Diocese of Norwich Education and Academies Trust

The Nar Valley Federation of Church Academies

Code of Conduct for All Adults

Policy Type:	**Trust Core Policy**
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Approved By:	**Board of Trustees (Personnel Committee)**
Approval Date:	**21/11/2022**
Review Date:	**November 2023**
Person Responsible:	**Human Resources Manager**

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
4	1.3	Information added to highlight transferrable risk from behaviours that may happen outside of the academy in line with Keeping Children Safe in Education 2020	Sept 2020
	Throughout	Hyperlinks linked to Keeping Children Safe in Education 2020	Sept 2020
	Whole policy	Reviewed, and updated to reflect change in Trust Data Protection Officer and policy titles.	November 2022
15	20	Links to other policies section added	November 2022

Our Christian Ethos and Values
All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We make no apologies for having high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. That means we put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles
The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

Definition

Volunteers – are people who donate their time or efforts for a cause of organisation without being paid.

Introduction

1.1 This Code of Conduct ('the Code') sets out the professional standards expected and the duty upon staff, governors and volunteers to abide by it. All staff, governors and volunteers have a duty to keep pupils safe, promote their welfare and to protect them from sexual, physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgement. Following this Code will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to pupils and the Required Professional Standards.

1.2 Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. Adults have a duty to report any child protection or welfare concerns to the designated member of staff in school. Anyone who has concerns must follow the school's Whistleblowing Policy which is available from the academies website A member of staff who, in good faith, "whistleblows" or makes a public interest disclosure will have the protection of the relevant legislation.

1.3 This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff, governors or volunteers. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the Required Professional Standards. There will be occasions and circumstances in which staff, governors or volunteers 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 for which that individual is responsible. Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. There may also have been circumstances, where a member of staff or volunteer is involved in an incident outside of the academy, which did not involve children but could have had an impact on their suitability to work with children. This is known as transferrable risk.

1.4 Any member of staff who is found to have committed a breach of this Code will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The governing body will take a strict approach to serious breaches of this Code.

1.5 Where it is alleged that a member of staff, a governor or volunteer 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; or,
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children or not suitable to work with children;

then the local governing body will follow the Trust's Statement of Procedures for Dealing with Allegations of Abuse Against Teachers and Other Staff and Volunteers, the Whistleblowing policy, the guidance set out in Part Four of the current version of Keeping Children Safe in Education DfE as well as guidance from the Norfolk (or Suffolk) Safeguarding Children's Partnership, the Guidance for Safer Working Practice (May 2019) and other such guidance as updated by the Department for Education.

2 Expected Professional Standards

2.1 All staff, governors and volunteers, 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.

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

2.3 All staff in all academies (not just those in early or later years childcare) are required under the Disqualification under the Childcare Act 2006 (Regulations 2018) to disclose any relationship or association (in the real world or online) that may impact on the academy's ability to safeguard pupils.

2.4 All staff governors and volunteers must be familiar with and act in accordance with the latest version of Part 1 of Keeping Children Safe in Education DfE or current versions of such guidance as updated by the Department for Education.

3 Confidentiality

3.1 As data controllers, all academies are subject to the Data Protection Act 2018. 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.

3.2 Members of staff and governors may have access to confidential and / or sensitive information about pupils in order to undertake their responsibilities. This access should not contravene the General Data Protection Regulations (May 2018) and if unsure, advice must be sought from the Trusts Data Protection Officer before sharing personally identifiable information. Confidential or personal information about a pupil or her/his family must only be disclosed on a need to know basis. 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.

3.3 There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities

3.4 Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the academy site other than on security protected academy equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

3.5 If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from the Trusts Data Protection Officer (Jo Leach jo.leach@donesc.org) Addition or deletion of confidential information should be carried out with the knowledge and authorisation of senior management.

3.6 Only the Headteacher, Chair or Governors or someone explicitly authorized by them may respond to media or legal enquiries relating to the academy, or any person connected with it. Advice should be sought from the Trust or its HR provider. This does not override any legal obligation.

4 Additional employment register

4.1 It is important that all staff have appropriate time off, as a minimum that set out in the Working Time Directive. As part of its approach to staff wellbeing employees will be expected to record additional work on a register at each academy.

4.2 Consideration should also be given to any additional work that may be seen as a conflict of interest and appropriate permission sought from the Headteacher before engaging in such work.

4.3 No additional work should be undertaken that would risk bringing the employer into disrepute.

4.4 Whilst the Trust has no jurisdiction over such additional employment, particularly for part time employees, it is recommended that all additional paid work is recorded.

