All policies carrying the Bryanston logo apply equally to any other brands or operations of Bryanston including Bryanston Prep

Code of Conduct for Bryanston Staff

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Purpose and application

1 **Purpose:** Relationships with fellow Staff, pupils and their parents, guardians or carers must be reasonable and mutually respectful at all times. The purpose of this Code is to:

1.1 place the welfare of children at the centre of the School and its culture;

1.2 confirm and reinforce the professional responsibilities of all Staff;

1.3 clarify the legal position in relation to sensitive aspects of Staff / pupil relationships and communication including the use of social media;

1.4 set out the expectations of standards and behaviour to be maintained within the School; and

1.5 help adults establish safe practices and reduce the risk of false accusations or improper conduct.

1.6 The purpose of including information and procedure regarding low-level concerns is to create and embed a culture of openness, trust and transparency in which Bryanston's values and expected behaviour, are set out in this Code of Conduct.

2 **Application:** This Code of Conduct (including its Appendices) applies to all Staff working at the School, whether paid or unpaid, whatever their position, role or responsibilities and Staff includes employees, governors, trustees, contractors, work experience/placement pupils, trainee teachers and volunteers. All Staff are expected to read this Code of Conduct and confirm that they have done so via the Staff Hub Policy Acceptance Page.

3 **Relationship** with other policies and guidance: This Code must be read in conjunction with the School's policies including the Safeguarding Policy and Child Protection Procedures, the Whistleblowing Policy, Disciplinary Procedure and the guidance set out at Appendix 1 (Guidance).

Key duties

4 **General duty:** It is the contractual duty of every member of Staff to observe the rules and obligations in this Code. You must also follow the Guidance. The School also has a duty of care to its Staff, parents, guardians or carers and pupils and the implementation of the practices in this Code will help to discharge that duty.

5 **Duty to report wrongdoing:** All Staff are under a duty to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of Staff or any conduct which they may suspect to be inappropriate. This duty applies even if the concern is no more than one which causes a sense of unease or a nagging doubt. Staff are under a duty to report suspected, known or proposed wrongdoing in conjunction with the School's policies including the Whistleblowing Policy, the School's Safeguarding Policy and Child Protection Procedures, (including low level concerns), the Whistleblowing Policy and the Anti-bribery, Fraud and Corruption Policy published on the Staff Hub. This includes suspected, known or proposed wrongdoing brought to the attention of a member of Staff by a pupil, parent or other adult, including if it occurs online, through inappropriate communications.

In addition, all staff must attend training sessions, as required by the School. The School continues to carry out appropriate employment checks for all staff to ensure their eligibility and suitability to work at Bryanston.

5.1 Low level concerns

A 'low-level' concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working with or on behalf of the School may have acted in a way that:

- is inconsistent with this Staff Code of Conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or otherwise not considered serious enough to meet a referral to the LADO (but may merit consulting with and seeking advice).

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind closed doors; or
- using inappropriate sexualised, intimidating or offensive language.

The term 'low-level' concern does not mean that it is insignificant. It means that the adult's behaviour towards a child does not meet the harm threshold as set out in Keeping Children Safe in Education (2026) and in the School's Child Protection Policy and Safeguarding Procedures.

Identifying and reporting a low-level concern is regarded as just as important as a concern that meets the harm threshold. Staff are not expected to determine in each case

whether their concern is a low-level concern or if it is not serious enough to consider a referral to the LADO, or whether it meets the allegation threshold. Once a member of staff has shared what they believe to be a low-level concern, that determination will be made by the Head of Bryanston School

The purpose of including information and procedure regarding low-level concerns is to create and embed a culture of openness, trust and transparency in which Bryanston values and expected behaviour, which are set out in this Staff Code of Conduct, are constantly lived, monitored and reinforced by all staff.

Bryanston wishes to have an environment in which staff are invited, encouraged and feel confident to self-refer, where, for example, they have found themselves to be in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Self-reporting can be positive for a number of reasons for example; it is self-protective and enables a potentially difficult issue to be addressed at the earliest opportunity. Self-reporting also demonstrates an awareness of an individual's own actions and maintains a culture of staff aspiring to the highest standards of conduct and behaviour.

Sharing a low-level concern

If a member of staff has an allegation that may meet the harm threshold – they should follow the procedure in the Safeguarding and Child Protection Procedures Policy and Managing Allegations Against Staff Policy.

If a member of staff has what they believe to be a low-level concern no matter how small, about their own or another member of staff's behaviour, it must be shared with the Head of Bryanston School or Designated Safeguarding Lead (particularly if the Head is not available) as soon as reasonably possible, or in any event within 24 hours of becoming aware of it. If the information is shared with the DSL, they will inform the Head.

The Head is the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns, the Head may wish to consult with the Designated Safeguarding Lead and take a more collaborative decision-making approach.

If the low-level concern is in relation to the Head of Bryanston School or Head of Bryanston Prep, the low-level concern should be shared with the Chair of Governors via chairofgovernors@bryanston.co.uk

The adult who is the subject of concern will be spoken to in order to ascertain their account. If the staff member who raised the concern does not wish to be named, the School will respect this as far as possible. Please be aware however that there may be circumstances where the staff member will need to be named, for example where it is necessary to carry out a fair disciplinary process.

The Safeguarding and Child Protection Policy sets out the action required following a low-level concern being shared with the Head.

6 **Duty to report potential abuse:** Some of the behaviours contained in this Code (and in particular at Appendix 2) may indicate that a child has been, or is currently being, abused, exploited or neglected. Any incident involving children that could give cause for concern, must always be reported promptly in accordance with the School's Safeguarding Policy and Child Protection Procedures.

