



Kings' Schools

Code of Conduct

2023 - 2024

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AIMS OF THE POLICY

1.1 Introduction

The Kings' Group is required to set out a Code of Conduct for all employees. The following code has been through a consultation process with a range of stakeholders and finalised by the Executive Leadership Team with the full support of our Chairman. It should be read in line with Kings' HR Policies.

This code of conduct should also be read and understood in the context of:

- Your agreed job description
- Any Professional Standards that apply to your role, e.g. Teacher' Standards, Teacher Licensing, Principal Licensing etc
- Kings' Policies and Procedures documents
- Statutory requirements and regulations that apply to your role

1.2 Purpose, Scope and Principles

A Code of Conduct is designed to give clear guidance on the *minimum* standards of professional behaviour that all Kings' staff are expected to observe. It is the responsibility of Kings' Leaders to notify staff of this code and the expectations therein.

This document is provided as a protection to staff so that they are clear about professional boundaries. Kings' staff are in a unique position of influence and must adhere to behaviour that sets a good example to all students, parents, and stakeholders as well as to other staff within the Kings' schools. It demonstrates transparency of expectation and seeks to avoid any potential misunderstanding.

The Code of Conduct applies to all staff who are employed by Kings'.

1.3 Setting an Example

All staff who work in schools set examples of behaviour and conduct which can be used as a role model by our students. All staff must therefore demonstrate high standards of conduct in order to encourage our students to do the same. All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct. This Code helps all staff to understand what behaviour is and is not acceptable.

1.4 Honesty and Integrity

Staff must maintain high standards of honesty and integrity in their work and interactions with their colleagues. This includes the handling and claiming of money and the use of Kings' property and facilities.

1.5 Conduct outside work

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school, the Chairman or the employee's own reputation or the reputation of other members of the school community. In particular, criminal offences that involve violence or possession or use of illegal drugs, or sexual misconduct, including those relevant to the laws of the UAE, are likely to be regarded as unacceptable. Private tutoring or working for other companies are not acceptable unless appropriate legal and business requirements are in place and agreed at corporate level.

Staff must exercise caution when using Information Technology and be aware of the risks to themselves and others (see Technology and Social Media Acceptable Use Agreement and IT Agreement).

All Kings' employees must disclose any wrongdoing or alleged wrongdoing, including any incidents arising from alternative employment or outside of work, which may have a bearing on the employee's employment with Kings'.

1.6 Disciplinary action

All staff need to recognise that failure to meet the standards of behaviour and conduct outlined in the Code of Conduct may result in disciplinary action, including dismissal. Any breach of the Code of Conduct will result in a form of disciplinary action using the related HR Policy. (See HR Policies)

2 Kings' Schools Charter

It is the purpose of Kings' Schools to continually strive to be an outstanding learning organisation, where the learning of all students and adults is valued and promoted. Kings' Schools are committed to enabling this to happen, and as such the behaviours and expectations for everyone are outlined below.

Kings' Commitment: *'The best by every child'*

Kings' Values and Beliefs

- We expect every child to experience success and happiness because they feel included, valued and secure
- Our values driven culture promotes kindness, tolerance, social responsibility and respect for others
- A bespoke, challenging, and innovative curriculum enables children to take risks in their learning and think critically within meaningful real life contexts
- Inspirational learning and teaching evolves and responds to meet the needs of each individual helping them to achieve more than they ever thought possible
- A culture of ambition, reflection and high expectation ensures children take ownership of their learning and achieve results 'the right way'
- A rich and varied range of opportunities enable children to express their personality, broaden their interests and unlock their potential allowing them to express their individuality and expertise
- Our international perspective encourages children to embrace and respect the diverse community around them resulting in an appreciation, tolerance and genuine understanding of world cultures.

Professional honesty is at the heart of everything we do. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all students and staff. Our work is underpinned by the following values:

- **Care** for students, adults and the learning environment
- **Share** expertise and best practice for the benefit of all learners
- Be **fair, honest** and **inclusive** – demonstrating integrity
- **Dare** to do things differently and have a go.

