University Schools Trust
A transformational education

Code of Conduct Policy

November 2025

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
November 2023	8	Further clarification added regarding professional dress that may be viewed as offensive
	Appendices 4 &5	Removed as they are in Special Leave Policy which has now been signposted in the update in section 27
	27	Sign posted to the Special Leave Policy and removed sub sections 27.3 - 27/7 (which were parts of the special leave policy that had been copied over).
August 2022	All	Update to new brand
December 2020	All	New Trust Policy

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1. Definitions

The “Trust” refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A “School” refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a ‘school’ may span one or several phases of education to the individual academies within the Trust. Depending on the context, the term “School” may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The “Staff” refers to any individual who is employed by the Trust or who operates on the Trust’s behalf, e.g. Trustees and Governors.

A “Parent” includes the natural or adoptive parent of a student as well as any non-parent / carer who has parental responsibility, including being involved in the day-to-day care of a student.

A “Student” includes any incoming or current student at any School within the Trust. It also includes any individual who was previously a student at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints.

The “Headteacher” is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

2. Scope of the Policy

This policy applies to all relevant “Adults” who are defined as:

- Trust staff, including all agency workers and contractors;
- Teacher trainees and other trainees/apprentices;
- Volunteers and any other individuals who work for or provide services on behalf of or for the school to include, but not limited to, all those detailed in the single central record (as amended);
- Trustees and Governors.

3. Policy Aims and Ethos

This policy sets out the professional standards expected and the duty upon Adults to abide by it.

All adults have a duty to keep pupils safe, promote their welfare and to protect them from radicalisation (the Prevent duty), abuse (sexual, physical and emotional), neglect and safeguarding concerns. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils. It is also demonstrated by the behaviour and conduct of adults that demonstrates integrity, maturity and good judgement. Following this

code will help to safeguard adults from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to pupils.

It should be noted and understood that this policy cannot provide an exhaustive list of what is, or is not, appropriate behaviour for adults. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the required professional standards and/or is required under the implicit term of mutual trust and confidence, which is part of all employees’ contracts of employment. There will be

occasions and circumstances in which adults have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils.

4. Links to Legislation and Guidance Documents

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies:

- Whistleblowing Policy
- Safeguarding/Child Protection Policy
- GDPR and FOI Policy
- Privacy Notices
- Data Retention Policy
- CCTV Policy
- ICO CCTV Code of Practice (2017)
- Email Policy
- Use of the Internet Policy
- Mobile Device and Remote Access Policy
- Social Media Policy
- E-Safety/Cyber Security Policies
- Sexual Offences Act 2003
- Sex and Relationships Education Policy (SRE)
- Spiritual, Moral, Social and Cultural Development Policy (SMSC)
- Disciplinary Procedure (includes Managing Allegations of Abuse Against Staff)
- Intimate Care Policy
- Educational Visits Policy
- Health and Safety Policy
- Positive Handling Policy
- Gifts and Hospitality Policy

4.2. Relevant External Documents

This policy adheres to the following guidance and should also be read in conjunction with the following documents:

- DfE Keeping Children in Education Safe Document (Statutory Guidance)
- DfE - Working Together to Safeguard Children 2020 (Statutory Guidance)
- DfE - Use of Reasonable Force in Schools (Non-Statutory Guidance)
- DfE - Supporting Students with Medical Conditions (Statutory Guidance) and Policy
- Guidance for Safer Working Practice for those working with Children and Young People (May 2019)
- DfE - Teachers' Standards – September 2012

5. Roles and Responsibilities

5.1. Trust Board

The Trust Board will review and approve and ensure this policy is adhered to by all schools.

5.2. Headteacher

The Headteacher will ensure the implementation and adherence of this policy across their school and ensure that all those defined under "Scope of the Policy" receive and have access to a copy of this document.

5.3. All Relevant "Adults" (as per Scope of the Policy)

All staff and other relevant "adults" will ensure they receive, read, acknowledge receipt, and comply with the Code of Conduct and all other stated policies and guidance.