5 Propriety, Behaviour and Appearance

5.1 All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and the public in general. An individual's behaviour or actions, either in or out of the workplace, should not compromise her/his position within the work setting or bring the academy into disrepute. The misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

5.2 A person's dress and appearance whilst at work or engaged in activities relating to their work are matters of personal choice and self-expression but must always reflect a professional image. However staff, governors and volunteers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. Those who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

5.3 Personal property of a sexually explicit nature such as books, magazines, CDs, DVDs or such material on any electronic media must not be brought onto or stored on the academy premises or on any academy equipment.

6 Sexual Contact with Children and Young People and Abuse of Trust

6.1 A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.

6.2 Any sexual behaviour or activity, whether homosexual or heterosexual, by a member of staff, governor or volunteer with or towards a child 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.

6.3 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', defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

6.4 Staff, governors and volunteers must not have sexual relationships with pupils, have any form of communication with a child or young person 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. The adult should not make sexual remarks to, or about, a child or young person or discuss their own sexual relationships with or in the presence of pupils. Staff, governors and volunteers should take care that their language or conduct does not give rise to comment or speculations. Attitudes, demeanor and language all require care and thought.

6.5 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 or young person, and manipulate that relationship so that sexual abuse can take place. Staff, governors and volunteers 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.

7 Infatuations and Crushes

7.1 A child or young person may develop an infatuation with an adult who works with them. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken to avoid any hurt, distress or embarrassment. They are also advised to discuss the situation with their union as soon as possible. The situation will be taken seriously, and the adult should be careful to ensure that no encouragement which may be interpreted as reciprocation is given to the pupil. It should also be recognised that false or malicious accusations can arise. Therefore, it is sensible to take precautions such as avoiding being left alone with a child and ensuring that actions, responses and reactions are measured, calm and unambiguous.

7.2 Examples of situations which must be reported are given below:

- Where a member of staff or volunteer 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 a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.

- Where a member of staff or volunteer 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 a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship

7.3 Once a situation has been reported a record and simple risk assessment should be completed by the senior manager responsible, usually the Headteacher. This should note any agreed actions to mitigate the potential risk identified.

8 Gifts

8.1 It is against the law for public servants to take bribes. Staff, governors and volunteers 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 wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a frequent basis or of any significant value.

8.2 Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. 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.

9 Social Contact and Social Networking

9.1 The Trust's Online Policy sets out in detail expectations in regard to use of social networking and digital technologies. 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 mobile phones, text messaging, emails, digital cameras, videos, web-cams, websites and blogs. Staff and volunteers should not share any personal information with pupils. 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. If a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgment in making a response and should ensure that all communications are transparent and open to scrutiny.

9.2 Staff and volunteers 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.

9.3 It is recommended that staff ensure that all possible privacy settings are activated to prevent pupils and anyone associated with pupils from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.

9.4 Staff must not have any pupils or any ex-pupils under the age of 18 as friends on their social networking sites. Staff are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Staff are advised not to have online friendships with parents or carers of pupils, or members of the governing body/trustees. Where such on-line friendships exist, staff must ensure that appropriate professional boundaries are maintained.

9.5 Staff are personally responsible for what they communicate in social media and must bear in mind that what is published might be read by colleagues, governors, Trustees, pupils, the general public, future employers and friends and family for a long time. Staff must ensure that their on-line profiles are consistent with the professional image expected by the Trust and should not post material which damages the reputation of the Trust or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate or bring the Trust into disrepute could render themselves vulnerable to criticism or 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 Academy or Trust, such comments are inappropriate.

10 Physical Contact and Personal Privacy

10.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. A general culture of "safe touch" should be adopted, where appropriate, to the individual requirements of each child. 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. Where appropriate another adult should be present to act as a witness. 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. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible [in the academy's incident book, and, if appropriate, a copy placed on the pupil's file].

10.2 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 academy policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff 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.

10.3 There may be occasions when a distressed pupil 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.

10.4 Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

10.5 Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they 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 an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil

10.6 Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order 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.

10.7 Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

11 Behaviour Management and Physical Intervention

11.1 All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers 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 agreed Academy Behaviour Management policy.

11.2 Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website. See 'Guide for Heads and School Staff on behaviour and discipline (including reasonable force) for maintained schools' and 'Use of reasonable force -advice for Head Teachers, Staff and Governing Bodies for all Schools and Academies. Staff 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. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The academy has a separate policy on the use of physical intervention / pupil restraint.

11.3 All academies must have trained first aiders/appointed persons whose identities are prominently displayed. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

12 One to One Situations and Meetings with Pupils

12.1 One to one situations have the potential to make children/young persons 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. Staff 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 staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school 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.