7 **Record keeping:** Comprehensive records are essential. All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. Records must include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome. Information must be kept confidential and stored securely. Any incident involving children that could give cause for concern, must always be reported promptly to the Designated Safeguarding Lead (or Deputy Designated Safeguarding lead(s) DDSLs) in accordance with the School's Safeguarding Policy and Child Protection Procedures. If there is any doubt about recording requirements this must be discussed with the Designated Safeguarding Lead or DDSL's.

Guiding Principles for Staff

8 **Principles:** The School prioritises the welfare of children, its diverse and inclusive culture, and the maintenance of positive and professional relationships between Staff and fellow Staff, pupils and their parents, guardians and / or carers. All Staff must follow the guiding principles set out in this paragraph (Principles) and refer to the Appendices for further detail of the application of the Principles.

9 **Public trust and confidence**

9.1 All Staff must maintain public trust and confidence in the School and in their profession by:

9.1.1 demonstrating honesty and integrity;

9.1.2 understanding and upholding their duty to safeguard the welfare of children and young people;

9.1.3 understanding and demonstrating fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;

9.1.4 maintaining reasonable standards of behaviour whether inside or outside of normal school hours and whether on or off the School's site; and

9.1.5 maintaining an effective learning environment.

10 **Appropriate pupil relationships**

10.1 All Staff must put the wellbeing, development and progress of all pupils first by:

10.1.1 taking all reasonable steps to ensure the safety and wellbeing of pupils under their supervision, taking particular account of the detailed guidance at Appendix 2;

10.1.2 using professional expertise and judgment to protect the best interests of pupils in their care;

10.1.3 following the guidance at Appendix 3 to ensure they maintain appropriate, professional and effective pupil-staff relationships at all times;

10.1.4 following the guidance at Appendix 4 to ensure all communication with pupils and former pupils (including where technology is used) remains appropriate and professional at all times;

10.1.5 ensuring all interactions with pupils about political matters are conducted in a balanced and impartial way without promoting partisan political views, taking into account the guidance at Appendix 4;

10.1.6 following the guidance at Appendix 5 in any situation where you are taking photo or video camera footage of a pupil or pupils;

10.1.7 demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;

10.1.8 following the guidance at Appendix 6 in respect of the use of force or physical restraint on pupils, and Appendix 7 in respect of physical contact with pupils in other circumstances;

10.1.9 raising concerns about the practices of teachers or other professionals where these may have a negative impact on pupils' learning or progress, or may put pupils at risk;

10.1.10 being familiar with the School's Safeguarding Policy and Child Protection Procedures, the pupil Relationships and Behaviour Policy and the Digital Online Safety and Cyberbullying Policy;

10.1.11 reading and understanding Part 1, and where appropriate Annex A, of *Keeping Children safe in Education* (DfE, September 2026) (KCSIE);

10.1.12 knowing the role, identity and contact details of the current Designated Safeguarding Lead and their Deputies;

10.1.13 knowing the role, identity and contact details of the Nominated Safeguarding Governor; and

10.1.14 being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the pupil due to his or her work);



that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten pupils.

11 Diversity, equality and inclusion

11.1 All Staff must demonstrate respect for diversity and take steps to promote equality by:

11.1.1 acting appropriately and in accordance with this Code and other relevant policies including, but not limited to the School's Anti-bullying policy, Online Safety and Cyberbullying Policy, Staff Bullying and Harassment Policy and Sexual Harassment Policy;

11.1.2 addressing issues of discrimination and bullying whenever they arise; and

11.1.3 helping to create a fair and inclusive school environment.

12 United Staff body

12.1 All Staff must work as part of a united Staff body by:

12.1.1 developing productive and supportive relationships with colleagues;

12.1.2 exercising any management responsibilities in a respectful, inclusive and fair manner;

12.1.3 complying with all School policies and procedures;

12.1.4 participating in the School's development and improvement activities;

12.1.5 recognising the role of the School in the life of the local community; and

12.1.6 upholding the School's reputation and standing within the local community and building trust and confidence in it.

13 Language and appearance

13.1 **Language:** All Staff must use appropriate language at all times by:

13.1.1 avoiding words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, emails etc);

13.1.2 avoiding any form of aggressive or threatening words;

13.1.3 avoiding any words or actions that are over-familiar;

13.1.4 not swearing, blaspheming or using any sort of offensive language in front of pupils;

13.1.5 avoiding the use of sarcasm, discriminatory or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about anyone. Any sanctions must be in accordance with the School's Relationship and Behaviour Policy; and

13.1.6 being aware that some parts of the curriculum may raise sexually explicit subject matters. Care must be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff must have clear lesson plans and must take care to avoid overstepping personal and professional boundaries.

13.2 **Dress**: You must dress appropriately and in a professional manner. Dress must not be offensive, distracting, revealing, or sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed.

14 Gifts and rewards

14.1 **Anti-bribery, Fraud and Corruption Policy**: Before accepting or giving any gifts or rewards, Staff must familiarise themselves with and follow the Anti-bribery, Fraud and Corruption Policy published on the Staff Hub.

15 General conduct

15.1 **School property**: You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain.

15.2 **Use of premises:** You must not carry out any work or activity on School premises other than pursuant to your terms and conditions of employment without the prior permission of the Head (Academic Staff) or Chief Finance and Operating Officer (Support Staff).