6. Professional Standards

All adults, as appropriate to the role and/or job description of the individual, must:

- Place the well-being and learning of pupils at the centre of their professional practice.
- Have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- Treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- Model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- Respond sensitively to the differences in the home backgrounds and circumstances of
- pupils, recognising the key role that parents and carers play in pupils' education.
- Seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
- 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 culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Be familiar with and act in accordance with the most recent versions of the following documents: Part 1 of Keeping Children Safe in Education DfE (statutory), Working Together to Safeguard Children HM Government (statutory), Prevent Duty Guidance HM Government (statutory), 'The Prevent duty departmental advice for schools and childcare providers' DfE and 'Guidance for safer working practice for those working with children and young people in education settings' (non-statutory).
- Act in accordance with the Safeguarding Policy which is available from the school's website and report any safeguarding, child protection, welfare or radicalisation concerns about a pupil to the Designated Safeguarding Lead.
- Raise concerns they have about the safeguarding or child protection practices by following the Whistleblowing Policy, which is available from the school's website. An adult who "whistleblows" or makes a public interest disclosure will have the protection of the relevant legislation.

All teachers are required to comply with the Teachers' Standards - September 2012, in particular Part 2 Personal and Professional Standards.
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 s/he would pose a risk of harm;

…then the Local School Committee and/or Trust Board will follow the Trust's Managing Allegations of Abuse Against Teachers and Other Staff and Volunteers Policy. The guidance set out in Part Four of the Keeping Children in Education Safe Document, will also be adhered to.

Any behaviour in breach of this Policy by employees may result in action under the Trust's Disciplinary Procedure. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Local School Committee will take a strict approach to serious breaches of this Policy.

An employee who fails to bring a matter of concern to the attention of the appropriate Senior Leadership and/or the relevant agencies is likely to be subject to disciplinary action.

7. Confidentiality

As Data Controllers, the Trust, and the schools within the Trust, are subject to the General Data Protection Regulation (GDPR) and Data Protection Act 2018 ("Data Protection Legislation"). In addition, teachers owe a common law duty of care to safeguard the welfare of their pupils. This duty is acknowledged in the provisions governing disclosure of information about pupils.

Adults may have access to confidential information about pupils to undertake their responsibilities. In some circumstances, the information may be sensitive data and/or confidential. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need-to-know basis and advice should be sought prior to disclosure to ensure such disclosure is in accordance with the Data Protection Legislation, The Education (Pupil Information) Regulations 2005 (maintained schools), and the school's Notices. In circumstances where the pupil's identity does not need to be disclosed, the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil. Information must never be used by anyone for their own or others advantage (including that of partners, friends, relatives, or other organisations).

There are some circumstances in which an adult may be expected to share information about a pupil, for example, when abuse is alleged or suspected. In such cases, adults have a duty to pass information on without delay to those with designated safeguarding responsibilities.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the Trust sites other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required. If a pupil or parent/carer makes a disclosure regarding abuse or neglect, the adult must follow the school's procedures and the guidance as set out in the most recent Keeping Children in Education Safe document. Confidentiality must not be promised to the pupil or parent/carer, however reassurance should be given that the information will be treated sensitively.

If an adult is in any doubt about the storage or sharing of information, s/he must seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries must be passed to the Trust's Executive Team, where possible, the Director of Data and Compliance.

8. Propriety, Behaviour and Appearance

All adults as appropriate to the role and/or job description of the individual, must:

- Maintain public confidence in their ability to safeguard the welfare and best interests of pupils.
- Adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and the public in general.

- Must not compromise her/his position within the work setting, or bring the Trust, its schools or any associated partners into disrepute.
- Notify the school 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).
- Notify the school of any arrest or criminal charge whether child related or not.

Where employees fail to do so; this will be treated as a serious breach of this Policy and dealt with under the Trust's Disciplinary Policy and Procedure.

In addition to this, individuals should not;

- Behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model;
- Make, or encourage others to make, sexual remarks to, or about, a pupil;
- Use inappropriate language to or in the presence of pupils;
- Discuss their personal or sexual relationships with or in the presence of pupils;
- Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

Behaving in an unsuitable way towards children may result in disqualification from childcare under the Childcare Act 2006, prohibition from teaching by the National College of Teaching and Learning (NCTL), a bar from engaging in regulated activity, or action by another relevant regulatory body.

