



Excellence, Aspiration and
Care in Partnership

Staff Code of Conduct

2025.26

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Staff Code of Conduct

Aims, scope and principles

This policy aims to set and maintain standards of conduct that we expect all staff to follow.

By creating this policy, we aim to ensure our schools have an environment where everyone is safe, happy and treated with respect.

Many of the principles in this code of conduct are based on the Teachers' Standards.

School staff have an influential position in the schools and will act as role models for pupils by consistently demonstrating high standards of behaviour.

We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.

We expect all support staff, Trustees & Governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its pupils.

As part of our safeguarding culture, Ashmole Trust is committed to the reporting and transparent handling of all concerns, including those that may be considered low-level concerns regarding members of staff. We expect all staff to share low-level concerns promptly and understand this is part of our duty to protect children and uphold the highest standards of professional conduct.

Where this policy refers to secondary-specific practices (e.g. detentions, Sixth Form), primary schools within the Trust will adapt procedures appropriately in line with their age phase, safeguarding duties, and behaviour policy.

Safeguarding

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect.



Staff will familiarise themselves with our Safeguarding Policy and procedures, and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that anyone working in the school, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place inside or outside of school

The Trust will deal with any such allegation quickly and in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Head Teacher, Designated Safeguarding Lead or the Chair of Governors where the Head Teacher is the subject of the allegation.

Avoiding Allegations of Abuse

There has been widespread concern about the increase in false or malicious accusations of child abuse brought against teachers and support staff by children and/or their parents. Once an accusation has been made, it must be investigated by the school and the Police and Social Services may be called in, depending on the nature and severity of the alleged offence. The teacher concerned may even be suspended, and people in this situation inevitably feel isolated and powerless.

Staff should use the following as guidance:

Physical Contact with Pupils:

A teacher should never stand in the shoes of the parent/Carer to provide physical comfort. Teachers should now be very wary of any demonstration of affection in the



light of the complaints that can be made against teachers. It is for parents/Carers **only** to provide physical comfort and support.

In primary settings, especially EYFS and KS1, limited physical contact (e.g. guiding by the hand, assisting with minor personal care, or comforting a distressed child) may be appropriate where professional judgement is exercised and safeguarding protocols are followed.

There are situations where physical contact is inevitable and unavoidable with children. The following are some examples of when a teacher has to respond to a child's own needs.

Sporting Activities:

In sport, teachers may have to come into close physical contact with the pupil. Wherever possible however, contact should be avoided.

Special Needs:

Individual cases where the child has a specific condition which may result in that child being unaware of 'boundaries' and appropriate behaviour. In such cases a meeting of all staff who will have contact with the student will be held and specific advice given. This will be followed with a 'Ways to Help' sheet

If a student is liable to touch or hug adults, the Special Educational Needs Co-ordinator or Designated Safeguarding Lead or Deputy will need to talk with that student and the Parents/Carers of the student and issue advice to staff and directions to the pupil and the Parents/Carers. The curriculum support department will ensure social stories are delivered to these students to help them understand boundaries.

If a child with Special Educational Needs is dysregulated, they must not be placed in an office, confined space or places where there is equipment which may cause harm if picked up and used. All incidents of this matter must be dealt with in a public place, making note where CCTV is present. For example, in corridors. Empty classrooms may be used, providing the staff member is standing by the door and is visible in the corridor.

Disciplining of Pupils:

Corporal punishment has been abolished in all maintained schools by the Education (No 2) Act 1986.



Detention:

Where detention is used as a punishment after school, it is important to follow school rules. It is also essential to be aware of the pupil's need to get home afterwards and it may be important to know what transport is required and if it is available at the end of the detention. When giving detention, a teacher should take into account the child's age, journey difficulties and any home circumstances that are relevant (e.g. arrangements for the child to be collected). Following a court case, teachers should be aware that blanket detention of a whole class could result in the teacher and the school being accused of false imprisonment.

A teacher should seek to

1. ensure that he/she is not alone with a pupil
2. try to hold detentions close to where other adults are nearby
3. never put themselves in a small confined space alone with a pupil
4. if you are alone in a classroom or office with a pupil, the door must be left open

All detentions must be logged via the faculty system. All detentions must be logged with the School Reception so that children may be found if there is a concern. Where a detention is over 15 minutes in length parents must be informed either by letter, a phone call home via a detention 'ticket'. Parents/Carers must be given a minimum of 24 hours' notice so in practice this means two days' notice. There is an exception to this where an agreement has been made in advance with the parent/carer to keep the student without notice. The pastoral team will hold names of these students.