We expect **learners** to:

- achieve the best they can;
- feel safe and secure to take risks and make mistakes;
- want to improve and know how to improve;
- have high aspirations and be ready for the next steps in learning and life;
- have high expectations of self;
- be independent, resilient and respectful of self and others;
- be tolerant and open-minded;
- be happy and confident;
- have both independent and collaborative learning skills; and
- be proud of their community and know how to contribute to it.

We expect **teaching** and the **curriculum** to:

- challenge, excite and engage;
- be based on prior assessment in order to be appropriately pitched and differentiated for all students;
- provide well targeted feedback which leads to action and improvement;
- promote independent and collaborative learning;
- promote British values with an international perspective and prepare students for life in a modern world; and
- embed basic skills which are used and applied.

We expect **staff** to:

- take responsibility for student outcomes;
- demonstrate high expectations of behaviour, personal development and academic progress;
- create safe and secure learning environments where students and staff feel secure to make mistakes and have a go;
- value and reward both effort and excellence;
- model respect and tolerance;
- enjoy working with students;
- want every student to be the best they can be;
- adopt an aspirational, no excuse, approach to their work;
- ensure learning is challenging for all students;
- ensure that parents and carers are respected and treated as partners in learning;
- be proactive, take responsibility and keep up to date and
- make a positive contribution to the Kings' Ethos, Vision and Beliefs.

We expect **parents and carers** to:

- ensure that their student has excellent attendance;
- ensure that their student arrives to, and is collected from, school on time;
- support their student with home learning;
- attend meetings with their student's teacher; and
- support the ethos and work of the Kings' schools.

We expect **Leaders** to:

- be ambitious for the success of the schools, showing relentless determination;
- model Kings' behaviours, beliefs and values;
- ensure that teaching maximises student progress;
- hold staff to account for their practice and the outcomes the students achieve;
- take responsibility for the success of their Kings' school;
- take responsibility for the wider success of Kings' Education and all its students;
- strategically deploy resources to maximise progress;
- challenge, support and develop people;
- work with integrity and respect;
- value diversity and equality;
- work in partnership with the community and
- value both effort and excellence.

3 Safe Working Practice

3.1 Duty of Care

Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep students safe and to protect them from sexual, physical and emotional harm.

Students have a right to be safe and treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of students. Failure to do so may be regarded as professional neglect.

A duty of care is, in part, exercised through the development of respectful, caring and professional relationships between staff and students, and behaviour by staff that demonstrates integrity, maturity and good judgement.

This means that adults should:

- receive regular safeguarding training ;
- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- always act, and be seen to act, in the student's best interests;
- avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- take responsibility for own actions and behaviour;
- report any concerns about a student to the school's Designated Safeguarding Lead for Student Protection.

3.2 Confidentiality

Members of staff and volunteers may have access to confidential information about students and families in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive information. They should never use confidential or personal information about a student or their family for their own, or the advantage of others (including that of partners, friends, relatives or other services). Information must never be used to humiliate, intimidate or embarrass the student or students.

Confidential information about a student or family should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases individuals have a duty to pass information on without delay, but only to those with designated student protection responsibilities. If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should speak directly to the

Designated Safeguarding Lead for Student Protection. Any media or legal enquiries must be passed to a member of the Leadership team and then forwarded to the Director of Education in order she may respond or instruct the Principal to respond and/or acknowledge as appropriate .

This means that adults should:

- be very familiar with the Kings' Safeguarding and Student Protection Policy and Procedures documents;
- undergo student Protection training to a minimum standard of Level 1;
- be clear about when information can be shared and in what circumstances it is appropriate to do so;
- are expected to treat information they receive about students in a discreet and confidential manner;
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them;
- know who the Designated Safeguarding Lead is for Student Protection in your school.