15.3 **Conflicts of Interest:** The highest standards of behaviour are also expected in all areas of school life, especially where individuals are in positions to make decisions that may have significant impact on others and the School. In all such cases it is important that decisions are taken in a fair and balanced way that can withstand external scrutiny. Conflicts of Interest should be identified so that individuals are not involved in decisions where their actions could be seen as biased. Staff must familiarise themselves with the Conflicts of Interest Policy published on the Staff Hub.

15.4 **Confidentiality:** Although the School strives to conduct its business in an open fashion there are times when individuals, through their positions as members of committees, selectors/recruiters, line managers etc, become aware of confidential information, either about other individuals or for example, in connection with the School's commercial/academic activities. Individuals should be aware of the need to keep such matters confidential and to respect the proper channels of communication for such information. Staff should be mindful that confidential school information or discussions



should not be passed to any third-party including parents or family members.

15.5 **Self-employment, other employment or consultancy work:** The School understands that these types of opportunities can bring benefits to the School as well as to individual members of staff. All staff proposing to undertake self-employment, other employment or consultancy work must secure approval as set in the Code of Conduct – Additional Work/Outside Activities Policy published on the Staff Hub.

16 **Behaviour of others:** You must be aware that the behaviour of your partner or other family members or any member of your household may raise concerns which could affect the welfare of a member of the School community, a member of the public, or bring the School into disrepute and you must bring any such behaviour to the immediate attention of the School. Such concerns will be given **careful** consideration as to whether they constitute a potential risk to children at the School or its reputation.

17 **Additional principles for teachers**

17.1 Teachers must take responsibility for maintaining the quality of their teaching practice by:

17.1.1 meeting the professional standards for teaching applicable to their role and position within the School;

17.1.2 reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;

17.1.3 helping pupils to become confident and successful learners; and

17.1.4 establishing productive relationships with parents, guardians or carers by:

(a) providing accessible and accurate information about their child's progress;

(b) involving them in important decisions about their child's education; and

(c) complying with this Code.

Breach of this Code

18 **Consequences of breach:** The School will take appropriate action in accordance with its policies and procedures in the event of a breach of this Code.

19 **Reporting obligations:** In the event that a breach of this Code places the School under any reporting obligations, the guidance contained at Appendix 9 will apply.

Appendix 1 Relevant policies and guidance

This Code has regard to the School's Safeguarding Policy and Child Protection Procedures and the following guidance (collectively referred to in this Code as the Guidance):

1 Keeping children safe in education (DfE, September 2026) (which refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (HM Government, March 2015));

1 Disqualification under the Childcare Act 2006 (DfE, August 2018);

2 Working together to safeguard children 2026: statutory guidance (DfE, updated March 2026) (WT):

2.1 WT refers to the non-statutory advice: Information sharing (DfE, May 2024);

3 Prevent duty guidance: England and Wales (2023)(HM Government, March 2024) (Prevent). Prevent is supplemented by:

3.1 The Prevent duty: safeguarding learners vulnerable to radicalisation (published October 2022, updated September 2023);

3.2 Channel duty guidance: protecting people susceptible to radicalisation (HM Government, October 2025);

3.3 The key principles of Prevent (Home Office, February 2026);

3.4 The use of social media for online radicalisation (DfE, July 2015).

4 Guidance on female genital mutilation, to include:

4.1 Multi-agency statutory guidance on female genital mutilation (HM Government, July 2020);

4.2 Home Office statutory guidance Mandatory reporting of female genital mutilation: procedural information (DfE, October 2015, updated January 2020);

4.3 guidance published by the Department for Health which provides useful information and support for health professionals which will be taken into account by the School's medical staff.

5 Guidance on mental health, to include:

5.1 Preventing and tackling bullying (DfE, July 2017);

5.2 Mental health and behaviour in schools (DfE, November 2018);

5.3 Promoting children and young people's mental health and wellbeing (DfE, March 2015, updated November 2023); and

5.4 Supporting mental health and wellbeing in schools and colleges (June 2021, updated July 2025)



6 Crime and Policing Act (2026)

7 Political impartiality in schools (DfE, March 2025)

8 Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026).

Appendix 2 Protecting children from abuse, exploitation or neglect

All Staff should know what to do if they suspect or are told a child is being abused, exploited or neglected. This Appendix provides more information on the kinds of abuse children may suffer both within and outside the home, and how Staff should respond.
The School encourages an open and transparent culture in which it may identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse and ensure that all Staff working in or on behalf of the School are clear about professional boundaries and act within these boundaries. All Staff should be aware of their responsibility in relation to even low-level concerns which should be reported in accordance with the School's Dealing with Allegations of Abuse Policy at section 19 and 20 (Part B) of the School's Safeguarding Policy and Child Protection Procedures and the guidance in Part 1 of KCSIE.

Staff who are involved in a situation where no specific guidance exists should discuss the circumstances with the Designated Safeguarding Lead (or Deputy Safeguarding Lead(s)) but always act within the spirit of these guidelines. A written record should be kept that includes justification for any action taken.