1. Infatuation and 'Crushes'

All staff need to recognise that it is not uncommon for students to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. Staff should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted. Employees who become aware that a student is developing an infatuation with a member of staff should discuss this at the earliest opportunity with the Designated Safeguarding Lead or Deputy so that appropriate action can be taken to avoid any hurt, distress or embarrassment.

4.2 Low-level concerns about members of staff

A low-level concern is a behaviour towards a child by a member of staff that does not meet the harm threshold, is inconsistent with the staff code of conduct, and



may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with children
- Having favourites
- Taking photographs of children on a personal device
- Engaging in 1-to-1 activities where they can't easily be seen
- Humiliating pupils

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

All staff should share any low-level concerns they have using the reporting procedures set out in our Safeguarding Policy. This is to inform the Designated Safeguarding Lead using the yellow concern form. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

All reports will be handled in a responsive, sensitive and proportionate way.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, trust and transparency in which our values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

Reporting and responding to low-level concerns is covered in more detail in our Safeguarding Policy.

The procedures for dealing with allegations will be applied with common sense and judgement.

We recognise that creating a culture of openness around low-level concerns helps protect students, support staff, and prevent more serious issues from arising.

Force used to avert an immediate danger:

When an emergency arises in the classroom, or elsewhere within a teacher's employment, action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place. Do not pull at a limb of a child. Try to impose yourself between the children without placing yourself at extra risk.



Where physical intervention/reasonable force is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property and be in line with the school's policy on Physical Restraint. Where violence is taking place or is about to take place, the teacher should

- (a) wherever possible, first try to speak with the pupils in an effort to calm the situation;
- (b) where violence has begun, a sole teacher is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others. If the incident takes place in the playground, another student should be sent to seek the support of the nearest member of staff on duty. If the situation is in a classroom, a student should be sent to seek support from the nearest senior member of staff or to a teacher next door. If none of these are immediately available, send a child to Reception. In situations where a fight is occurring in an isolated area (for example, a toilet) the member of staff is to seek immediate assistance from the nearest teacher on duty or in the nearest classroom. If necessary, contact Reception for emergency assistance;
- (c) once another teacher is in the vicinity, then they can attempt to separate the pupils and to calm the situation.

The importance of the presence of another teacher is twofold: firstly, the two teachers are a witness to each other's actions if any allegations of assault were subsequently made by pupil or Parent/Carer. Secondly, another teacher may reduce a risk of bodily harm being suffered by the teacher. A sole teacher would be in a very exposed position if a fight were intercepted. Never instruct other students to break up fights.

If a child tries to run from a classroom do not step in their way. Allow the child to leave and then ensure that Reception has been informed so that they can alert a senior member of staff on patrol or alert the senior member of staff.

If a child becomes extremely deregulated or agitated and the potential for a violent incident is likely to occur, first try to get the child to leave the classroom as 'time out' whilst getting the assistance of another member of staff or by pressing the 'on call' button. If a child refuses to leave a classroom, and it is essential that the child must be separated from others, remove the rest of the class and send a student to Reception to seek the support from a senior member of staff. If there is an empty



classroom nearby, move the class to that room, otherwise remove the class to the corridor.

First Aid:

Unless you are in an emergency situation, you must **not** attempt to give First Aid: it is School Policy that only recognised qualified First Aiders can administer First Aid. (See School Health and Safety Policy)

In an emergency naturally where immediate First Aid is required it is necessary to act quickly. Wherever possible when administering First Aid: -

- have other pupils/colleagues in the vicinity
- say aloud why you are touching a particular part of the anatomy

Always record very accurately any accident First Aid on the Accident forms available stating which parts of the body were touched.

If at all possible have this witnessed and signed by another adult.

Use of Physical intervention– Reasonable force

2. Context

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Who can use reasonable force?

All members of staff have a legal power to use reasonable force.



When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of when physical force can be used:

There are occasional situations within school where holding or touching a student is proper or necessary, for example:

- When a student is being congratulated or praised, e.g. shaking hands.
- To demonstrate how to do a practical task, e.g. sports coaching or how to use a musical instrument.
- To give first aid.