3.3 Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is or is not appropriate behaviour for staff. It does highlight, however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the student or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the students in their charge. Such judgements should always be shared with a senior member of staff who may share with the parent/carer. In undertaking these actions, individuals will be seen to be acting reasonably. Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

This means that where no specific guidance exists adults should:

- discuss the circumstances that informed their action, or their proposed action, with a Senior Leader. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;
- always discuss any misunderstanding, accidents or threats with a Senior Leader;
- record any areas of disagreement about the actions taken and if necessary refer to a higher authority;
- record discussions and actions taken with their justifications; and
- always alert the Senior Leader where students have tried to engage them in discussions of an inappropriate nature.

3.4 Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with students in educational establishments are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student/young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a position of trust with a student under 18, or any student of any age, it is illegal for that person to engage in sexual activity with or in the presence of that student, or to cause or incite that student to engage in or watch sexual activity.

This means that adults should not:

- use their position to gain access to information for their own advantage and/or a student's or family's detriment;
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine students;
- use their status and standing to form or promote relationships with students which are of a sexual nature or may become so.

3.5 Propriety and Behaviour

All adults have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students and young people. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, students and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting. This means that adults should not make sexual remarks to a student (including email, text messages, phone or letter), discuss their own sexual relationships with, or in the presence of, students. The behaviour of an adult's partner or other family members may raise concerns and require careful consideration by an employer as to whether there may be potential risk to students in the workplace or compromise the integrity of the organisation.

This means that adults should not:

- behave in a manner, which would lead any reasonable person to question their suitability to work with students or act as a role model;
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

This means that adults should:

- be aware that behaviour in their personal lives and personal relationships may impact upon their work with students;
- follow any codes deemed appropriate by Kings;'
- understand that behaviour and actions of their family and partners may raise questions about their suitability to work with students.

3.6 Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, in the workplace adults should consider the manner of dress and appearance appropriate to their **professional** role, which may be different to that adopted in their personal life. Adults should ensure that they are dressed appropriately for the tasks and the work they undertake. Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

This means that adults should wear clothing which:

- exhibits the importance of the job and is appropriate for the role;
- is smart, professional and practical;
- is not likely to be viewed as offensive, revealing or sexually provocative, especially in relation to the cultural norms of the UAE;
- does not distract, cause embarrassment or give rise to misunderstanding;
- is absent of any political, commercial or otherwise contentious slogans;
- is not considered to be discriminatory and is culturally sensitive.

Staff should be especially aware of the following:

- Jeans are not considered acceptable, unless participating in a trip or visit that requires harder wearing clothes (e.g. educational visits) and even then should be carefully considered.
- When leading physical activities and/or PE lessons (including Sports Day), we change into suitable clothing for that lesson (e.g. training shoes, Kings' polo tops and tracksuit).
- We do not wear excessive amounts of jewellery and understand our own health and safety responsibilities.
- Tattoos should always be hidden from view.
- Piercings should be kept to a minimum.
- Nose rings are not permissible. Nose piercings should be a subtle stud, if required or culturally appropriate.
- Knees and shoulders should be covered.
- Hair dye should be of a natural colour. Bright colours are not acceptable.
- Where appropriate male teachers should wear a shirt, tie and suit.
- In a traditional environment such as the UAE, hair length for males should be reasonable. If males require long hair for cultural reasons, please ensure that it is held up & secured during the school day or for parental engagements.

These guidelines have been set by The Chairman and the Director of Education following standards originally set by our Senior Education Officer at the outset of founding Kings' School Dubai.

They are non-negotiable. In general, our advice is *'if you have to ask a line manager then the answer is probably 'no''*. Kings' Leaders will feel as awkward as you about dealing with this type of conversation. Please do not put yourself or them into a position where a conversation is required.

3.7 Use of Personal Living Space

No student or young person should be in or invited into, the home of an adult who works with them, other than staff students and friends of staff students and even then, sensible and appropriate care should be taken in terms of behaviour when friends are in the household, especially around use of alcohol.

This means that adults should:

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations;
- be mindful of the need to maintain professional boundaries;
- refrain from asking students to undertake personal jobs/errands.

