

**Stanborough School**  
**STAFF CODE OF CONDUCT**

**Legal Status:**

- Contract of Employment
- This policy complies with Regulation 3 paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard.
- This document has regard to *Keeping Children Safe in Education Statutory guidance for schools and colleges* (KCSIE) (DfE, September 2016) and *Working Together to Safeguard Children* (WT) (HM Government, 2015).
- The Children Act 1989 and 2004 along with Section 157/175, Education Act (2002)
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)

**Applies to:**

- The whole school, out of school care and all other activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching and support staff), the proprietor and volunteers working in the school. This includes designating a practitioner to take lead responsibility for safeguarding children and liaising with the local authority children's agencies as appropriate.

**In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of pupils on placement, contractors, agency staff, volunteers and proprietors.**

**Related Documents:**

- Contract of Employment; Employment Policies; Whistleblowing Policy
- Safeguarding Children – Child Protection Policy
- Safer Recruitment and Selection of Staff Policy
- Anti Bullying; Supervision of Children; Behaviour and Discipline Policies;
- Preventing Extremism and Radicalisation Policy

**Availability**

This policy is provided to staff on confirmation of their appointment and is available, on request, to parents from the school office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head and Designated Safeguarding Leads (DSLs).
- The Chairman of the Board of Governors will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than September 2017 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2016

Lorraine Dixon  
Head

Berton Samuel  
Proprietor / Chair

## STAFF CONDUCT POLICY

All staff at Stanborough School have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the children in our schools and in our care. All staff must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own presentation, attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Our Staff Code of Conduct covers staff behaviour, pupil relationships and communications including the use of social media.

### Definitions used in this Code of Conduct are as follows:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 1. democracy, 2. the rule of law, 3. individual liberty and 4. mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in academies and free schools depends on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.
- **'Special educational needs and Disabilities'**, as defined by the Department for Education.
- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

### Preamble

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

### We must:

#### Set high expectations which inspire, motivate and challenge pupils:

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

#### Promote good progress and outcomes by pupils:

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

#### Demonstrate good subject and curriculum knowledge:

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

*Stanborough School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **Plan and teach well-structured lessons**

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

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

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

### **Make accurate and productive use of assessment**

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

### **Manage behaviour effectively to ensure a good and safe learning environment**

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

### **Personal and Professional Conduct for all teaching and support staff**

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

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

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These guidelines are designed to encourage an atmosphere of trust in which all colleagues can conduct their professional lives with confidence. The school recognises the need for, and the desirability of, friendly and respectful social and professional rapport between staff and children. Happy relations in the school are essential. Staff must conduct themselves professionally in their relationships with pupils, parents and staff and must not behave in a way that could bring the school into disrepute. Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct, with a potentially damaging effect on careers.

To avoid misunderstandings the following should be adhered to carefully:

- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door;
- When in a private meeting with a child or one-to-one session as occurs with Therapists, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured;
- Staff will at no time travel unaccompanied outside of the school with children;
- Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. Male members of staff should never be in girls' changing areas unless accompanied by a female member of staff and likewise for female staff and boys changing rooms;
- No member of staff should ever be behind a locked door with a child;
- Outward displays of affection are only appropriate in the case of comforting a distressed child, and should never occur unless there is another adult present;
- Staff should take great care that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence;
- Staff must not be party to gossip about colleagues or children;
- Personal or academic Information on children should be kept confidential and away from other children or parents;
- The highest level of confidentiality should be maintained at all times in relationships with both adults and children. Staff, however, should make it clear that there are certain circumstances (e.g. where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the child can be protected. If a child asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed and
- If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Head immediately.

### **Whistleblowing**

The Second Report of the Committee on Standards in Public Life: Local Public Spending Bodies published by The Nolan Committee used the term "whistleblowing" to mean the confidential raising of problems or concerns within an organisation by a member of staff. This is not "leaking" information but refers to matters of impropriety e.g. a breach of law, school procedures or ethics. Nor is whistleblowing the raising of a grievance within the school (which would be dealt with under the staff grievance procedures).