It is understood that a person's dress and appearance are matters of personal choice, self- expression, religious and cultural customs. However, adults must maintain an appropriate standard of dress and personal appearance at work, which promotes a positive and professional image. As such all adults, regarding appearance and clothing (including footwear), must ensure:

- be aware of Health and Safety with regard to their own choice of footwear, clothing and jewellery.
- dress with a level of formality and smartness appropriate to their role. Avoid clothing which is informal e.g., leisure wear; denim; tunic tops with leggings; flip-flops (informal clothing is permitted on INSET days).
- ensure that the length of skirt, depth of neckline and the sheerness of clothing is professional and appropriate.
- be mindful that clothes should be non-offensive and contain no provocative logos or remarks.
- dressed in a manner that is religiously and culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory
- wear trainers only when involved in PE/sports activities or when appropriate for the role or specific duties, e.g., Educational Visits.
- wear their uniform when at work (for those in a role where a uniform is supplied).

The dress code may be altered for individual staff based on medical circumstances or by agreement with their line manager(s) for a particular role or duty, e.g., different footwear following an injury may be required.

Adults who dress or appear in a manner, which may be considered as inappropriate will be spoken to informally in the first instance. Following this formal action in line with the Trust's Disciplinary Procedure may apply.

The following material must not be brought onto or stored on school premises or on any school equipment:

- Personal property of a sexually explicit nature or;
- Property which might be regarded as promoting radicalisation or;
- Inappropriate material such as books, magazines, CDs, DVDs or such material on any electronic media, including links to the inappropriate material.

9. Sexual Contact with Children and Abuse of Trust

A relationship between an adult and a child or young person is not a relationship between equals; the adult has a position of power or influence. There is potential for exploitation and harm of children or vulnerable young people.

As such all adults must;

- Ensure that an unequal balance of power is not used for personal advantage or gratification.
- Not use their status or position to form or promote relationships with children (whether current pupils or not), that are of a sexual nature, or which may become so. Adults should maintain appropriate professional boundaries and avoid behaviour, which might be misinterpreted by others.

They should report any incident with this potential.

Any sexual behaviour or activity, whether homosexual or heterosexual, by an adult with or towards a child/pupil or young person is illegal. Children and young people 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. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it 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.

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children', Appendix A 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…"

Adults must not have sexual relationships with pupils or have any form of communication with a child, which could be interpreted as sexually suggestive or provocative, non-exhaustively, this includes the following;

- Verbal comments;
- Letters and notes;
- Texts;
- Electronic mail;
- Phone calls;
- Social networking contact;
- Physical contact.

The adult should not make sexual remarks to, or about, a child or discuss their own sexual relationships with or in the presence of pupils. Adults should take care that their language or conduct does not give rise to comment or speculations. Attitudes, demeanour, and language all require care and thought.

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 or young person 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 pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

10. Infatuations and Crushes

A child or young person 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 pupil has become or may be becoming infatuated with him/herself or a colleague, must report this without delay to the Headteacher or the most senior manager so that appropriate action can be taken to avoid any hurt, distress or embarrassment.

The situation must be taken seriously, and the adult must be careful to ensure that no encouragement of any kind is given to the pupil. It must also be recognised that careless and insensitive reactions may provoke false accusations.

Examples of situations, which must be reported are:

- Where an adult is concerned that he or she might be developing a relationship with a pupil, which could have the potential to represent an abuse of trust.
- Where an adult is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where an adult is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where an adult is concerned about the apparent development of a relationship by another adult or receives information about such a relationship.

11. Gifts, Rewards, Favourtism and Exclusion

It is against the law for public servants to take bribes.

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. There are occasions when pupils or parents/carers wish to pass tokens, of small monetary value, of appreciation to adults e.g., at Christmas or as a thank-you. This is acceptable.

It is unacceptable to receive gifts on a regular basis and gifts of any significant monetary value.

Personal gifts must not be given to 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 pupil should be consistent with the school's behaviour or rewards policy, recorded, and not based on favouritism. Further detail can be found in the Trust's Gifts and Hospitality Policy.

Care should be taken when selecting children for specific activities, jobs, privileges and when pupils are excluded from an activity to avoid perceptions of favouritism or injustice. Methods of selection and exclusion should be subject to clear, fair, and agreed criteria.

12. Social Contact and Social Networking

Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries.