3.8 Gifts, Rewards and Favouritism

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. In relation to the above statement therefore gifts of large monetary value **MUST** be declared to Senior Leadership and discussed before accepting.

The giving of gifts or rewards to students should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. Where specific gifts are given, it should be discussed with a Senior Leader. Any gifts should be openly given on merit and not be based on favouritism. Adults need to be aware that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom a young person.

Staff should exercise care when selecting students for events, productions, teams etc. Methods of selection and exclusion should always be subject to clear, agreed criteria and made by a team or in consultation with line manager.

There are occasions when students or parents wish to pass small tokens of appreciation to staff e.g. at Eid, Christmas, the end of term or as a thank-you and this is acceptable. It is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, as stated, it is inadvisable for staff to give personal gifts *to* students. 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.

This means that adults should:

- ensure that gifts received or given in situations which may be misconstrued are declared;
- generally, only give rewards (rather than gifts) to an individual young person as part of an agreed reward system;
- where giving gifts other than as above, ensure that these are of insignificant value;
- ensure that selection processes which concern students are fair and that wherever practicable these are undertaken and agreed by more than one member of staff.

3.9 Infatuations

Staff need to be aware that it is not uncommon for students to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual (illegal in the religious and cultural context of the UAE) infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. This means that adults should report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff.

A member of staff who becomes aware that a student may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with the Safeguarding lead and/or Principal or Head Teacher so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

This means that adults should:

- report and record any incidents or indications (verbal, written, electronic or physical) that suggest a student or young person may have developed an infatuation with a member of staff;
- always acknowledge and maintain professional boundaries.

3.10 Communication with Students (including the use of technology)

It is accepted that the effective use of technology brings benefits to learning. Adults must ensure that they establish and adhere to safe and responsible practices. All adults must adhere to the Kings' Acceptable Use Policy. (Refer to Technology and Social Media Acceptable Use Agreement and IT Agreement.)

Communication between students and adults, by whatever method, should take place within clear and explicit boundaries. This includes the wider use of technology. Adults should not share personal information with a student or young person. They should not request, or respond to, any personal information from the student or young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should be circumspect in their communications with students so as to avoid any possible misinterpretation or their motives or any behaviour which could be construed as grooming.

They should not give their personal contact details to students, unless the need to do so is agreed with the Principal/Headteacher. Email, messaging or use of social media sites between adults and students outside agreed protocols may lead to disciplinary and/or criminal investigations.

This means that adults should:

- read, understand and adhere to the agreed E-safety Technology Policy and Acceptable IT Use Agreement. (Refer to Technology and Social Media Acceptable Use Agreement and IT Agreement);
- ensure that personal social networking sites are set at private and students are never listed as approved contacts;
- never use or access social networking sites of students;
- not give their personal contact details to students;
- only use equipment provided by the Kings' to communicate with students;
- only make contact with students for professional reasons and in accordance with the agreed policy;
- recognise that text messaging should only be used as part of an agreed protocol;
- not use internet or web-based communication to send personal messages to a student.

Any violation of these standards could potentially risk serious disciplinary sanction and even result in the immediate termination of your contract here at Kings'.

3.11 Social Contact

Staff should not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued as grooming.

There will be occasions when there is social contact between students and staff, where, for example, the parent and teacher are part of the same social circle. These contacts however, will be easily recognised and openly acknowledged.

It is recognised that staff can support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the staff member for support outside their professional role. This situation should be discussed with the Principal / Headteacher.

This means that adults should:

- have no secret social contact with students or their parents;
- consider the appropriateness of their social contact according to their role and nature of their work.

- always seek approval from Senior Leadership for any planned social contact with students, for example, when it is part of a reward scheme or pastoral care programme;
- advise Senior Leadership of any social contact they have with a student which may give rise to concern;
- report and record any situation which they feel might compromise the school or their own professional standing;
- understand that some communications may be called into question and need to be justified.

3.12 Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with students. Intimate or sexual relationships between students/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable. Any sexual activity between an adult and student/young person will be regarded as a criminal offence and will always be a matter for the strongest disciplinary action.