General guidance

1 **All Staff should be aware of the general guidance that will apply in all cases. In particular Staff:**

1.1 must be familiar with procedures for reporting concerns in accordance with the School's Whistleblowing Policy and be aware that if Staff raise concerns about working practices at the School to the Designated Safeguarding Lead or an appropriate senior member of Staff that they will be protected from detriment under the Whistleblowing Policy;

1.2 must be familiar with the local reporting guidelines and the Local Safeguarding Partners reporting threshold document in respect of any concerns relating to children;

1.3 must be familiar with procedures for handling allegations against Staff as set out in the School's Safeguarding Policy and Child Protection Procedures;

1.4 must seek guidance from the Designated Safeguarding Lead (or Deputy Safeguarding Lead(s)) if you are in any doubt about appropriate conduct;

1.5 must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving Staff and a pupil or a group of pupils to the Designated Safeguarding Lead (or Deputy Safeguarding Lead(s));

1.6 should be alert to signs that a child may be at risk of or involved in serious violence and the range of risk factors which increase the likelihood of involvement in serious violence;

1.7 must report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the Designated Safeguarding Lead (or Deputy Safeguarding Lead(s)) who will assess the risk and take appropriate action; and

1.8 must report immediately any concern, allegation, disclosure or incident relating to a child sex offence (as defined in the Crime and Policing Act 2026) in accordance with the School's Safeguarding Policy and Child Protection Procedures and any applicable statutory reporting obligations, including by informing the Designated Safeguarding Lead (or Deputy Safeguarding Lead(s)) without delay and ensuring that any required referral or notification has been made.

2 All Staff should take particular care when dealing with a pupil who:

2.1 appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection;

2.2 appears to hold a grudge against you;

2.3 acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over familiar; and

2.4 may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.

3 Procedure to be followed in these cases: Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead (or Deputy Safeguarding Lead(s)) under the School's Safeguarding Policy and Child Protection Procedures.

Disclosures of abuse, exploitation or neglect

4 All Staff should know what to do if a child tells them that they are being abused, exploited or neglected. All Staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, sexual harassment or harmful sexual behaviour. Nor should a victim ever be made to feel ashamed for making a report.

5 Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputy Safeguarding Lead(s)) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

6 Staff should follow the appropriate School procedure, including the Safeguarding Policy and Child Protection Procedures, and / or the Whistleblowing Policy, in order to report a concern or an allegation that has been made.

Suspicions of abuse, exploitation or neglect

7 Staff may from time to time suspect a child is suffering abuse, exploitation or neglect within or outside the home. Staff should follow the appropriate School procedure, including the Safeguarding Policy and Child Protection Procedures (and particularly the Dealing with Allegations of Abuse Policy and / or the Whistleblowing Policy, in order to report any such concerns.

Child-on-child abuse (including discriminatory behaviour, harmful sexual behaviour, sexual harassment and sexual violence)

8 Staff must be aware of the risks of child-on-child abuse and be familiar with procedures for handling allegations against other children and bullying as set out in the School's Safeguarding Policy and Child Protection Procedures and the Child-on-Child Abuse Policy. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. Examples of child-on-child abuse are bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying), discriminatory behaviour (including racism, faith-targeted abuse, and other prejudice-based incidents), abuse in intimate personal relationships between children, physical abuse, sexual violence and sexual harassment, upskirting, the consensual and non-consensual consensual making or sharing of nudes and semi-nude images and / or videos including those generated using AI e.g. deepfakes, especially around chat groups, and the sharing of abusive images and pornography), and initiation and hazing type violence and rituals (which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element).

Mental health concerns

9 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

10 It is key that Staff are aware of how experiences such as abuse, neglect or other potentially traumatic adverse childhood experiences can impact on a child's mental health, behaviour and education. All Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

11 If Staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the School's Safeguarding Policy and Child Protection Procedures.

Extra-familial harm

12 All Staff should be aware that safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside of the School environment. All Staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse, neglect, exploitation and / or modern slavery in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, and serious youth violence.

13 All Staff should also be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been suspended, spent time in alternative provision or permanently excluded and having experienced child maltreatment and having been involved in offending, such as theft or robbery, having used drugs or alcohol in early adolescence and having previously been a victim or previously perpetrated violence. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Terrorism and extremism

14 All Staff should understand that the School has a legal duty to have regard to the need to prevent people from being drawn into terrorism, and consequently should be aware of:

14.1 what extremism and radicalisation means and why people - including pupils and fellow Staff members - may be vulnerable to being drawn into terrorism as a consequence of it;

14.2 what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it; and

14.3 how to obtain support for people who may be being exploited by radicalising influences.

Honour or faith-based abuse and female genital mutilation (FGM)

15 Honour or faith-based abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and / or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of honour or faith-based abuse are abuse (regardless of the motivation).

16 All Staff should raise any concerns relating to honour or faith-based abuse with the Designated Safeguarding Lead and involve children's social care as appropriate in accordance with the School's Child Protection and Safeguarding Policy and procedures. Teachers must also report to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl under the age of 18. The report should be made orally by calling 101, the single non-emergency number. It will be rare for teachers to see visual evidence, and they should not be examining pupils but those failing to report such cases will face disciplinary sanctions.

Appendix 3 Guidance on Staff / pupil relationships

General guidance on Staff / pupil relationships

1 **Application:** Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of Staff. This guidance applies to all Staff.

2 **Staff / pupil rapport**: The School supports and encourages the establishment and maintenance of positive working relationships between Staff and pupils in order to maintain a healthy school environment. Staff should build good rapport with pupils, whilst at the same time always maintaining professional boundaries by following the guidance in this Code.

3 **Good order and discipline:** Staff in charge or control of pupils must maintain good order and discipline at all times when pupils are present on School premises and whenever pupils are engaged in authorised school activities, whether on School premises or elsewhere.

