

Ormiston Academies Trust

## Thomas Wolsey Ormiston Academy

### Staff Code of Conduct

Policy type	Statutory, OAT Mandatory Template
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## 1. Introduction

- 1.1. This code sets out the professional standards expected of staff in **Thomas Wolsey Ormiston Academy**.
- 1.2. Our People Strategy outlines our approach to delivering 'OneOAT' and to ensuring that OAT is a place where the best people actively join and stay working with us. Part of this commitment involves supporting our people in a range of ways.
- 1.3. We expect all staff to enact the values of the Trust:-
  - Anyone can excel.
  - Enjoy the challenge.
  - Share what is best.
  - Be inclusive.
- 1.4. Staff have a crucial role to play in the lives of children. This code has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct
- 1.5. Staff are expected to make responsible, professional and informed judgements about their own behaviour in order to secure the best interests and welfare of children, colleagues and the whole academy community.
- 1.6. This code highlights behaviour that is illegal, inappropriate, or inadvisable in relation to professional standards
- 1.7. Some breaches of this code may be considered low level concerns which may be dealt with under the disciplinary procedure. (see separate Allegations of abuse against staff and low-level concerns policy)
- 1.8. Some breaches of this code may constitute gross misconduct and, as such, may result in summary dismissal. (see separate Disciplinary policy)
- 1.9. References made to adults and staff refer to all those who work in the academy, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the academy, e.g. local authority staff, sports coaches, governors, or trustees.
- 1.10 References made to child or children are all children under 18. However, the principles of the code apply to professional behaviours towards all children in the academy, including those over the age of 18. 'Child' should therefore be read to mean any pupil in the academy.

## 2. Principles

- Staff should always act in accordance with the law, professional standards, and academy policies.

- Staff should apply professional standards in line with the Equalities Act 2010.
- Staff should understand their responsibilities to safeguard and promote the welfare of children.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions or cross the boundaries of unprofessional conduct.
- Staff should work, and be seen to work, in an open and transparent way including self- reporting if their conduct or behaviour falls short of these guiding principles.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).
- Staff and leaders should continually monitor and review practice to ensure this guidance is followed.
- Staff should be aware of and understand the safeguarding and child protection policy, arrangements for managing allegations against staff including low-level concerns, and whistleblowing procedures.

## 3. References, legislation and guidance

3.1. This code is written to comply with part 2 of Keeping Children Safe in Education which requires schools to have: -

“a staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include low level concerns, allegations against staff and whistle blowing, acceptable use of technologies (including the use of mobile devices), staff/child relationships and communications

### 3.2. Associated policies

3.2.1. The academy has a significant number of policies covering a wide range of areas mentioned in this code.

- They are all available **in the Policies folder in One Drive (Whole School Organisation)**
- Templates are also available on OAT.net
- It is the responsibility of staff to ensure they know how to access these polices and to consult them when necessary.

3.2.2. This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Whistleblowing policy
- Allegations of abuse against staff (which includes low level concerns)
- Staff Disciplinary Policy
- Health and Safety Policy
- Equality and Diversity Policy

### 3.3. Legislation and the law

- The Public Sector Equality Duty
- Human Rights Act
- Equality Act 2010
- Health and Safety at Work Act

### 3.4. Other guidance

- The following document has been used in the production of this code
  - [Teachers' Standards guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107141/teachers-standards-guidance.pdf)
- Guidance for safer working practice for those working with children and young people in education settings February 2022
  - [Professional and Personnel Relationships \(saferrecruitmentconsortium.org\)](https://www.saferrecruitmentconsortium.org/)

## 4. Responsibilities

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

## 5. Making professional judgements

5.1. This code cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour which is illegal, inappropriate, or inadvisable.

5.2. There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a child which could contravene this guidance or where no guidance exists.