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 student, and manipulate that relationship so that sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a student might be construed as being part of a grooming process and as such will give rise to concerns about their behaviour.

This means that adults cannot:

- have sexual relationships with students;
- have any form of communication with a student or young person which could be interpreted as sexually suggestive or provocative, i.e. verbal comments, letters, notes, email, social media communication, phone calls, texts, physical contact;
- make remarks to, or about, a student/young person;
- discuss their own sexual relationships with or in the presence of students.

This means that adults should:

- ensure that their relationships with students clearly take place within the boundaries of a respectful professional relationship
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescent boys and girls.

3.13 Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role within the context of our culture of kindness and pastoral care.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

Appropriate physical contact in schools may occur most often with younger students. Staff should use their professional judgment at all times.

If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be reported to the Principal or Headteacher of your school as soon as possible.

Physical contact, which occurs regularly with an individual student or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan created in conjunction with parents (for example in P.E. or in relation to students with additional needs).

Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should inform the student of their intentions before initiating contact. Staff should listen, observe and take note of the student's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the student for the minimum time necessary.

Extra caution may be required where it is known that a student has suffered previous abuse or neglect. In the student's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such students are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the student sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each student. Students with additional needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the student's needs, consistently applied and open to scrutiny.

This means that adults should:

- be aware that even well intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described;
- never touch a student in a way which may be considered indecent;
- always be prepared to explain actions and accept that all physical contact be open to scrutiny;
- never indulge in horseplay, tickling or fun fights;

- always encourage students, where possible, to undertake self-care tasks independently;
- be aware of cultural or religious views about touching and always be sensitive to issues of gender;
- understand that physical contact in some circumstances can be easily misinterpreted.

3.14 Other activities that Require Physical Contact

Some adults work in specific settings, e.g. sports, drama, outdoor activities, or teach specific subjects such as PE or music, which from time to time may necessitate physical contact, e.g. to demonstrate a technique, adjust posture etc. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

Physical contact should only take place where it is essential. It should take place in an open and safe environment. The extent of contact should be made clear to the parent/carer and once agreed, should only take place with the permission of the student/young person. Contact should be relevant to age or understanding and adults should remain sensitive to any discomfort expressed verbally or nonverbally.

Guidance and protocols are provided by national bodies.

This means that adults should:

- treat students with dignity and respect and avoid contact with intimate parts of the body;
- always explain to a student the reason why contact is necessary and what form that contact will take;
- seek consent of parents;
- consider alternatives;
- be familiar with and follow recommended guidance and protocols;
- conduct activities where they can be seen by others;
- be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.

3.15 Behaviour Management

All students have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Adults should not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards a student is not acceptable in any situation. Kings' 'culture of kindness' necessitates that adults should refrain from raised voice/s, particularly when directed at one student. Any sanctions or rewards used should be part of the agreed behaviour management policy. The use of corporal punishment is not acceptable and is unlawful. Where students display difficult or challenging behaviour, adults must follow the guidance offered by the Kings' Supporting Positive Behaviour Policy and Kings' Schools Supporting Positive Behaviour Procedures, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other strategies have failed. Where there are ongoing behaviour challenges, the school will draw up a specific behaviour plan which should be followed.

This means that adults should:

- work within the agreed policy and procedures which outlines rewards and sanctions;
- never use force as a form of punishment;
- try to diffuse situations before they escalate;
- avoid raised voice/s;
- inform parents of any behaviour management techniques used and procedures followed.

3.16 Use of Control and Physical Intervention

There are circumstances in which adults working with students displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. These should be used in line with the relevant School, KHDA, COBIS, BSO and/or DfE guidelines and in line with individual behaviour plans.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a student's behaviour if it is necessary to prevent personal injury to the student, other students or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults working with students requires that reasonable measures are taken to prevent students being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

Where there is an anticipated need to use intervention, there should be a risk assessment in place and a specific plan to guide its use. Staff should also request and be given training.

