, if possible.

## 26. Trips and Outings

Colleagues should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.

Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff, especially on overnight stays. Mixed parties should be accompanied by at least one male and one female teacher

whenever possible. Where adults other than Bolton School staff are accompanying the trip, the number of Bolton School Staff should be more than half of the minimum number of supervisors required. A criminal records check must be made for all such adults, as well as any parents accompanying the party; otherwise, they must never be left in sole charge of the children, for their own and the child's protection. When the trip involves an overnight stay or the volunteers will meet the definition of 'regulated activity' all relevant checks must be completed as outlined in the guidance document relating to pre-employment checks which can be found here:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS Personnel\Recruitment Guidance](#)

Health and Safety arrangements require members of staff to keep colleagues aware of their whereabouts, especially when involved in activities outside the usual workplace.

Colleagues should:

- Always have another adult present in out of workplace activities, unless otherwise agreed with a member of the senior management team
- Undertake risk assessments in line with the Foundation's policy where applicable
- Have parental consent to the activity
- Ensure that their behaviour remains professional at all times
- Never share beds with a child/children
- Not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with a member of the senior management team, parents and children.

## **27. Photography, Video and Other Images**

Working with children may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of children. In most circumstances parents will have given written consent and agreement through the parent contract for images to be taken and used. Colleagues should be mindful that some parents may have opted out of this arrangement, and in these cases colleagues should take appropriate steps to ensure the parents' wishes are followed.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. Appropriate care should be taken when images are to be distributed and shared.

Colleagues must use only equipment, cameras, iPads, mobile phones etc. provided by the Foundation to take images of children in Early Years Foundation Stage settings. All images taken across the Foundation, using equipment belonging to the Foundation, must be stored in the designated area(s) on the Foundation's network. In some circumstances, in settings other than Early Years Foundation Stage, colleagues may need to use their own personal devices. In this event images must be transferred from the device and stored in the

designated area(s) on the Foundation's network or destroyed as soon as they have been used.

Colleagues need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for colleagues to take photographs of children for their personal use.

Colleagues should:

- Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- Be able to justify images of children in their possession
- Avoid making images in one to one situations or which show a single child with no surrounding context
- Ensure the child understands why the images are being taken and has agreed to the activity and that they are appropriately dressed
- In EYFS settings, only use equipment provided or authorised by the Foundation
- Report any concerns about any inappropriate or intrusive photographs found
- Always ensure the parents have not 'opted out' and therefore not given permission to take and/or display photographs.

Colleagues should not:

- Display or distribute images of children unless they have consent to do so from parents/carers
- Use images which may cause distress
- Take images 'in secret', or take images in situations that may be construed as being secretive
- Store inappropriate personal images on equipment belonging to the Foundation.

## **28. Exposure to Inappropriate Images and Internet Usage**

There are no circumstances that will justify colleagues possessing indecent images of children. Colleagues who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Colleagues should not use equipment belonging to the Foundation to access or store sexually explicit or indecent images or adult or child pornography; neither should personal equipment containing these images or links to them be brought into the Foundation. This will raise serious concerns about the suitability of the colleague to continue to work with children.

Colleagues should ensure that children are not exposed to any inappropriate images or web links. The Foundation will ensure that internet equipment used by the children has the

appropriate controls with regards to access; for example, personal passwords should be kept confidential.

Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) will be immediately informed. Colleagues will be informed not to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

Colleagues should:

- Follow the Foundation's policies and procedures on the use of IT equipment
- Ensure that children are not exposed to unsuitable material on the internet or on any other device
- Ensure that any films or material shown to children are age appropriate.

## **29. Whistle blowing**

Whistle blowing is the mechanism by which colleagues can voice their concerns, made in good faith, without fear of repercussion. The Foundation has a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Colleagues who use the whistleblowing procedure will have their employment rights protected. The procedure can be accessed here:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS Personnel\Policies and Procedures](\\consus\bs-shared$\Central Services Shared Documents\CS Personnel\Policies and Procedures)

Colleagues should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

Colleagues should:

- Report any behaviour by other colleagues that raises concern, regardless of source.

## **30. Sharing Concerns and Recording Incidents**

Colleagues must be familiar with the Foundation's Child Protection and Safeguarding Procedures, and the procedures for Dealing with Allegations of Abuse against Staff, Volunteers, Contractors and Other Adults. All allegations will be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Colleagues who are the subject of allegations will be advised to contact their professional association.

In the event of any allegation being made to someone other than a manager, information should be clearly and promptly recorded and reported to a senior manager without delay.

Colleagues should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children so that appropriate support can be provided or action can be taken.

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of colleagues working with or on behalf of children.

Colleagues should:

- Be familiar with the Foundation's system for reporting concerns
- 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 workplace.

The Foundation's Child Protection and Safeguarding Procedures, and the procedures for Dealing with Allegations of Abuse against Staff, Volunteers, Contractors and Other Adults can be found here:

[\\consus\bs-shared\\$\Central Services Shared Documents\CS Personnel\Policies and Procedures](\\consus\bs-shared$\Central Services Shared Documents\CS Personnel\Policies and Procedures)

### **31. Overnight Supervision and Examinations**

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. The supervision of a candidate on journeys to and from the school and overnight may be undertaken by the candidate's parent/carer or a member of school staff. In some circumstances staff may be asked to volunteer to supervise students, perhaps in their own homes. The overriding consideration will be the safeguarding of both the pupil and the member of staff and this arrangement will only ever be made by agreement with the Headmaster or Headmistress, and they will make sure all necessary safeguards are in place.

The Headmaster or Headmistress will ensure that:

- A full health and safety risk assessment has been undertaken
- All members of the household have been appropriately vetted, including where eligible criminal record and barred list checks
- All arrangements are made in partnership and agreement with the pupil and parents/carers
- Arrangements involving one to one supervision are avoided wherever possible and independent oversight of the arrangements are made whenever possible
- Any situation which gives rise to complaint, disagreement or misunderstanding is reported.

### **32. Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care will be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified in the lesson plan. This will 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 will be taken in those areas of the curriculum where usual boundaries or rules are less vigorously 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 from the Designated Safeguarding Lead.

Care should be taken to comply with the school's/setting's policy on spiritual, moral, social, and cultural (SMSC) which promote fundamental British values. Staff should also comply, at all times, with relevant guidance 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 that which is included in the National Curriculum.

Colleagues should:

- Have clear written lesson plans, and be able to justify all curriculum material and relate these to the lesson plans
- Take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries.

Colleagues 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.