Safeguarding is the responsibility of all who work, volunteer or learn in our school. All are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Mrs. Lorraine Dixon- Head teacher, or Deputy Designated Safeguarding Lead (Deputy DSL) Eileen Hussey- Assistant Head teacher, Courtney Prince –Head of Boarding or Deputy Designated Safeguarding Lead (Deputy DSL) Alicea Anderson- Senior Teacher. Stanborough School recognises it is an agent of referral and not of investigation. Any person may make a referral including whistle blowing to external agencies such as the Hertfordshire Local Safeguarding Children Board Single Point of Access (SPA) or Local Authority Designated Officer (LADO) and the police, if necessary.

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We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. The school provides immunity from retribution or disciplinary action against such staff for “Whistleblowing” in good faith. At all levels, including newly appointed and ancillary staff, have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

The staff and proprietor of the school seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. If members of school staff, parents, proprietor or the school community at large become aware of activities which give cause for concern, the school has this whistleblowing policy, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the school’s disciplinary procedure. The school is committed to tackling fraud and other forms of malpractice and treats these issues seriously. The school recognises that some concerns may be extremely sensitive and has therefore developed a system which allows for the confidential raising of concerns within the school environment but also has recourse to an external party outside the management structure of the school.

**Punishments that are humiliating or degrading will not be used.**

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

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

### **Corporal Punishment**

Please note that ***Corporal Punishment is not allowed*** or deemed to be acceptable at any time in Stanborough School. However, teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances including disruptive behaviour when safety is paramount. Further guidance is available and can be found in the school’s Physical Restraint Policy.

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all ‘members of staff’. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Under subsection 548(5) of the Education Act 1996, teachers may use ‘physical intervention’ to avert ‘an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)’. Teachers’ powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain. The school policy is that under no circumstances will corporal punishment ever be used. Guidance is given to all ‘members of staff’ (as defined above) on the circumstances in which ‘physical intervention’ is allowable.

### **Physical Restraint**

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in Stanborough School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the child’s personal file. The child’s parents are informed on the same day.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

### **Trust and Ethical Conduct**

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

### **Relationships with pupils and parents**

It is an offence for a member of staff in a position of trust with a child under 18 to engage in sexual activity with, or in the presence of that child, to cause or incite that child to engage in or watch sexual activity. Any sexual activity between a member of staff and a child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. Staff are reminded that this includes children over the age of 16, even if the relationship is consensual. Staff must clearly understand the need to maintain appropriate boundaries in their contact with children. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is unacceptable conduct. *Working Together to Safeguard Children* defines sexual abuse as forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. Where a member of staff develops a relationship with a pupil who is 18 and older, whilst it is not an offence, the member of staff is still in a position of trust and therefore this is considered unacceptable conduct and in breach of our profession Code of Conduct. Where a member of staff develops a relationship with a parent of a pupil on roll at the school, whilst this is not an offence, staff need to recognise the implications this has upon the school and the risk of reputation damage to the school.

Discussion of the procedures set out in that document forms a vital part of our induction procedures. We make it clear in induction and other training, and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the school. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training. The Head should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures. For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. These may include: musical instrument tuition, 1:1 coaching, pupil counselling, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. In a 1:1 situation, the door should be left open or the viewing panel not obstructed.

Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents on the same day. Stanborough School has in place a Physical Intervention (Use of Reasonable Force) Policy which complies with DfE and Local Authority guidance.

Grooming embodies the sole purpose of gaining the trust of a child or young person and manipulating that relationship so that sexual abuse can take place. Staff are aware that constantly conferring inappropriate special attention and favour upon a child can be construed as being part of grooming behaviour; to which the disciplinary procedure will be considered accordingly.

The School staff should also be alert to the possible risks that might arise from social contact with pupils outside of Stanborough School. Home visits to pupils or private tuition of pupils should only take place with the

knowledge and approval of the Head. Visits/telephone calls, texts or emails by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Head.

### **Personal Living Space**

No child will be invited into the home of an adult, unless the reason has been firmly established and agreed with parent/carer(s) and senior managers. It is not appropriate for other organisations to expect or request that private living space is used for work with children, including for counselling. Under no circumstances will children or young people help with chores of tasks in the home of staff. Nor will they be asked to do so by the friends of family of the staff member.

### **Gifts, Rewards or Favouritism**

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

Staff will take care in selecting children for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care is taken to ensure that no member of staff accepts any gifts that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are always occasions in school when children or parents wish to pass on a small token of appreciation such as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value.