Meetings with pupils

4 **One-to-one meetings on site:** If you are teaching one pupil, or conducting a one-to-one meeting, e.g. tutorials or correction periods, or teaching session with a pupil, you should take particular care in the following ways:

4.1 when working alone with a pupil is an integral part of your role, conduct full risk assessments with the Head of Department/Designated Safeguarding Lead;

4.2 use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place;

4.3 arrange the meeting during normal school hours when there are plenty of other people about;

4.4 do not continue the meeting for any longer than is necessary to achieve its purpose;

4.5 avoid sitting or standing in close proximity to the pupil, except as necessary to check work;

4.6 avoid using "engaged" or equivalent signs on doors or windows;

4.7 avoid idle discussion;

4.8 avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;

4.9 avoid any conduct that could be taken as a sexual advance;

4.10 report any incident that causes you concern to the Designated Safeguarding Lead (or Deputy DDSL(s)) under the School's Safeguarding Policy and Child Protection Procedures, and make a written record (signed and dated); and

4.11 report any situation where a pupil becomes distressed or angry to the Designated Safeguarding Lead (or Deputy DDSL(s)).

Contact with pupils outside school

5 **Pre-arranged meetings:** Pre-arranged meetings with pupils outside school should not be permitted unless approval is obtained from their parents, guardians or carers and the Designated Safeguarding Lead. If you are holding such a meeting, you should inform colleagues before the meeting.

6 **Contact outside school:** All Staff should avoid unnecessary contact with pupils outside School. Staff should:

6.1 not give pupils your home address, home telephone number, personal mobile telephone number or personal email address;

6.2 not send personal communications (such as birthday cards or faith cards, text messages etc) to children unless agreed with the Designated Safeguarding Lead;

6.3 not make arrangements to meet pupils, individually or in groups, outside School other than on authorised School trips or via authorisation from the Designated Safeguarding Lead;

6.4 avoid contacting pupils at home unless this is strictly necessary, and you should keep a record of any such occasion;

6.5 not give a pupil a lift in your own vehicle other than on School business and with permission from the Safeguarding Lead;

6.6 not invite pupils (groups or individuals) to your home: other than in exceptional circumstances and only following permission having been granted by the safeguarding team following assurances provided as per House Risk Assessments i.e. pupil visiting a member of staff's child. This prohibition also applies if you have on site accommodation;

6.7 report and record any situation which may place a child at risk, or which may compromise the School's or your professional standing;

6.8 ensure that pupils do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour; and

6.9 never engage in secretive social contact with pupils or their parents, guardians or carers.

7 **Home visits:** In very limited circumstances, home visits may be necessary. All Staff should:

7.1 discuss the purpose of any visit with the Designated Safeguarding Lead and adhere to any agreed work plan / contract;

7.2 follow the risk management strategy and ensure appropriate risk assessments are in place. Where there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague;

7.3 not visit unannounced if this can be avoided;

7.4 leave the door open where you will be alone with pupils;

7.5 keep records detailing times of arrival and departure, and work undertaken;

7.6 ensure that any behaviour or situation that gives rise to a concern is reported and actioned;

7.7 discuss with the Designated Safeguarding Lead anything that gives cause for concern in accordance with the School's Safeguarding Policy and Child Protection Procedures; and

7.8 have a mobile telephone and an emergency contact.

8 **The use of personal living space:** Pupils are never allowed in Resident or Deputy House Parent accommodation. There are no exceptions.

9 **Pupils visiting staff homes:** Staff must not ordinarily invite pupils to their homes. However, it is accepted that children of Staff may at times invite their friends to their homes. In these instances, Staff are reminded to comply with this Code and must ensure that they have sought (with due notice), and been granted permission from the safeguarding team, subject to a number of assurances provided as per the House Risk Assessment.

10 **Visitors to staff accommodation**: The School permits staff living in school accommodation to have guests/visitors, including for overnight stays, subject to satisfactory risk assessments. There are specific guidelines that must be adhered to; the most fundamental of which are that: "Visitors must not have unsupervised access to pupils under any circumstances. Visitors are strictly prohibited from taking any photographs or recordings on school premises that include pupils, whether intentionally or incidentally in the background". Staff living on site must have regard to the Expectations for Bryanston Residential Staff and their guest's/visitor's guidance – available on the Staff Hub.

11 **Chores:** Pupils should not be asked to assist with chores or tasks in the personal living space. Personal living spaces should not be used as an additional resource for the School. This also applies to on-site Staff accommodation.

12 **Social contact:** You should be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as inappropriate, an abuse of a position of trust or as grooming. Any social contact that could give rise to concern should be reported to the Designated Safeguarding Lead.

13 **Friendships with parents, guardians or carers and pupils:** Members of Staff who are friends with parents, guardians or carers of pupils or who, for example, are voluntary workers in youth organisations attended by pupils, will of course have contact with those pupils outside school. However, members of Staff should still respect the above advice wherever possible and should keep the Designated Safeguarding Lead informed of such relationships.

14 **Scope of application:** The same guidelines should be applied to after School clubs, School trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for School trips in the Educational Visits Policy. The principles of this guidance also applies to contact with children or young people who are pupils at another school.

Transport, after School activities and educational visits

15 **Transporting pupils**: There may be some situations when Staff are required to transport pupils. You should:

15.1 ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive;

15.2 not transport an individual pupil unless the staff member is a member of the boarding house team acting 'in loco parentis' and taking the pupil for medical attention.

15.3 be aware that until the pupil is passed over to a parent / carer, you have responsibility for that pupil's health and safety;

15.4 record the details of the journey;

15.5 record, be able to justify impromptu or emergency lifts and notify the Designated Safeguarding Lead;

15.6 ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc; and

15.7 wherever practicable, you should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort.