It is illegal to use force as a punishment.

The general advice is not to use physical restraint as a normal practice within the school. Staff are particularly advised not to restrain students who against teachers' instructions leave the classroom, for example, to avoid a detention.

The member of staff is advised to allow the student to leave the classroom simply stating that the matter will be dealt with later. The open defiance is then reported to the relevant manager using the student referral system for action. Staff must not raise an arm to stop a student leaving a room or an area.

There are a very small number of situations within a school where physical restraint is necessary. In such situations, all staff need to be aware of the school's policy. The force used should be the minimal necessary trying to avoid injury to the student. Reasonable force can be used to prevent a student hurting themselves or others. Staff are advised to only use reasonable force in situations where a student is at risk of causing harm to themselves or others and no other response has been effective.

Any case where physical restraint or intervention is used, the member of staff must inform the Head Teacher (or in his absence, the Deputy Head Teacher). A log must be



kept of the incident (by the Head Teacher's Personal Assistant) and the Parents/Carers contacted. It will be the Head Teacher or a senior person delegated with the task who will contact home.

The law does forbid a teacher or other staff to use any degree of physical contact which is deliberately intended to punish; or primarily intends to cause pain or injury or humiliation.

We need to be aware that innocent and well-intentioned physical contact can sometimes be misconstrued.

3. Rationale

All staff who may have to intervene physically with students must fully understand the options available to them. It must be clear what is acceptable and what is not.

4. Broad Guidelines

(a) Staff

- i) All teachers, and other staff identified by the Head Teacher, may use reasonable force to prevent a student from doing, or continuing to do, any of the following:
 - committing criminal offence
 - injuring themselves or others
 - causing damage to property if that damage would put other members of the school community in immediate danger
 - engaging in any behaviour prejudicial to maintaining good order and discipline at the school or to any of its students where the behaviour would put a member of the school community in immediate danger
- ii) This policy applies to situations both in and out of school e.g. field trips or authorised student visits.
- iii) The school will identify any students who are likely to behave in a way that may require physical contact or restraint. Plans will be prepared for such a foreseen situation in order to be proactive.



(b) Types of Incidents

- i) There are a variety of situations where force may be appropriate or necessary:
 - (a) self-defence or imminent risk of injury
 - (b) developing risk of injury or significant damage to property which would result in risk of injury
 - (c) compromising good order and discipline where such behaviour would result in risk of injury
- ii. Self-defence or in an emergency: the legislation cannot cover every situation where force may be required. It is the right of all colleagues to defend themselves providing they do not use a disproportionate degree of force to do so. There may also be emergency situations when staff would be entitled to intervene.

(c) 'Reasonable Force'

There is no legal definition of 'reasonable force': teachers are expected to use their professional judgement depending on all the circumstances of the case.

These are three relevant considerations:

- i) The use of force can be regarded as reasonable only if the circumstance of the particular incident warrants it. Is the misdemeanour trivial or could it be resolved without force?
- ii) The degree of force employed must be in proportion to the circumstance of the incident and the seriousness of the behaviour or the consequence it is intended to prevent. Any force must be the minimum needed to bring about the desired result.
- iii) The degree of force that is employed must also consider the age, understanding and sex of the student.



(d) When can Force be used?

- i) Before physical intervention/reasonable force all attempts must be made to intervene with non-physical strategies. A calm measured approach, attempting to defuse the situation orally, in order to try to prevent the incident from escalating is recommended.
- ii) In some situations, intervention should not take place without help. Others may need to be removed from the area while waiting for assistance.
- iii) In exceptional circumstances, where there is an immediate risk, a member of staff may take any action that is considered necessary that is consistent with the concept of 'reasonable force' such as when a pupil runs into a busy road or to prevent a pupil hitting someone or throwing something.
- iv) Staff should not act in a way that might reasonably be expected to cause injury.
- v) Staff must always avoid touching or holding students in a way that might be considered indecent.
- vi) Physical intervention/reasonable force should usually be considered a last resort strategy. It is not a substitution for good behaviour management of students.

(e) Recording of Incidents

- i) All incidents should be recorded immediately, and in detail, whenever force has been used.
- ii) The school will keep an up to date log of all such incidents in an incident book. The Head Teacher or Deputy must be informed as soon after the incident as possible.
- iii) The parents/carers of a student that has had force used upon them will be contacted as soon as possible.