This includes the wider use of technology such as, but not exclusively:

- Mobile phones and tablets;
- Text messages, instant messages;
- Emails;
- Websites;
- Social media such as Facebook, Twitter, Instagram, TikTok, chatrooms, forums, blogs;
- Apps such as WhatsApp;
- Gaming sites;
- Digital cameras;
- Videos;
- Webcams;
- Other handheld devices.

Adults should not share any personal information with pupils and they should not request, or respond to, any personal information from the child/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 communication that could be interpreted as 'grooming behaviour'.

Adults must not give their personal contact details such as home/mobile phone number, home or personal e-mail address or social networking details to pupils unless the need to do so is agreed in writing with senior management. If, for example, a pupil attempts to locate an adult's personal contact details and attempts to contact or correspond with him/her, the adult should not respond and must report the matter to his/her manager.

It is recommended that adults ensure that all possible privacy settings are activated to prevent pupils from making contact on personal profiles and to prevent pupils from accessing photo albums or other personal information, which may appear on social networking sites. Adults are personally responsible for what they communicate on social media and must bear in mind that what is published might be read by Trust staff, pupils, parents and carers, the general public, future employers and friends and family for a long time.

Adults must ensure that their on-line profiles are consistent with the professional image expected by the Trust. Adults must not post material which damages the reputation of the Trust, school, or associated partners or which causes concern about their suitability to work with children and young people. Adults who post material, which may be considered as inappropriate could render themselves vulnerable to criticism or, in the case of an employee, allegations of misconduct, which may be dealt with under the Trust's Disciplinary Procedure. Even where it is made clear that the writer's views on such topics do not represent those of the Trust and / or school, such comments may be deemed as inappropriate.

Adults 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. Adults are advised not to have online friendships with parents or carers of pupils, or members of the governing body/trustees. Where such online friendships exist, adults must ensure that appropriate professional boundaries are maintained.

It is acknowledged that adults may have genuine friendships and social contact with parents or carers of pupils, independent of the professional relationship. Adults must, however, inform senior management of any:

- Relationship with a parent/carer where this extends beyond the usual parent/carer/professional relationship;
- Regular social contact they have with a pupil or parent/carer, which could give rise to concern;
- Requests or arrangements where parents/carers wish to use their services outside the workplace e.g., babysitting, tutoring.

Adults should always approve any planned social contact with pupils or parents/carers with senior colleagues/management, for example, when it is part of a reward scheme.

If a parent/carer seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgment and should ensure that all communications are transparent and open to scrutiny.

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 as soon as possible with senior management. Where necessary, referrals should be made to the appropriate support agency.

13. Personal Relationships at Work

The Trust recognises that close and personal relationships may exist or develop within School/Trust. Whilst not all such situations raise any issues there may be occasions where a perceived or actual conflict of interest exists between an adult's role, as well as the interests of the school, Trust or public. It may also impact on the adult's personal interests.

Close and personal relationships are defined as adults who are married, dating, in a civil partnership or cohabiting arrangement; immediate family members e.g., parents, children, siblings including grandparents, grandchildren, stepparents, stepchildren and step siblings. The definition also includes other relations such as the extended family, e.g., aunts, uncles, cousins, nieces, nephews, and any other individuals with whom there is a close personal relationship.

Adults must not allow a close and personal relationship with another colleague to influence their conduct at work and the professional standards set out in this Policy. Adults in a close and personal relationship with another colleague, who is either directly employed or engaged to work for the Trust, must disclose to the Trust, any work relationship that may give rise to a conflict of interest (including perception or accusations of bias, favouritism, or prejudice) in the workplace.

This is particularly important where there is a line management relationship between the adult and the colleague with whom they have a personal relationship.

Failure to comply with the above requirements may result in disciplinary action.

14. Physical Contact, Personal Privacy and Personal Care

There are occasions when it is entirely appropriate and proper for employees to have physical contact with pupils. However, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture, and background.

Employees must always use their professional judgement.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different pupil.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. Adults should never touch a pupil in a way, which may be considered indecent. If an adult believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible to the Headteacher and recorded, and, if appropriate, a copy placed on the pupil's file.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example, in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Adults should listen, observe, and take note of the pupil's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Adults should always remain self-aware 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 pupil. Where an adult has a particular concern about the need to provide this type of care and reassurance, s/he should seek further advice from an appropriate senior manager.

Some employees, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils to support a pupil, for example, so the pupil can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in a safe and open environment.