5.3. Staff are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably.

5.4. These judgements should always be recorded and shared with a manager.

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

## 6. Power and Positions of Trust and Authority

- 6.1. As a result of their knowledge, position and/or the authority invested in their role, all those working with children in an academy or education setting are in a position of trust in relation to all children on the roll.
- 6.2. A relationship between an adult and a child is not a relationship between equals; the adult has a position of power or influence. It is vital for adults to understand this power and the responsibility they must exercise as a consequence.
- 6.3. There is potential for exploitation and harm of children and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- 6.4. This means that staff should not:
  - use their position to gain access to information for their own advantage and/or a child's or family's detriment
  - use their power to intimidate, threaten
- 6.5. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to the principal.
- 6.6. This is as relevant in the online world as it is in the offline world; staff engaging with children and / or parents online have a responsibility to model safe practice at all times.

### 6.7. Sexual contact with children

- 6.7.1. Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.
- 6.7.2. Children are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not.
- 6.7.3. Sexual behaviour includes non-contact activities, such as causing a child to engage in or watch sexual activity or the production of indecent images of children.
- 6.7.4. Adults must not have sexual relationships with children or have any form of communication with a child, which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact.
- 6.7.5. There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child and manipulate that relationship so that sexual abuse can take place. Adults should be aware that conferring special attention without good reason or favouring a child has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

6.7.6. If an employee is concerned at any point that an interaction between themselves and a child may be misinterpreted or is concerned at any point about a fellow member of staff and a child, this should be reported to the principal immediately.

## 6.8. Infatuations and Crushes

6.8.1. A child may develop an infatuation with an adult who works with them. An adult, who becomes aware (may receive a report, overhear something, or otherwise notice any sign, no matter how small or seemingly insignificant) that a child has become or may be becoming infatuated with them or a colleague, must report this without delay to the principal or DSL, so that appropriate action can be taken to avoid any hurt, distress, or embarrassment.

# 7. Setting an example

7.1. All staff set examples of behaviour and conduct which can be copied by children.

7.2. All staff will: -

- demonstrate the highest standards of conduct and encourage children to do the same
- show tolerance and respect for the rights of others
- maintain high standards of honesty and integrity in their role. This includes covers conduct including but not limited to interactions with colleagues, children and their families, in financial matters – i.e. handling money or claiming expenses, and using academy property and facilities.
- not act in a way that would bring the academy, Ormiston Academies Trust or the teaching profession, into disrepute. This covers conduct including but not limited to relevant criminal offences, such as violence or sexual misconduct, as well as negative interaction on social media.
- avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- avoid using inappropriate or offensive language at all times.
- not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- not express personal beliefs in a way that will not overly influence children and will not exploit children's vulnerability or might lead them to break the law.

7.3. Please note that this list is not exhaustive. If situations arise, staff must use their professional judgement and act in the best interests of the academy and its children.

# 8. Professional Standards

8.1. Teachers are required to comply with the Teachers' Standards September 1st 2012, in particular, Part 2 Personal and Professional Standards

8.2. Other staff are expected to abide by their own profession's industry standards



## 9. Propriety, behaviour and appearance

- 9.1. Staff working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children.
- 9.2. They should adopt high standards of personal conduct, as outlined in the seven principles of public life, [The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](http://www.gov.uk) in order to maintain the confidence and respect of their colleagues, children and the public in general.
- 9.3. An adult's behaviour or actions, either in or out of the workplace, must not compromise their position within the work setting, or bring the academy into disrepute.
- 9.4. Non-exhaustive examples of unacceptable behaviour are contained in our disciplinary procedure/rules.
- 9.5. Adults are required to notify the academy immediately of any allegation/s of misconduct that are of a safeguarding nature made against them (or implicating them), by a child or adult in relation to any outside work or interest (whether paid or unpaid) and, of any arrest or criminal charge whether child-related or not.
- 9.6. Individuals should not behave in a manner which would lead any reasonable person to:
- Question their suitability to work with children
  - Act as an appropriate role model
  - Make, or encourage others to make sexual remarks to, or about, a child
  - Use inappropriate language to or in the presence of children
  - Discuss their personal or sexual relationships with or in the presence of children
  - Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such
- 9.7. Behaving in an unsuitable way towards children may result in disqualification from childcare under the Childcare Act 2006, prohibition from teaching by the Teaching Regulation Agency (TRA), a bar from engaging in regulated activity, or action by another relevant regulatory.