16 **After School activities:** When taking part in after School activities, you should:

16.1 be accompanied by another adult unless otherwise agreed with the Designated Safeguarding Lead;

16.2 undertake a risk assessment; and

16.3 obtain parental consent.

17 **Educational visits**: When taking part in educational visits, you should:

17.1 follow the School's Educational Visits Policy;

17.2 be accompanied by another adult unless otherwise agreed with the Designated Safeguarding Lead;

17.3 undertake a risk assessment; and

17.4 obtain parental consent.

Overnight supervision

18 Overnight supervision: This is a rare occurrence, but where overnight supervision is required:

18.1 you should ensure that a risk assessment has been undertaken and that all members of the household have had the appropriate checks;

18.2 arrangements should be made with and agreed by parents, guardians or carers and the pupil; and the Designated Safeguarding Lead

18.3 one to one supervision should be avoided where possible;

18.4 choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the School's guidelines;

18.5 whenever possible, independent oversight of the arrangements should be made; and

18.6 any misinterpretation, misunderstanding or complaint should be reported.

Inappropriate relationships

19 **Sexual contact**: Staff must not:

19.1 have any type of sexual relationship with a pupil or pupils;

19.2 have sexually suggestive or provocative communications with a pupil;

19.3 make sexual remarks to or about a pupil; and

19.4 discuss their own sexual relationships in the presence of pupils.

20 **Abuse of a position of trust and inappropriate relationships with pupils of the School**: Sexual relationships or sexual contact with any pupils, or encouraging a relationship to develop in a way which might lead to a sexual relationship or any relationship just considered inappropriate with any pupil at the School is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution. It is the criminal offence of an abuse of a position of trust to have any sexual relationship with any School pupil under the age of 18, and whilst not a criminal offence, it is a breach of this Code and considered to be gross misconduct to have a sexual relationship with any pupil of this School, even if over the age of 18.

21 **Inappropriate relationships with pupils at other schools:** Forming inappropriate personal relationships with children or young people who are pupils or students at another school will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with pupils and students at the School. Whilst not necessarily a criminal offence, the School considers it unacceptable for Staff to form inappropriate personal relationships with a pupil of any school, irrespective of their age.

Appendix 4 Communication with pupils and former pupils (including the use of technology)

1 **Communicating with children and parents, guardians or carers:** All communication with children, former pupils or parents, guardians or carers should conform to School policy and be limited to professional matters. Except in an emergency communication should only be made using School property and not personal devices.

2 **Application:** These rules apply to any form of communication including new technologies (including 3G / 4G / 5G technologies) such as mobile telephones, web-cameras, social networking websites and blogs. You should also ensure you comply with the more detailed ICT Policy, IT Acceptable Use Policy, Online Safety and Social Media Guidance.

3 **Dealing with "crushes":** Crushes, fixations or infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted; therefore, the highest levels of professionalism are required. If you suspect that a pupil or a former pupil has a crush on you or on another colleague, you should bring it to the attention of the Designated Safeguarding Lead at the earliest opportunity. Suggestions that a pupil or a former pupil may have developed a crush should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to the Designated Safeguarding Lead and recorded.

4 **Acceptable use:** Adults must establish safe and responsible online behaviours and must comply with the, ICT Policy, IT Acceptable Use Policy, and Social Media Guidance. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the ICT or IT Acceptable Use Policy. Local and national guidelines on acceptable user policies should be followed. Staff should also:

4.1 ensure that your own personal social networking sites are set as private and ensure that pupils and former pupils are not approved contacts;

4.2 ensure that you do not use any website or application, whether on a School or personal device, which publicly identifies your location while on School premises or otherwise in the course of your employment, unless this has been specifically approved by the School;

4.3 never use or access social networking sites of pupils or former pupils and do not use internet or web-based communication channels to send personal messages to pupils;

4.4 never use your own equipment (e.g. mobile telephones) to communicate with pupils or former pupils - use equipment provided by the School and ensure that parents, guardians or carers have given permission;

4.5 only make contact with pupils or former pupils for professional reasons; and

4.6 recognise that text messaging should only be used as part of an agreed protocol and only when other forms of communication are not possible.

5 **Personal details:** Adults must not give their personal contact details to pupils or former pupils, including email addresses, home or mobile telephone numbers, unless the need to do so is agreed with Designated Safeguarding Lead (or Deputy Safeguarding Lead(s)) and parents, guardians or carers.

6 **Personal mobile telephones and electronic devices:** It is understood that Staff may need to check text messages and / or personal emails in the case of an emergency or during break times. Personal use must not interfere with your work commitments (or those of others). It is a privilege and not a right. Staff shall set an example and shall never use their own mobile telephones or other personal electronic devices for personal reasons during the working day (whether in a classroom or otherwise) and any such mobile devices should be switched off except in the case of an emergency and be kept out of sight of parents or pupils unless their mobile is necessary in order to complete their job role – see the Bring Your Own Device (BYOD) Policy.

7 **Communicating outside the agreed protocols**: Email or text communications between an adult and any pupil or former pupil outside agreed protocols may lead to a report to external agencies in accordance with the School's Safeguarding Policy and Child Protection Procedures such as the Teaching Regulation Agency and the Disclosure and Barring Service. Disciplinary action and / or criminal investigations may also be instigated. This also includes communications through internet-based websites.