(f) 'Normal Physical Contact'

There are other times when it may be proper or necessary for there to be physical contact between staff and students. For example, support in a PE lesson, demonstrating a technique in PE, giving first aid.

Staff must use their professional judgement when such physical contact is needed.

There must be consideration in all these situations to the background of the student concerned. There may be cultural or personal reasons why they are particularly sensitive to physical contact. The school will try to ensure staff are aware of such children.

If physical restraint has been used and an injury sustained by the student, it is essential that first aid is provided and evidence taken of the injury sustained.

In exceptional circumstances where physical restraint is needed, trained staff may have to resort to using this if needed. This will only be used if the perpetrator may be at risk of harming themselves or others.

Students Leaving a Classroom or Site

It is legally acceptable to prevent a child from leaving a classroom or school where it could lead to a risk to their safety or it might lead to behaviour that disrupts the learning of others. However, in most day to day circumstances that most teachers experience, it is advised that teacher **do not** restrain pupils from leaving a classroom or the site for routine matters such as detentions, as this would not be appropriate or justifiable in law. In all matters where a child is missing from the classroom or leaves site, on call must be pressed.

All staff members must therefore take the register every lesson for health and safety purposes to ensure all students are accounted for.

Staff-pupil relationships

Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.



If staff members and pupils must spend time on a one-to-one basis, staff will ensure that:

- This takes place in a public place that others can access
- Others can see into the room
- A colleague or line manager knows this is taking place

Staff should avoid contact with pupils outside of school hours if possible.

Personal contact details should not be exchanged between staff and pupils. This includes social media profiles.

While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the school year, gifts from staff to pupils are not acceptable.

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, or if a staff member is concerned at any point about a fellow staff member and a pupil, this should be reported in line with the procedures set out in the safeguarding policy.

Communication and social media

School staff's social media profiles should not be available to pupils. If you have a personal profile on social media sites, you should not use your full name, as pupils may be able to find you. You should consider using a first and middle name instead, and set public profiles to private.

Staff must not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. You must also not make any efforts to find pupils' or parents' social media profiles.

5. Social Networking

There is an ever-developing series of social media applications designed to allow people to keep in touch electronically. X, Instagram, Snapchat, Facebook are just a few examples of these. Staff must always consider carefully any action they take when engaging in social media activities. Staff should not engage in any social media activity which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.

Staff must not accept friend requests, or requests to follow them, on their personal accounts from students, who are currently on role within the school. By accepting



such requests staff could be making themselves vulnerable by sharing personal information or by having personal information about students.

Nor should staff follow the X accounts of students or parents/carers. No matter how good the intentions, following an account can give the appearance of favouritism. The school holds a twitter account and an Instagram account which is managed by Senior Leadership. X or Instagram will not be used to engage with individual parents directly, however, will be used to communicate important announcements, reminders and celebrate achievements. In order to safeguard the pupils at the Academy no first names of pupils will be used alongside any pictures of pupils.

Images of students taken during school time or on educational trips must never be posted on social media.

Images of work colleagues should not be posted without their permission.

6. Use of Mobile Phones and Cameras

Photographs will only be taken of children with their parents' permission (provided in writing via a consent form). Photographs will only be taken by a designated staff member/s. Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on School cameras. They must then be downloaded onto School computers, where they will be monitored. Photos cannot be used or passed on outside the School.

Mobile phones are not permitted in the classrooms. If you need to use a mobile this must place in an office or staffroom or the well-being room.

When taking photographs or videos of school-based activities, you must ensure that you do not post any images or videos online that identify children who are pupils at the school without their consent.

Acceptable use of technology

You must not use technology in school or belonging to the school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.

You must not use personal mobile phones and laptops, or school equipment for personal use, in school hours or in front of pupils. This includes not using your personal mobile phones or cameras to take pictures of pupils.



The Trust has the right to monitor emails and internet use on the school's IT systems.

Confidentiality

In the course of your role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents.

This information should never be:

- Disclosed to anyone unless required by law or with consent from the relevant party or parties
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child has been harmed or is at risk of harm, as detailed further in our child protection and safeguarding policy.

Honesty and integrity

All Staff in the Trust should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, conversation with staff and line managers, handling money, claiming expenses and using school property and facilities.

Staff will not accept bribes. Gifts that are worth more than £100 must be declared and recorded on the gifts and hospitality register.