Adults must remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

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 an appropriate senior manager and parent/carer.

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision to safeguard pupils, 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 pupils concerned and sensitive to the potential for embarrassment. Adults who are required, as part of their role, to attend changing rooms should announce their intention of entering any pupil changing rooms and only remain in the room where the pupil/s needs require this.

Adults with a job description which includes intimate care duties will have appropriate training and written guidance. This will include a written care plan for any pupil who could be expected to require intimate care. Staff should adhere to the school's Intimate and Personal Care Policy. No other adult should be involved in intimate care duties except in an emergency. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, include the times that the adult both left and returned the room. Employees should not assist with personal or intimate care tasks, which the pupil is able to undertake independently.

15. Behaviour Management and Physical Intervention

All pupils have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of the Behaviour for Learning Policy.

Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education (DfE) website, Use of Reasonable Force In Schools.

Adults may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Adults should have regard to the health and safety of themselves and others.

It is always unlawful to use force as a punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

Where a pupil 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. Where it is judged that a pupil's behaviour presents a serious risk to themselves or others, a robust risk assessment that is regularly reviewed and a physical intervention plan, where relevant, must be put in place. All incidents and subsequent actions should be recorded and reported to a manager and the pupil's parents/carers. Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place that the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit the use of unlawful physical intervention or deprive a pupil of their liberty. The Trust has a separate policy on the Use of Physical Intervention (Positive Handling Policy).

16. First Aid and Medication

The Trust has a separate policy on supporting pupils with a medical condition. Adults should have regard to the DfE statutory guidance Supporting Pupils at School with Medical Conditions, which includes advice on managing medicines. All settings must have an adequate number of qualified first aiders/appointed persons. Adults must have had the appropriate training and achieved the necessary level of competency before administering first aid or medication or taking on responsibility to support pupils with medical conditions. If an adult is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate Designated Safeguarding Lead.

Adults taking medication that may affect their ability to care for children should seek medical advice regarding their suitability to do so. Adults should not work with pupils whilst taking medication unless medical advice confirms that they are able to do so. Adult medication, brought onto school premises, must be securely stored out of the reach of pupils.

17. One to One Situations and Meeting with People

One to one situations have the potential to make children/young people more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Adults must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both adults and pupils are met. Senior managers should undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each adult and pupil, which should be reviewed regularly. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the premises, or on a school site when the school is not in session, are not permitted unless written approval is obtained from their parent/carer and the Headteacher or other senior colleague with delegated authority.

No pupil should be in or invited into the home of an adult who works with them, unless they are family members or close family friends. In such cases, adults are advised to notify their line manager. Pupils must not be asked to assist adults with jobs or tasks at, or in, their private accommodation or for their personal benefit.

There are occasions during exam periods when timetables clash and arrangements needs to be made to preserve the integrity of the examination process. In these circumstances, exam boards may allow pupils to take an exam on the following morning, including Saturdays. The examination board will require the school to determine a method of supervision on journeys to and from the school and overnight, which ensures the pupil's wellbeing. This supervision may be undertaken by a parent/carer [or, adults may be asked to volunteer to supervise pupils, which may with prior approval be in their own home].

Other than in an emergency, an adult must not enter a pupil's home if the parent/carer is absent. Always make detailed records including times of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with the Headteacher/Senior Manager. A risk assessment should be undertaken, and appropriate risk management measures put in place prior to any planned home

visit taking place. In the unlikely event that little or no information is available, home visits should not be made alone.

18. Transporting Pupils

In certain situations, e.g. out of school activities, adults may agree to transport pupils. Transport arrangements should be made in advance by a designated adult who will be responsible for planning and overseeing all transport arrangements and respond to any concerns that may arise. Wherever possible and practicable, transport should be provided other than in private vehicles. At least one adult, in addition to the driver, should act as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements, as well as the vehicle, meet all legal requirements. The adult must ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts, and the adult (driver) must ensure that they do so. The driver should be aware of the current legislation concerning the use of car seats for younger children, where applicable. It is illegal to drive using hand-held phones or similar devices and the adult (driver) must ensure that they adhere to all driving regulations.

19. Educational Visits and School Clubs

Adults should take particular care when supervising pupils 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 professional standards of conduct apply. Please refer to the school's / Trust's policy on Educational Visits Policy and the Health and Safety Policy.