This means that adults should:

- adhere to the agreed Safeguarding and student Protection Policy, Inclusion Policy, Supporting Positive Behaviour Policy and associated procedures;
- always seek to defuse situations;
- always use minimum force for the shortest period necessary;
- record and report as soon as possible after the event any incident where physical intervention has been used.

3.17 Students and Young People in Distress

There may be occasions when a distressed student needs comfort and reassurance and this may involve physical contact. Young students, in particular, may need immediate physical comfort. Adults should use their professional judgement to comfort or reassure a student in an age-appropriate way whilst maintaining clear professional boundaries. Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a Senior Leader.

This means that adults should:

- consider the way in which they offer comfort and reassurance to a distressed student and do it in an age-appropriate way;
- be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances;
- never touch a student in a way which may be considered indecent;
- record and report situations which may give rise to concern from either party;
- not assume that all students seek physical comfort if distressed.

3.18 Intimate Care

All students have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all students who require intimate care on a regular basis. Students should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance may be required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each student. As with all arrangements for intimate care needs, agreements between the student, their parents/carers and the organisation must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of students with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

This means that adults should:

- adhere to Kings' intimate care guidelines;
- make other staff aware of the task being undertaken;
- explain to the student what is happening;
- consult with colleagues where any variation from agreed procedure/care plan is necessary;
- record the justification for any variations to the agreed procedure/care plan and share this information with parents.

3.19 Personal Care

Young people 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 young people, 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 young people concerned and sensitive to the potential for embarrassment. Staff should ensure they follow agreed guidelines and be mindful of the needs of the students.

This means that adults should:

- avoid any physical contact when students are in a state of undress;
- avoid any visually intrusive behaviour and where there are changing rooms announce their intention of entering;

- follow Kings' specific advice for supervising students whilst changing.

This means that adults should not:

- change in the same place as students;
- shower with students.

3.20 First Aid and Medicine

Kings' has clear guidance in place to guide the administration of first aid and medicine. These guidelines should be followed.

This means that adults should:

- *follow the agreed guidelines;*
- *comply with necessary reporting arrangements;*
- *explain to the student what is happening;*
- *always act and be seen to act in the student's best interests;*
- *report and record any administration of first aid or medication;*
- *have regard to any health plan which is in place.*

3.21 One to One Situations

Staff working in one to one situations with students and young people may be more vulnerable to allegations. All staff should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and students are met.

School leaders should undertake a risk assessment in relation to the nature and implications of one to one working. Any arrangements should be reviewed on a regular basis. It may be necessary to amend these to take account of particular student needs. This does not mean that working one-to-one is unacceptable, it requires a proportionate risk assessment.

Meetings with students away from the Kings' premises should not be permitted unless approval is obtained from their parent and the Principal and/or Headteacher.

This means that adults should:

- ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed;
- avoid meetings with students in remote, secluded areas of school;
- ensure there is visual access and/or an open door in one to one situations;
- inform other staff of the meeting beforehand, assessing the need to have them present or close by;
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the impression of secrecy;
- always report any situation where a student becomes distressed or angry to a Senior Leader;
- consider the needs and circumstances of the student/students involved.

3.22 Home Visits

All work with parents/carers should, wherever possible, be undertaken in a Kings' School. There are however occasions in response to specific situations, where it is necessary to make home visits. A risk assessment should include an evaluation of any known factors regarding the student, parents and other people living in the household. Risk factors such as hostility, student protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside office hours or in remote or secluded locations. Where little or no information is available, visits should not be made alone.

This means that adults should:

- agree the purpose for any home visit with a Senior Leader, unless it is classified as a routine part of the role;
- adhere to risk management strategies;
- make detailed records including times of arrival and departure;
- ensure that any behaviour which gives rise to a concern is discussed with a Senior Leader;
- never make a home visit outside agreed working arrangements.

3.23 Transporting Students

In certain situations e.g. out of school activities, staff or volunteers may agree to transport students. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured for business purposes and that the maximum capacity is not exceeded. All adults whether staff or volunteers should have satisfactory enhanced DBS disclosure and barred list check.