### 9.8. Appearance

- 9.8.1. A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs.
- 9.8.2. However, staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life.
- 9.8.3. Staff should ensure they are dressed safely and appropriately for the tasks they undertake; this also applies to online or virtual teaching.
- 9.8.4. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

## 10. Safeguarding

### 10.1. Duty to report concerns about children to the Designated Safeguarding Lead

10.1.1. The duty to safeguard, includes the duty to report concerns about a child to the academy's Designated Safeguarding Lead.

10.1.2. An employee who fails to bring a matter of concern to the attention of the relevant person (i.e. line manager, senior leader etc.) and/or the relevant agencies may be subject to disciplinary action

### 10.2. Duty to report concerns about an individual's suitability to work with children.

10.2.1. There is a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with this code of conduct including inappropriate behaviours inside or outside of work or online.

10.2.2. Whistleblowing is a mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion in circumstances where their concerns have not been dealt with or they do not feel able to follow usual reporting lines for some reason.

10.2.3. Further details and guidance can be found in the academy's Child Protection and Safeguarding Policy

## 11. Allegations of abuse against staff & low-level concerns

11.1. Staff are required to report concerns about adults where it is alleged that an adult has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

### 11.2. Low-level concerns about members of staff

11.2.1. A low-level concern is a behaviour towards a child by an employee that does not meet the harm threshold, is inconsistent with the employee code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'.

11.2.2. Low-level concerns can include inappropriate conduct inside and outside of work.

11.2.3. All employees should share any low-level concerns they have using the reporting procedures set out in our Allegations of Abuse Against Staff and Low-level Concerns Policy.

11.2.4. We also encourage employees to self-refer if they find themselves in a situation that could be misinterpreted. If employees are not sure whether behaviour would be deemed a low-level concern, we encourage the employee to report it.

11.2.5. Further details and guidance can be found in the academy's Allegations Against Staff and Low-Level Concerns policy.

## 12. Health and Safety

12.1. Employees have a responsibility to take reasonable care of their own health and safety and that of others that may be affected by what they do to ensure the safety of all children and staff

12.2. Any hazards found or concerns of a safety or physical security matter must be dealt with where safe to do so and/or reported immediately to their line manager

12.3. All accidents, incidents and near misses must be recorded via the OAT net accident reporting form.

12.4. Further details and guidance can be found in the academy's Health and Safety Policy

## 13. Whistleblowing

13.1. Adults must raise concerns by following the Whistleblowing Policy. An adult who raises a matter under the whistleblowing policy or makes a public interest disclosure will have the protection of the relevant legislation.

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## 14. Confidentiality and data protection

14.1. As data controllers, all academy staff are subject to the General Data Protection Regulation (GDPR) and Data Protection Act 2018 ("Data Protection Legislation").

14.2. In addition, teachers owe a common law duty of care to safeguard the welfare of children. This duty is acknowledged in the provisions governing disclosure of information about children

14.3. Adults may have access to special category personal data about children and their families, which must be kept confidential at all times and only shared when legally permissible to do so and in the interests of the child. Records should only be shared with those who have a legitimate professional need to see them.

14.4. Confidential information about children must be held securely. Confidential information about children must not be held off the academy site other than on security protected academy equipment. The

information must only be stored for the length of time necessary to discharge the task for which it is required.

- 14.5. If a parent/carer makes a disclosure regarding abuse or neglect, the adult must follow the academy's procedures and the guidance as set out in 'Keeping Children Safe in Education' DfE. Confidentiality must not be promised to the child or parent/carer; however, reassurance should be given that the information will be treated sensitively.
- 14.6. If an adult is in any doubt about the storage or sharing of information, they must seek guidance from the Designated Safeguarding Lead.
- 14.7. Any media or legal enquiries must be passed to the principal.