You must ensure that all information given to the Trust is correct. This should include:

- Background information (including any past or current investigations/cautions related to conduct outside of school)
- Qualifications
- Professional experience

Where there are any updates to the information provided to the Trust, you must advise the Trust as such as soon as reasonably practicable. Consideration will then be given to the nature and circumstances of the matter and whether this may have an impact on the member of staff's employment.



Dress and Appearance

In keeping with the professional image of Ashmole Trust, staff are expected to dress in a smart and professional manner and a style appropriate for Teaching in/Supporting a classroom.

Staff should ensure that they are dressed safely and appropriately for the tasks they undertake. In order not to render themselves vulnerable to criticism and allegation.

Please see appearance and dress code policy for each school.

7. Standards of Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. Staff should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom we work.

Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within school in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) for teacher, a bar from engaging in regulated activity, or action by another relevant regulatory body.

This means that staff should not:

- a) 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
- b) make, or encourage others to make sexual remarks to, or about, a student or work colleague.
- c) use inappropriate language to or in the presence of students or work colleague.
- d) discuss their personal or sexual relationships with or in the presence of students or work colleague.
- e) make (or encourage others to make) unprofessional personal comments in an open area such as the office or staffroom which scapegoat, demean, humiliate, may cause offense or might be misinterpreted by students or work colleagues.



f) make unprofessional comments or have 'banter' with students in the classroom or around the school, where such comments may cause offense or might be misinterpreted by students.

g) Staff must remain neutral in their professional conversations with students.

Staff must not share, promote or endorse their own personal beliefs, including political views, religious views, or other ideological positions in the classroom or in any school setting. Staff must ensure that:

- Their language, tone and conduct remain neutral and balanced.
- They do not express personal opinions that could influence, pressure or be misinterpreted by students.
- They avoid discussions that could compromise professional boundaries or be construed as promoting a particular viewpoint.
- Any curriculum-based discussion of political, moral or religious issues is delivered impartially, factually and in line with the school's curriculum and safeguarding duties.

Staff must seek advice before teaching content they feel may be sensitive, controversial or open to misinterpretation.

This means that staff should:

a) be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children or in the work place.

Conduct outside of work

Staff must not act in a way that would bring the school, 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 comments about the school on social media.

8. Smoking and Vaping

The Schools are non-smoking sites including vaping, therefore smoking/vaping is not permitted on or near any of the school sites.

9. Misuse of drugs and alcohol



Staff must not drink alcohol during the normal school working day nor should they drink alcohol with pupils outside of the normal school working day.

Drinking alcohol with pupils is only acceptable during formal, supervised and approved occasions, such as Sixth Form Dinner. The consumption of alcohol on trips is permitted in moderation but at least one member of staff must not drink any alcohol in case of emergency. Drivers must not consume alcohol under any circumstances.

It is a disciplinary offence to be on School premises and/or carrying out official duties when under the influence of non-medically prescribed drugs.

10. One to One Situations

Staff working in one to one situations with students may be more vulnerable to allegations. Staff should recognise this possibility and take every precaution to ensure that their actions and motives cannot be misconstrued. This includes visiting staff from external organisations.

In a one-to-one situation, staff should ensure that the room is arranged to maintain a professional distance e.g. a desk between you and the student is an easy way to manage this. All meetings and phone calls should be recorded.

Arranging to meet with students from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from the leadership team, the student and their parents/carers.

This means that staff should:

- avoid meetings with students in remote, secluded areas of the school
- ensure that there is visual access and/or an open door in one to one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible: such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a student becomes distressed or deregulated to a senior colleague
- consider the needs and circumstances of the student/students involved

11. Home visits



All work with students and parents/carers should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits.

It is essential that appropriate procedures and related risk assessments are in place to safeguard both staff and students, who can be more vulnerable in these situations.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the student, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. There must be two members of staff present at all times during a home visit.

Searching, Screening and Confiscation

The Head Teacher and authorised staff have a statutory power to search students or their possessions where they have reasonable grounds for suspecting that the student may have a prohibited item or an item banned under school rules.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

All searches individually or group/class must be recorded using the yellow safeguarding form and passed onto the Designated Safeguarding Lead or Deputy.

It is important that the above is read in conjunction with the Searching, Screening and Confiscation policy.

12. Linked Policies

Safeguarding policy, Behaviour policy & Searching policy