8 **Political impartiality:** Staff must not promote partisan political views to pupils, whether as part of the curriculum, in any extra-curricular activity or in general conversation or other interaction inside or outside school. This means you must not encourage pupils to support or adopt particular political views and must present any political views in a balanced way that ensures opposing views are aired.

9 **Communicating about shared principles that underpin society:** Although you must not promote partisan political views to pupils, there are some concepts and views that are shared principles that underpin our society, rather than political views. These shared values include fundamental rights, tolerance and challenging discrimination and prejudice. Shared values must be reinforced by all staff.

10 **Questions about political impartiality:** If you are in any doubt about whether a particular topic is a political issue or a shared value, you should seek guidance from your Head of Department in the first instance.

11 **Communication with former pupils:** The School is aware that as a result of its strong sense of community, former pupils may wish to keep in touch with us after they leave. This is supported through the School's alumni organisation as the School wishes to support the growth of an ever-stronger community. As a precaution and to protect you however, the guidance in this policy also applies to contact with former pupils. To the extent that it is necessary to have contact with former pupils (for example if arranging a careers fair or writing a future reference), you must use your School email address or School social media accounts and ensure that communication remains professional at all times. Using personal social media and

email accounts creates risk of allegations about the abuse of power in a former Staff / pupil relationship, or even of a former pupil being groomed. This risk is not time limited and may be alleged at any time. To protect yourself, you must not use your personal social media or email to maintain contact with former pupils of the School. Should any former pupil make personal contact with you, you must notify the Designated Safeguarding Lead immediately and follow guidance issued to you in order to ensure the School email system is used for a professional response.

Let the Designated Safeguarding Lead know if any content of the communications, or the amount of contact, gives you concern, so that we can support you (e.g. if the young adult has mental health issues, how can you ensure they are not dependent on you and can access more appropriate support, and how can you protect yourself from any allegations?);

12 **Meeting up with former pupils:** Staff are strongly advised not to meet up outside of school with former pupil until the age 21 at least. If you are considering arranging to meet up with a former pupil, please let the Designated Safeguarding Lead know in writing in advance of the meeting taking place. Please note that although the former pupil may now be an adult, strict professional standards, school policies, and ethical considerations including whether an inherent position of influence or power imbalance from the past makes the interaction inappropriate.

Appendix 5 Photographs and videos

This Appendix must be read in conjunction with the School's Taking, Storing and Using Images of Pupils Policy.

1. Guidance and training: Staff must not take photographs or videos of any pupils until you have read the School's Taking, Storing and Using Images of Pupils Policy. If you have questions about this, please speak to the Data Protection Officer.

1. **Personal devices**: You must not take images of pupils using personal devices such as mobile phones or tablets unless there are exceptional circumstances. An example of an exceptional circumstance is if an image needs to be taken for safeguarding reasons.

2. **Pupils who must not be photographed:** Some pupils cannot be featured in photographs or videos under any circumstances (for example, because of safeguarding concerns). Please refer to the Pupil Images list if you are unsure to which pupils this applies.

4 **Guidance**: The following should be considered whenever you are taking photographs or videos of pupils:

4.1 the purpose of the activity should be clear as should what will happen to the photographs or videos. You must be able to justify images in your possession;

4.2 all images should be made available to Marketing and Communications Department in order to determine acceptability;

4.3 images should not be made during one-to-one situations;

4.4 ensure that the pupil is appropriately dressed;

4.5 ensure that the pupil understands why the images are being taken and has agreed to the activity;

4.6 only use equipment provided or authorised by the School;

4.7 all images of children should be stored securely and only accessed by those authorised to do so; and

4.8 images must not be taken secretively.

5 **Personal social media:** You must not publish anything which could identify pupils, parents or guardians on any personal social media account, personal webpage or similar platform.

6 **Appropriate materials:** Viewing, retrieving or downloading of pornographic, terrorist or extremist material, or any other material which the School believes is unsuitable is strictly prohibited and constitutes gross misconduct. This includes at any time when on School premises or otherwise in the course of your employment, including using the School's ICT network, or via 3G, 4G or 5G, whether or not on a School or personal device. You should not allow unauthorised access to School

equipment and should keep your computer passwords safe. If you discover material that is potentially illegal or inappropriate, you must isolate the equipment and contact the Designated Safeguarding Lead in accordance with the School's Safeguarding Policy and Child Protection Procedures immediately. Pupils must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate.

7 **Nude or semi-nude images:** Where safeguarding incidents involve youth produced nude or semi-nude sexual imagery, staff must not intentionally view or forward sexual imagery reported to them and will follow the School's policy on sharing nudes and semi-nude images and videos as set out in the School's Safeguarding Policy and Child Protection Procedures and *Searching, screening and confiscation: advice for schools* (DfE, July 2022).

Appendix 6 The use of force or physical restraint

This Appendix must be read in conjunction with the School's Restrictive Intervention Policy and the Relationships and Behaviour Policy.

1. **Restrictive interventions:** There are circumstances when it is appropriate for staff to use restrictive interventions, including reasonable force, seclusion or restraint, to safeguard pupils and others. All members of school staff have a legal power to use reasonable force in certain circumstances. Any use of restrictive interventions, including the use of reasonable force will be in accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (DfE, 1 April 2026).

2. **Exceptional measures:** Restrictive interventions are exceptional measures used only when other less restrictive strategies (such as de-escalation and behaviour support planning) have been ineffective or are inappropriate, and where it is necessary, proportionate and in the best interests of the pupil and / others.

Appendix 7 Physical contact with pupils

You are referred to the School's Restrictive Intervention Policy for specific guidance on the use of force or physical restraint against pupils. The guidance in this Appendix concerns physical contact in other circumstances.