Please be aware that there are very specific policies and procedures for transporting students in the UAE and Dubai context and do not assume the 'norms' in the UK are the case in Dubai in relation to e.g. the type of buses used in Dubai to transport students. Staff MUST check with a Senior leader or Kings' Education.

This means that adults should:

- plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements;
- ensure where possible that they are not alone with a student;
- be aware that the safety and welfare of the student is their responsibility until this is safely passed over to a parent/carer;
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures;
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety;
- take into account any specific needs that the student may have;
- ensure that appropriate seat restraints are used on all journeys;
- staff must not transport students in their own vehicles at any time.

3.24 Educational Visits and After School Activities

Adults should take particular care when supervising students on educational visits, where the setting is less formal than the usual setting. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.

Where the visit includes overnight stays, careful consideration should be given to sleeping arrangements. Students, young people, adults and parents should be informed of these prior to the start of the visit. In all circumstances, those arranging visits must pay careful attention to ensuring safe staff/student ratios and to the gender mix of staff, especially on overnight stays.

This means that adults should:

- plan visits in line with the agreed ECA Policy and / or Educational Visits Procedures;
- not go on a visit unless express approval has been given;
- undertake risk assessments prior to the visits and share with all adults accompanying the visit;
- have parental consent for every student on the visit;
- leave a coach register in the Kings' reception prior to departure and ensure that students remain on the designated coach for the duration of the visit;
- never share rooms with a student unless it involves a dormitory situation and the arrangements have been previously discussed with the Principal / Headteacher.

3.25 Photography, Video and Digital Images

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable students who may be unable to question why or how the activities are taking place. Students who have been previously abused in this way may feel threatened by the use of photography or filming.

Staff should remain sensitive to any students who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of students for publicity purposes requires the age-appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications, on social media, or in any other public place without such consent. The definition of a public place includes areas where visitors to the school have access. The Kings' Marketing Department can offer support to staff who have queries relating to use of student images.

This means that adults should:

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded;
- ensure that Senior Leadership is aware that photography/image equipment is being used and for what purpose;
- ensure that all images are available for scrutiny in order to screen for acceptability;
- be able to justify images of students in their possession;
- avoid making images in one to one situations;
- not use personal devices to take pictures of students;
- ensure that they do not store any image of a student on their personal device.

This means that adults must not take, display or distribute images of students unless they have consent to do so. It is recommended that when using a photograph the following guidance should be followed:

- if the photograph is used, avoid naming the student;
- if the student is named, avoid using their photograph;
- schools should establish whether the image will be retained for further use;
- images should be securely stored and used only by those authorised to do so.

See additional Marketing and Technology & Social Media Policy and Procedure for further information. (Refer to Technology and Social Media Acceptable Use Agreement and IT Agreement and our Kings' Marketing Strategy.)

Where our Marketing Department DO use student images, they will have safely followed the following Safeguarding Guidelines:

- Student image is approved to be shared on social media;
- Only the student's first name is used, in conjunction with one other piece of information, i.e. year group and which Kings' School they attend;
- If more information is required e.g. the full name of the student, or name of student, year group, and which Kings' School they attend, we must receive written permission from the parent of the student via the School Principal.

3.26 Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of students. Adults who access and possess links to such websites will be viewed as a significant and potential threat to students.

Accessing, making and storing indecent images of students is illegal. This will lead to a criminal investigation and the individual being barred from working with students, if proven. Adults should not use equipment belonging to Kings' to access adult pornography; neither should personal equipment containing these images or links be brought into the workplace. This will

raise serious concerns about the suitability of the adult to continue to work with students. This will result in severe disciplinary action including the possibility of instant dismissal and termination of contract in line with HR Disciplinary Policy & Procedures.

Adults should ensure that students are not exposed to any inappropriate images or web links. Where indecent images of students or other unsuitable material are found, the police should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution. (Refer to Technology and Social Media Acceptable Use Agreement and IT Agreement and our Kings' Marketing Strategy).