20. Curriculum

Some areas of the curriculum can include or raise 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 they must clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussions about subject matter of a sexually explicit, political, cultural, religious, or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and adults must take guidance in these circumstances from the Designated Safeguarding Lead. Adults must not enter into or encourage inappropriate discussion about sexual, political or religious activity or behaviour or discussions, which may offend or harm others. Adults should take care to protect children from the risk of radicalisation and should act in accordance with advice given under the DfE Keeping Children in Education Safe Document - Part One Document and accordingly must not express any prejudicial views or attempt to influence or impose their personal values, attitudes, or beliefs on pupils.

Please refer to the Trust's /school's Sex and Relationships Education (SRE) Policy and, the Spiritual, Moral, Social and Cultural Development (SMSC) Policy.

21. Photography, Videos and Other Creative Arts

Please refer to the school's/Trust's E-safety Policy, the use of images and the consent forms therein. Adults should have regard to the ICO CCTV code of practice and the 'Taking Photographs in Schools' guidance.

Many educational activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for displays, publicity, to celebrate achievement or, to provide evidence of the activity. An image of a child is personal data, and it is, therefore, a requirement under Data Protection legislation that explicit consent is obtained from the parent/carer of a child before any images are made. For example, images such as those used for school websites, notice boards, productions, or other purposes, unless an alternative legal justification for processing this data is applicable.

Adults need to 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. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to consider the wishes of the child, remembering that some children do not wish to have their photograph taken.

Adults should only use equipment provided or authorised by the school to make/take images and should not use personal equipment, mobile phones, or any other similar devices to make/take images.

The following guidance should be followed:

- If a photograph is used, avoid naming the pupil.
- If the pupil is named, avoid using the photograph.
- Photographs/images must be securely stored and used only by those authorised to do so.
- Be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded.
- Only retain images when there is a clear and agreed purpose for doing so.
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- Ensure that all photographs/images are available for scrutiny in order to screen for acceptability.
- Be able to justify the photographs/images made.
- Do not take images of pupils for personal use.
- Only take images where the pupil consents to this.
- Do not take photographs in one-to-one situations.
- Do not display or distribute photographs/images of pupils unless there is consent to do so from the parent/carer.
- Only publish images of pupils where they and their parent/carer have given explicit written consent to do so.
- Do not take images of pupils in a state of undress or semi-undress.
- Do not take images of pupils which could be considered as indecent or sexual.

22. Unacceptable Use of ICT Facilities and Monitoring

This section should be read in conjunction with the Trust's Use of the Internet, CCTV, E-Safety, Cyber Security, Email and Social Media Policies as well as any other relevant policies/guidance listed in Section 4.

Posting, creating, accessing, transmitting, downloading, uploading, or storing any of the following, non-exhaustive, material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and may result (where the adult is employed) in summary dismissal:

- Pseudo-images of children (child abuse images).
- Pornographic or sexually suggestive material.
- Images of children or adults which may be construed as such in the circumstances (that is, writing, texting, pictures, films, and video clips of a sexually explicit or arousing nature).
- Any other type of offensive, obscene, or discriminatory material.
- Criminal material.
- Material which is liable to cause distress or embarrassment to the school or others.

If indecent images of children are discovered at the Trust's/school's premises or on the school's equipment/devices, an immediate referral should be made. This referral will be made to the school's Designated Safeguarding Lead and Headteacher (unless he or she is implicated) and the Local Authority Designated Officer (LADO) and, if relevant, the police contacted. The images/equipment should be secured, should not be used by others, and should be isolated from the network. There should be no attempt to view, tamper with or delete the images as this could jeopardise any necessary criminal investigation. If the images are of children known to the school, a referral should also be made to the LADO in accordance with local arrangements.

The contents of the Trust's ICT resources, and communications systems are, and remain, the Trust's property. Therefore, adults should have no expectation of privacy in any message, files, data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on our electronic information and communications systems. The Trust reserves the right to monitor, intercept and review, without prior notification or authorisation from adults. Usage of the Trust's IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and activities, is monitored to ensure that Trust rules are being complied with and for the following purposes:

- To monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Policy.
- To assist in the investigation of alleged wrongful acts.
- To comply with any legal obligation.

Personal data will be stored in accordance with the Trust's Privacy Notices and Data Retention Policy.