1 **When physical contact may be appropriate:** Physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact should be in response to the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.

2 **Guidance on using physical contact:** You should observe the following guidelines (where applicable):

2.1 explain the intended action to the pupil;

2.2 do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction;

2.3 ensure the physical contact continues for as short a time as possible;

2.4 ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration; and

2.5 consider alternatives if it appears likely that the pupil might misinterpret the contact.

3 **Report concerns:** If you are at all concerned about any instance of physical contact, inform the Designated Safeguarding Lead without delay. A written record should be made.

4 **Offering comfort to distressed pupils:** Touching may be appropriate where a pupil is in distress and needs comforting. You should use your own professional judgement when you feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. You should always notify the Designated Safeguarding Lead when comfort has been offered, record the action and should seek guidance if unsure whether it would be appropriate in a particular case.

5 **Administering first aid**: When administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's health and safety at work rules and intimate care guidelines, and parents, guardians or carers should be informed. Staff should:

5.1 adhere to the School's policies on first aid and administering medication;

5.2 comply with the necessary reporting requirements;

5.3 make other adults aware of the task that is being undertaken;

5.4 explain what is happening;

5.5 report and record the administration of first aid;

5.6 have regard to any health plans; and

5.7 ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

6 **Pupils' entitlement to privacy**: Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:

6.1 avoid physical contact or visually intrusive behaviour when children are undressed;

6.2 announce yourself when entering changing rooms and avoid remaining unless required;

6.3 not shower or change in the same place as children; and

6.4 not assist with any personal care task which a pupil can undertake themselves.

7 **Intimate care:** Sometimes intimate care is required, for example when assisting with toileting or removing wet clothes. You should:

7.1 comply with the School's intimate care guidelines;

7.2 advise other Staff of the task being undertaken and consult where there is any change from the agreed procedure. A record should be kept of the justification for any variations, and this information should be shared with parents, guardians or carers;

7.3 explain to the child what is happening;

7.4 comply with applicable professional codes of practice, as appropriate; and

7.5 comply with regularly reviewed, formally agreed plans, as appropriate.

8 **Where a child has been abused:** Where a child has previously been abused, Staff should be informed on a "need to know" basis and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the pupil and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Designated Safeguarding Lead and where appropriate parents, guardians or carers.

9 **Children with special educational needs or disabilities:** Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny. The Designated Safeguarding Lead and SENCO will establish whether any reasonable adjustments are required for such pupils.

Appendix 8 Childcare disqualification

1 **Offence:** The Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 state that it is an offence for the School to employ anyone to provide childcare in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP (a **Relevant Role**).

2 **EYP:** EYP includes usual school activities and any other supervised activity for a "young child" which takes place on the school premises during or outside of the normal school day (a child is a "young child" during the period between birth and up to 1 September following their fifth birthday).

3 **LYP:** LYP includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.

4 **Childcare:** "Childcare" means any form of care for a child, which includes education and any other supervised activity for a "young child". "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.

5 **Grounds for disqualification:** The grounds on which a person will be disqualified from working in connection with EYP or LYP are set out in the School's recruitment, selection and disclosure policy and procedure. Staff are required to familiarise themselves with this document.

6 **Duty of disclosure:** Staff in a Relevant Role are under an ongoing duty to immediately notify the School if their circumstances change so that they meet any of the criteria for disqualification at any point during their employment with the School. Any failure to disclose relevant information will be treated as a serious disciplinary matter.

7 **Ofsted:** Where the School receives disqualification information about a member of Staff working in a Relevant Role and is satisfied that the member of Staff may be disqualified as a consequence, the School is under a duty to report the circumstances of the disqualification to Ofsted.

8 **Waiver:** A member of Staff who discloses information which appears to disqualify them from working in a Relevant Role may apply to Ofsted for a waiver of the disqualification.

Appendix 9 Reporting obligations

Reporting obligations

1 **The School's position:** It is a contractual requirement as well as in your interests to follow the Code of Conduct so as to maintain appropriate standards of behaviour and your own professional reputation. A breach of this Code may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.

2 **Exit interviews:** All Staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of pupils, the conduct of staff or other matters, during the course of their employment in accordance with the School's polices (including the Whistleblowing Policy, the Safeguarding Policy and Child Protection Procedures and this Code). Safeguarding children is at the centre of the School's culture and is accordingly considered formally during staff performance development reviews and appraisal and finally at exit interviews which are held with all relevant leavers.

3 **Childcare disqualification:** The School is prohibited from employing anyone to provide childcare in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP. The School is under a duty to inform Ofsted if it becomes aware that a person working in EYP or LYP or who intends to work in EYP or LYP is disqualified from doing so. You are referred to Appendix 8 for more information on childcare disqualification.

4 **Termination of employment:** If the School ceases to use the services of a member of Staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay. The School may also need to consider a referral to the Disclosure and Barring Service if a member of Staff is suspended or deployed to another area of work that is not regulated activity.

5 **Resignation:** If a member of Staff tenders his or her resignation, or ceases to provide his or her services (paid or voluntary) to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met.

6 **Teaching Regulation Agency (TRA):** Separate consideration will also be given to making a referral to the TRA of a member of Staff who is dismissed for serious misconduct (or who resigned in circumstances where they may have been dismissed for serious misconduct) if they have at any time been employed or engaged to carry out teaching work, whether at the School or elsewhere. An interim referral to the TRA may also be considered and made if appropriate.