## 15. Gifts, rewards, favouritism, and exclusion

- 15.1. It is against the law for public servants to take bribes.
- 15.2. Adults need to take care that they do not accept any gift that might be construed by others as a bribe or lead the giver to expect preferential treatment.
- 15.3. Further details can be found in the academy's Gifts and Hospitality Policy

### 15.4. Social contact and social networking

- 15.4.1. Communication between children and staff, by whatever method, should take place within clear and explicit professional boundaries.
- 15.4.2. This includes the wider use of technology such as mobile phones, tablets, text messages, emails, instant messages, websites, social media such as Facebook, Twitter, Instagram, chatrooms, forums, blogs, apps such as WhatsApp, gaming sites, digital cameras, videos, webcams, and other handheld devices.
- 15.4.3. Staff must not give their personal contact details such as home/mobile phone number, home or personal e-mail address or social networking details to children.
- 15.4.4. It is recommended that staff ensure that all possible privacy settings are activated to prevent children from making contact on personal profiles and to prevent children from accessing photo albums or other personal information which may appear on social networking sites.
- 15.4.5. It is also recommended that staff regularly search for themselves, in context, online to check what is publicly available.
- 15.4.6. Staff must ensure that their online profiles are consistent with the professional image expected by the academy and must not post material which damages the reputation of the academy, or which causes concern about their suitability to work with children

- 15.4.7. Staff who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of the academy, such comments are inappropriate.
- 15.4.8. Staff are advised not to have any online friendships with any child under the age of 18 unless they are family members or close family friends.
- 15.4.9. Adults are also advised not to have online friendships with parents or carers of children or members of the governing body/trustees.
- 15.4.10. Where such online friendships exist, adults must ensure appropriate professional boundaries are maintained.
- 15.4.11. It is acknowledged that adults may have genuine friendships and social contact with parents or carers of children, independent of the professional relationship. In these cases, in the spirit of openness and transparency, the principal should always be informed.
- 15.4.12. Some employees may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the employee or seeks support outside of their professional role this should be discussed with the principal.
- 15.4.13. Further details and guidance can be found in the academy's E-safety and E-Security Policy, Acceptable Use and Workforce Agreement Policy, Personal Electronic Devices Policy, and in The Department for Education Teachers' Standards guidance

## 16. Physical contact

### 16.1. Physical contact

- 16.1.1. There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, it is crucial that they only do so in ways appropriate to their professional role and in relation to the child's individual needs and any agreed care plan.
- 16.1.2. A general culture of 'safe touch' should be adopted, where appropriate, matched to the individual requirements of each child.
- 16.1.3. Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the child's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.
- 16.1.4. Staff should acknowledge that some children are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and so far as is possible, use a level of contact and/or form of communication which is acceptable to the child.
- 16.1.5. There may be occasions when a distressed child needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order

that their contact is not threatening, intrusive or subject to misinterpretation. Adults should always tell a colleague when and how they offered comfort to a distressed child

- 16.1.6. Where an adult has a particular concern about the need to provide this type of care and reassurance, they should seek further advice from the DSL.
- 16.1.7. All parties should clearly understand from the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers informed of the extent and nature of any physical contact may also prevent allegations of misconduct arising. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the principal and parent/carer.
- 16.1.8. Staff should also recognise that vulnerable children may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.
- 16.1.9. Children with special educational needs or disabilities may require more physical contact to assist in learning – this should be acknowledged in their individual learning plans

## 16.2. Intimate/personal care

- 16.2.1. Staff with a job description which includes intimate care duties will have appropriate training and written guidance including a written care plan for any child who could be expected to require intimate care.

## 16.3. Behaviour Management- the use of control and physical intervention

- 16.3.1. All children have a right to be treated with respect and dignity. Staff must not use any form of degrading treatment to punish a child.
- 16.3.2. Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website. See 'Use of reasonable force - advice for Head Teachers, Staff and Governing Bodies'.
- 16.3.3. Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan, including a risk assessment, should be put in place and agreed by all parties.