### **Infatuations**

Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Head. Staff are actively discouraged from disclosing their personal telephone numbers, email address and so on to pupils. Occasionally a child or young person may develop an infatuation with a member of staff who works with them. Staff are required to deal sensitively with these situations and to maintain the dignity and safety of all concerned. Such situations carry a high risk of words or actions being misinterpreted and they must ensure that their own behaviour is beyond reproach. A member of staff who becomes aware that a child or young person is developing an infatuation must discuss this with their senior manager and alert the Head at the earliest opportunity so that appropriate action can be taken to avoid any hurt, distress or embarrassment from the child, family or staff’s perspective. If staff have similar concerns regarding parents then this should also be passed onto the Headteacher

*Concerns about the welfare of colleagues or children should be communicated to the Head immediately.*

### **Code of Conduct**

To the children – be clear in our instructions, information, grammar, politeness and being authoritative within the school rules and the school behaviour and discipline policies. We have a duty to be supportive of the children and promote their welfare. We must offer support to vulnerable children while at all times maintaining an appropriate professional relationship and distance from them. At all times staff must be aware of and act within the professional boundaries that are normal for teachers and staff working in schools in the UK and which are detailed within this document. Specifically, staff should at all times recognise that self-restraint and checking with your Head or another senior member of staff (the two Assistant Head teachers, the Senior Teacher and the SENDCO) should be the norm if you are uncertain of how to act.

It is important that the school encourages openness so that staff, children and parents can communicate effectively and clearly. We must listen to children’s concerns and worries especially when they are upset and hurt; we may, due to our parents’ agreement, give the children a hug or, if they are young, sit them on our knee. Sports and music teachers may also need to hold or touch the children to demonstrate a physical aspect of

playing a sport or instrument. Care must always be taken by our staff that any physical contact is appropriate and safe. For avoidance of doubt, children may be touched on their trunk, arms, legs and head if this is gentle and for legitimate educational reasons. Staff must all be aware of the school's Child Protection Policy and act in accordance with it, especially if a child discloses something of relevance in this regard.

Staff should particularly avoid going into pupil changing rooms unless in a particular case of need or emergency, and **must certainly** ask a staff member of the same sex as the pupil in question requiring help with changing.

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

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

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

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

Teachers' dress – teachers should be dressed appropriately and smartly at all times and in line with the staff dress code. Sports clothing should be worn for sporting occasions, preferably using the school sports clothing provided as the main garments and standard training wear otherwise.

Personal Mobile Phones and Cameras – Personal cameras belonging to staff and volunteers are not to be used on the school premises or school grounds at any time. Cameras on staff-owned mobile phones should not be used on school premises or school grounds at any time. No images may be taken of the school or any pupils using mobile phones or personal cameras. Personal mobile phones may be used in dedicated staff areas or in class and teaching rooms ONLY when the children are not present. Staff should not accept mobile phone calls during a lesson or when they are with children. The only exception to this is if the Head calls a staff member (usually only on Sports Days or on school trips, or if the School Office calls in similar circumstances). These calls will only be made in unusual or emergency situations. Phones brought to school should be left in an individual's own bag and should be turned off or on silent. The school cameras may be used for official photographs under the direction of

the Head. These photographs must only be downloaded using the school's computers and not onto a personal, private computer.

#### Facebook and other social networking sites

Staff should not associate their personal pages on social networking sites with Stanborough School and must not have any images of school children or parents on their personal pages on such sites. Staff must not accept children as "friends" or "contacts" on these sites and must ensure the highest privacy controls are used at all times on their personal pages on such sites. Staff should not engage in inappropriate electronic communication with a pupil. Failure to do so is a disciplinary matter. Inappropriate adult behaviour which must be avoided also includes:

- Talking about sex lives particularly in front of children
- Being alone with children in a group setting for unusually long periods of time without good reason
- Showing unusual interest in one specific child
- Inappropriate use of mobile phones where phone calls or texts take attention away from supervising children
- Staff should not use social networking pages at school on either school or personal devices.

#### Safeguarding children's welfare

Staff must report any concerns about a child or a member of staff as soon as possible to the Head or, if unavailable, either of her three deputy DSLs.

*Concerns about the welfare of colleagues or children should be communicated to the Head immediately.*

*Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*