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

12.3 No child or young person should be in, or invited by an adult who works with them into, the home of an adult who works with them, unless the reason for this has been established and agreed with parents/carers and a senior manager/Head teacher. It is recognized that there are, for example, family friendships that could fall into this category but these should still be notified to a senior manager / Headteacher.

13 Transporting Pupils

13.1 In certain situations relating to their role in the academy or the work of the academy e.g. out of school activities, staff, governors or volunteers may agree to transport pupils. Transport arrangements should be made in advance by a designated member of staff and standard risk assessments be properly completed. Wherever possible and practicable transport should be provided other than in private vehicles (which must be insured for business use), with at least one adult additional to the driver acting as an escort

13.2 Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded

13.3 It is inappropriate for staff to offer lifts to a pupil outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with parents/carers.

13.4 There may be occasions where a pupil requires transport in an emergency situation or where not to give a lift may place a pupil at risk. Such circumstances must always be

recorded and reported to a senior manager and parents/carers. Pupils should also be instructed to sit in the back to reduce potential for allegations of misconduct

14 Educational Visits and School Clubs

14.1 Staff and volunteers 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. Staff and volunteers remain in a position of trust and the same standards of conduct apply. Please refer to the academy's policy on educational visits.

15 Curriculum

15.1 Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

15.2 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff. Staff and volunteers must not enter into or encourage inappropriate discussion about sexual activity or behaviour.

15.3 Please refer to the Trust's Relationships and Sex Education and Health Education (RSHE) policy.

16 Photography, Videos and other uses of e-technology

16.1 All staff must read the Trust Online Policy and work within its guidelines. They must also sign the appropriate acceptable use declaration form.

16.2 Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. Under the General Data Protection Regulations May 2018 greater emphasis is placed on children and personally identifiable data. This affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child (up until the age of 13) before any images are made such as those used for school web sites, notice boards, productions or other purposes.

16.3 Staff need to be aware of the potential for such images to be 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. Please refer to the school's guidance on the use of images and the consent forms therein which can be found in the e-safety and acceptable use of ICT policy.

17 Whistleblowing and Cyber-Bullying

17.1 Staff who have concerns about any alleged abuse or inappropriate use of ICT resources, virtual learning environments, camera/recording equipment, telephony, social networking sites, email or internet facilities or inappropriate communications, whether by pupils, parents, carers or staff, or others should alert the Headteacher. Where a concern relates to the Headteacher, this should be reported to the Chair of Governors. If a matter concerns child protection it should also be reported to the Designated Child Protection Officer.

17.2 Cyber-bullying can be experienced by staff as well as pupils. Staff should notify the Headteacher if they are subject to cyber-bullying. The Academy will endeavour to protect staff and stop any inappropriate conduct.

18 Unacceptable Use of ICT Facilities and Monitoring

18.1 Academy equipment, systems or premises must not be used for posting, creating, accessing, transmitting, downloading, uploading or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result in summary dismissal (this list is not exhaustive):

a) pornographic or sexually suggestive material or 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),

b) any other type of offensive, obscene or discriminatory material or criminal material or material which is liable to cause distress or embarrassment to Academy or others.

18.2 The contents of the Trust's / academy's ICT resources and communications systems are the property of the Trust. Therefore, staff 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.

18.3 The Trust reserves the right to monitor, intercept and review, without further notice, staff usage of our IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and activities, to ensure that our rules are being complied with and for the following purposes:

a) to monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code:

b) to assist in the investigation of alleged wrongful acts; or

c) to comply with any legal obligation

18.4 Staff consent to monitoring by acknowledgement of this Code and the use of the Trust's resources and systems. We may store copies of data or communications for a period of time after they are created and may delete such copies from time to time without notice. If necessary, information may be handed to the police in connection with a criminal investigation.

19 Reporting Concerns and Recording Incidents

19.1 All staff, governors and volunteers must report concerns and incidents in accordance with the guidance set out in the most recent version of Keeping Children Safe in Education DfE, the Academy whistleblowing policy and/or the managing allegations of abuse policy. The following is a non-exhaustive list of behaviours which would be a cause for concern:

An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does 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

20 Links to other policies

- HR07 Whistleblowing Policy
- HR11 Bullying and Harassment Policy
- HR23 Volunteers in Academies Policy
- NS02 Online Policy
- S11 Staff Capability Policy
- S12 Disciplinary Procedures for All Staff
- S13 Statement of Procedures for Dealing with Allegations of Abuse Against Staff
- S16 Safeguarding Policy