## 16.4. Privacy

- 16.4.1. Children are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering.
- 16.4.2. However, there needs to be an appropriate level of supervision in order to safeguard children, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment.

## 16.5. Other activities that require physical contact

- 16.5.1. In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.
- 16.5.2. 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.
- 16.5.3. The extent of the contact should be made clear and undertaken with the permission of the child.
- 16.5.4. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.
- 16.5.5. Further details and guidance can be found in the academy's
  - (Academy to customise setting- below are exemplars only)
  - Departmental handbooks for xxxxx
  - Supporting Children with Medical Needs Policy
  - Intimate Care Policy
  - EYFS Policy

## 17. One to one situation and meetings with children

- 17.1. One to one situations have the potential to make children more vulnerable to harm by those who seek to exploit their position of trust. Staff working in one-to-one settings with children may also be more vulnerable to unjust or unfounded allegations being made against them.
- 17.2. Adults must recognise this possibility and must risk assess, plan and conduct such meetings accordingly.
- 17.3. Home visits where the adult enters the home of the child must never be conducted alone.
- 17.4. Staff must not enter a child's home if the parent/carer is not there.
- 17.5. Where staff are working one to one with a child on a virtual platform, they should follow the guidance in the academy's Behaviour for Learning Policy and Remote Learning and Intervention Policy.
- 17.6. Further details and guidance can be found in the academy's Behaviour for Learning Policy, Child Protection and Safeguarding Policy, Attendance Policy, Remote Learning and Intervention Policy.

## 18. Transporting children

- 18.1. Staff should never offer to transport children outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk.
- 18.2. In these circumstances the matter should be agreed by the principal, recorded and reported to the child's parent(s).
- 18.3. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats / booster seats for younger children.
- 18.4. Further details and guidance can be found in the academy's Management of Off-Site Visits and Related Activities Policy, Driving at Work Policy, Health and Safety Policy

## 19. Educational visits and academy clubs

- 19.1. Staff should take particular care when supervising children in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Adults remain in a position of trust and the same standards of conduct apply.
- 19.2. Further details and guidance can be found in the academy's Management of Off-Site Visits and Related Activities Policy, Driving at Work Policy, Health and Safety Policy

## 20. Curriculum

- 20.1. Some areas of the curriculum can include or raise a subject matter which is sexually explicit, of a political, cultural, religious or an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes.
- 20.2. The curriculum can sometimes include or lead to an unplanned discussion about subject matter of a sexually explicit, political, cultural, religious or otherwise sensitive nature. Responding to children's questions can require careful judgement and staff must take guidance in these circumstances from the designated safeguarding lead.
- 20.3. Further details and guidance can be found in Relationships and Sex Education and Health Education (Secondary Academies) Relationships Education, Relationship and Sex Education and Health Education (Primary Academies) Academy to customise for own setting

## 21. Photography, videos and other images

- 21.1. An image of a child is personal data. It is a requirement under data protection legislation that explicit consent is obtained unless an alternative legal justification for processing this data is applicable.



- 21.2. Staff must be aware of the potential for such images to be taken and/or misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.
- 21.3. Staff should remain sensitive to any child who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.
- 21.4. Staff should only use equipment provided or authorised by the academy to make/take images/recordings and should not use personal equipment, mobile telephones or any other similar devices to make/take images/recordings.
- 21.5. Staff should have regard to the ICO CCTV code of practice and the guidance 'Taking Photographs in Academies'
- 21.6. Further details and guidance can be found in the academy's Safeguarding and Child Protection Policy, Acceptable Use Policy and Photography and Video Policy

## 22. Use of mobile phones and ICT facilities

- 22.1. All staff must adhere to the academy's Allegations of Abuse Against Staff Policy, Acceptable Use and Workforce Agreement Policy, CCTV policy, Child Protection and Safeguarding Policy
- 22.2. Staff will not use academy technology to view material that is illegal, inappropriate, or likely to be deemed offensive.