A CCTV system monitors the external entrances of Trust sites 24 hours a day. This data is recorded and may be used as evidence of any alleged wrongdoing.

Cyber-bullying can be experienced by adults as well as pupils. Adults should notify the Headteacher or another Senior Manager if they are subject to cyber-bullying. The school will take appropriate action to protect adults and stop any inappropriate conduct.

23. Reporting Concerns and Recording Incidents

All adults must report concerns and incidents in accordance with the guidance set out in the DfE Keeping Children in Education Safe Document and the Trust's/School's Managing Allegations of Abuse Against Staff Working in School's Policy. In the event of an allegation being made, or incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher, a Senior Manager or Designated Safeguarding Lead as appropriate. Any adult, who fails to bring a matter of concern to the attention of the appropriate senior manager and/or the relevant agencies, may be subject to disciplinary action.

In addition to behaviours outlined elsewhere in this Policy and, the types of abuse and neglect set out in the DfE Keeping Children in Education Safe Document is a non-exhaustive list of some further behaviours which would be a cause for concern if an adult were seen to:

- Allow a pupil/young person to be treated badly; pretends not to know it is happening.
- Gossip/share information inappropriately.
- Demonstrate inappropriate discriminatory behaviour and/or uses inappropriate language.
- Dress in a way which is inappropriate for the job role.
- Not treat pupils fairly - demonstrates favouritism.
- Demonstrates a lack of understanding about personal and professional boundaries.
- Uses his/her position of trust to intimidate, threaten, coerce or undermine.
- Appears to have an inappropriate social relationship with a pupil or pupils.
- Appears to have special or different relationships with a pupil or pupils.
- Seems to seek out unnecessary opportunities to be alone with a pupil.

24. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

25. Appendix 1 – Key Members of Staff Referenced

Role	Member of Staff	Contact
Trust Leader	Gillian Kemp	gkemp@ust.london
Executive Headteacher – SPW / RGTS	Cath Smith	csmith@ust.london
Executive Headteacher – SPWP / SWB	Siobhan Fehim	sfehim@ust.london
Headteacher – CJPS	Hodo Dirir	h.dirir@cyriljackson.towerhamlets.sch.uk
Head of School – RGTS	Asma Khan	khan.a@rgtrustschool.net
Head of School – SPWT	Firdusi Uddin	fuddin@spwt.net

26. Appendix 2 – Links to Legislation and Guidance

- DfE Keeping Children Safe In Education Document - September 2021
- DfE Working Together To Safeguard Children 2020
- DfE- Use of Reasonable Force in Schools (Non-Statutory Guidance)
- DfE -Supporting Students with Medical Conditions (Statutory Guidance) and Policy 2017
- Guidance for safer working practice for those working with children and young people (updated 2020)
- ICO Code of Practice- CCTV 2017
- DfE-Teachers' Standards- September 2012

27. Appendix 3 – Procedures and Processes

27.1. Making a Request for Special Leave

For more detailed information on special leave requests, please see the Special Leave Policy.

Employees should talk to the Trust Leader/ Headteacher as soon as possible to discuss the request for Special Leave. All requests for Special Leave should be made in writing to the Trust Leader/ Headteacher, clearly stating the dates and reasons for requesting time off and providing as much detail as is reasonable. This should be provided to assist the Trust Leader/ Headteacher in considering the circumstances of the request. This information should be set out in the Application for Special Leave Form (available in the Special Leave Policy). Any accompanying documentation as set out in the policy above, should be attached.

Employees should submit requests as early as possible, and at least one week in advance of the proposed date(s) of absence, in order to allow the Trust Leader/ Headteacher adequate time for consideration, unless there are exceptional circumstances which prevent this.

If an unexpected emergency arises and an employee is unable to request the leave in advance, they must inform the Headteacher, as soon as is practicable, by telephone if necessary.

On the return to work, the employee will need to account for the time off in the same way as they would normally have done, had the request been submitted in advance and complete a retrospective application.

27.2. Advising of the Outcome

The Trust Leader/ Headteacher must make a decision on whether the special leave is to be granted at all, and if so whether it is paid or unpaid and also how much leave will be agreed. The Trust Leader/ Headteacher will complete the Application for Special Leave Form and return it to the employee as soon as possible, setting out their decision.