

1. Introduction

1.1. This Code sets out the professional standards expected and the duty upon all adults

Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues

Ensure that the same professional standards are always applied regardless of age, culture, disability, gender or gender reassignment, racial origin, religious belief, marriage or civil partnership, pregnancy and maternity and/or sexual identity

discuss their personal or sexual relationships with or in the presence of children and young people;

acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any gifts over the value of £25 must be declared to The Company Secretary for entry on to the Gifts and Hospitality Register.

- 7.2. Personal gifts must not be given to students/pupils or their families/carers. This could be misinterpreted as a gesture either to bribe or groom. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a student/pupil should be consistent with the Academy's behaviour or rewards policy, recorded, and not based on favouritism.
- 7.3. Care should be taken when selecting children for specific activities, jobs, privileges and when students/pupils are excluded from an activity in order to avoid perceptions of favouritism or injustice. Methods of selection and exclusion should be subject to clear, fair and agreed criteria.

8. Social Contact and Social Networking

- 8.1. All communication and particularly communications between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, social networking websites, chat rooms, forums, blogs, apps such as Whatsapp, gaming sites, digital cameras, videos, web-cams and other handheld devices. Adults should not share any personal information with a child or young person and they should not request, or respond to, any personal information from the child or young person, other than that which might be appropriate as part of their professional role. They should ensure that all communications are transparent and avoid any
- 8.2. Staff must not give their personal contact details such as home/mobile phone number; home or personal email address or social networking details to students/pupils unless the need to do so is agreed in writing with the Headteacher. If, for example, a student/pupil correspond with them, the adult should not respond and must report the matter to the

such topics do not represent those of the Trust/Academy, such comments are inappropriate.

8.5. Staff are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Staff are advised not to have online friendships with parents or carers of students/pupils, or members of the governing body/trustees. Where such online friendships exist, staff must ensure that appropriate professional boundaries are maintained.

8.6. It is acknowledged that staff may have genuine friendships and social contact with parents or carers of students/pupils, independent of the professional relationship. Staff should, however, inform the Headteacher:

of any relationship with a parent/carer where this extends beyond the usual parent/carer/professional relationship;

of any regular social contact they have with a student/pupil or parent/carer, which could give rise to concern;

of any requests or arrangements where parents/carers wish to use their services outside of the workplace e.g. babysitting, tutoring

8.7 Staff should always obtain approval for any planned social contact with students/pupils or

10. Behaviour Management and Physical Intervention

- 10.1. All children and young people have a right to be treated with dignity even in those circumstances where they display difficult or challenging behaviour. Adults should not use any form of degrading treatment to punish a child. Any sanctions or rewards used should be reviewed by the Headteacher (or nominated person) on a regular basis.
- 10.2. Where children display difficult or challenging behaviour, staff must follow the behaviour policy 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. The positive handling policy (available from the school office/HR) clearly outlines the protocol.
- 10.3. Physical intervention should only be used in exceptional circumstances where 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 and must be reported within the policy and guidance set out in school. Wherever possible, physical restraint should only be carried out by members of staff who have been suitably trained. Staff should understand the importance of challenging inappropriate behaviours between peers, including peer on peer sexual violence and sexual harassment otherwise it can lead to a culture of unacceptable behaviours, an unsafe environment for students/pupils and in worst case scenarios a culture that normalises abuse, leading to students/pupils accepting it as normal and not coming forward to report it. On this matter, staff must understand and adhere to the guidance set out in the Child Protection and Safeguarding Policy.

11. One to One Situations and Meetings with Students

- 11.1. It is not realistic to state that one to one situations should never take place. Staff should avoid meetings with a child or young person in remote, secluded areas, always inform other colleagues and/or parents/carers about one to one contacts and ensure they report any incident where a child becomes distressed in a one to one situation. Where one to one situations take place, they will ideally be in a room with a window allowing the interaction to be clearly visible. 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 Trust's expectations and should be reviewed by the Headteacher (or nominated person) on a regular basis.
- 11.2. No child or young person should be in or invited into the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and the Headteacher.

12. Transporting Children and Young People