### 22.3. Indecent images of children

- 22.3.1. If indecent images of children are discovered at the premises or on the academy's equipment/devices, an immediate referral should be made to the principal who will inform the police, LADO, and children's social care in accordance with local arrangements immediately.
- 22.3.2. If the principal is implicated the education director and/or the OAT safeguarding team should be informed immediately
- 22.3.3. The images/equipment should be secured, should not be used by others and should be isolated from the network.
- 22.3.4. There should be no attempt to view, tamper with or delete the images as this could jeopardise any necessary criminal investigation.

### 22.4. Personal data

- 22.4.1. Personal data will be stored in accordance with the academy's privacy notices and the Acceptable Use Policy
- 22.4.2. If necessary, information may be handed to the police in connection with a criminal investigation.

## 22.5. Online bullying or harassment

- 22.5.1. Online bullying can be experienced by staff as well as children. Staff should notify the principal if they are subject to online bullying or harassment.
- 22.5.2. The academy will endeavour to protect staff and support them to stop any inappropriate conduct.

## 22.6. Use of mobile phones

- 22.6.1. **Due to the nature of the work at Thomas Wolsey Ormiston Academy, personal mobile phones are to be stored in cupboards and not to be used whilst carrying out day to day duties. With prior agreement, personal mobile phones may be kept temporarily out in a communal place, e.g. high shelf or teachers desk, if awaiting an emergency call. See below for conditions of the wearing of smart watches. If you need to be contacted in an emergency, staff must give the main school number and the office team will radio you.**
- 22.6.2. **Smart watches may be worn whilst in class and whilst carrying out care routines if the following conditions are adhered to:**

**All notifications, (emails, SMS, apps) are silenced, (whether audio or vibration) during working hours with the following exceptions**

**Silent notifications (vibrations) may be kept on if they inform the wearer of essential health information, (e.g. blood glucose levels). Notifications relating to general well-being, (e.g. number of steps) should remain off during work hours unless this has been discussed and agreed as part of a well-being package, (e.g. as part of a 'Supporting Staff Attendance' review meeting) or enhances the education for the pupils, (e.g. to gather data for a specific curriculum-related exercise)**

**To alert you to a pre-arranged call from a doctor or a family member who is dealing with an emergency or crisis. In these instances, short calls can be taken on phones as long as this is not to the detriment of the day-to-day running of the school. Any pre-arranged call MUST be agreed with a co-principal. Any call MUST take place away from children, e.g. a side room or walk-in store room next to the classroom and must be with full teacher knowledge and agreement.**

**Cameras on personal smart watches MUST NEVER be used for any school-related business.**

**Audio-visual content MUST NOT be shared with pupils via a private mobile device.**

- 22.6.3. Further details and guidance can be found in the academy's Safeguarding and Child Protection Policy, Acceptable Use and Workforce Agreement Policy, Photography and Video Policy, Allegations of Abuse Against Staff and Low-Level Concerns Policy, CCTV Policy, E-Safety and E-Security Policy, Personal Electronic Devices Policy, Remote Learning and Intervention Policy, Social Media Policy.

## 23. Medication

23.1. All staff must adhere to the academy's health and safety policy, supporting children with medical needs policy, child protection and safeguarding policy

### 23.2. Personal medication

23.2.1. Staff taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so. Staff should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children.

23.2.2. Staff should ensure the principal is aware in order that a risk assessment can be made, and support put in place where appropriate.

23.2.3. Staff must ensure their personal medication on the premises is securely stored and out of reach of children at all times.

### 23.3. Administering medication to children

23.3.1. Staff must have due regard to children's individual health care plans

23.3.2. Further details and guidance can be found in the academy's Supporting Children with Medical Needs Policy

## 24. Monitoring and review

24.1. The principal is responsible for monitoring the implementation, use and effectiveness of this code and will report on these matters annually or more frequently if necessary to the governing body

24.2. This policy will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force.