This means that adults should:

- adhere to Kings' E-safety policy;
- ensure that students are not exposed to unsuitable material;
- ensure that any images or films used are age appropriate.

3.27 Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Kings' has produced a clear and accessible Kings' Whistleblowing Policy. Staff have a responsibility to bring matters of concern to the attention of Senior Leadership and/or relevant external agencies. This is particularly important where the welfare of students may be at risk.

This means that adults should:

- report any behaviour by colleagues that raises concern regardless of source.

4 Professional Relationships

With students:

- Act respectfully towards students at all times, for example:
 - Speaking in a calm and objective way, even in the face of challenging circumstances.
 - Using a range of vocal volume that is appropriate to the learning activity (we may raise our voices in a controlled way to achieve a desired impact, but we never shout in anger).
 - Showing good manners to students and thereby modelling what good manners are.
 - Taking seriously what all students tell us. Our first response is always to believe what we are told.
 - Giving students time to express themselves.
 - Considering how we would expect to be spoken to ourselves.
 - Pursuing settlements to conflicts between students in a way that is demonstrably fair and listens to all points of view before making a considered judgement.
 - We judge students based on the current situation and not on past behaviour.
 - Making clear to students why a course of action has been necessary.

Uphold the Kings' Policies and Procedures on Supporting Positive Behaviour and Safeguarding & Student Protection in our dealings with students. We acknowledge that we are in 'loco parentis' and as such have a duty of care for all students in Kings' schools.

- Be consistent in the way that we apply rewards and sanctions to the students, so that each individual student knows that they will receive the same treatment from any member of staff.
- Understand that students have a right to be heard.
- Be friendly and supportive to all students, but maintain professionalism at all times. We acknowledge that some interactions that seek to 'be friends' with students can create ambiguity in the relationship and are unhelpful.
- Protect ourselves and our students by making sure that we avoid being alone with individual students, but if it is unavoidable to do so, we ensure that we are in a place where others can see us.
- Use physical contact with students in a careful, sensitive and respectful way. A hand on the shoulder can be used as a good way of engaging with an individual student.
- However, any physical contact should be avoided when staff members are alone with individual students, except in emergency. We adopt the principle that parents want their students to be given a certain level of physical reassurance if distressed, hurt or otherwise in need. This is the case for all students, but may be appropriate more frequently for younger students.
- Take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors.
- When speaking to students, always consider how we would expect to be spoken to ourselves.

- Teach and respond to students as unique individuals.
- Understand our professional responsibility to inform an appropriate person if we believe that a colleague is behaving in a way that compromises the safety or well-being of any student or group of students.

With parents:

- Parents have an entitlement to be informed about their student's learning and well-being. Always seek to involve and engage parents in this process.
- Recognise parents' entitlement to express any concerns they may have about their student's learning, safety or well-being.
- Always seek to work in partnership with parents, using their understanding of their own student to help us to provide the best learning opportunities that we can.
- Recognise that parents' worries and concerns can be extremely emotive and we acknowledge that at times we will need to speak to parents when they are upset.
- If you are concerned that a parent may be aggressive or otherwise inappropriate, ask for a colleague (usually a Senior Leader) to be present.
- In extreme circumstances, the Principal / Headteacher may decide that it is safer for a teacher to communicate with a parent through different means.
- Be honest with parents, without undermining colleagues and respond fairly to their concerns irrespective of their race, religion, culture or social background.
- When speaking to parents, always consider how we would expect to be spoken to ourselves.
- Acknowledge that we are human and will all make mistakes from time to time.
- Take responsibility for actions and be willing to apologise when mistakes have been made and undertake to learn from those errors.
- Protect ourselves by ensuring that we meet with parents in areas of the school that are visible and easily accessible to other staff members, while remembering to be sensitive to the confidential nature of some discussions. Always make sure that colleagues know when and where we are meeting with parents.
- Recognise the right to confidentiality of all members of the school community.

With colleagues:

- Act in a professional manner towards colleagues, irrespective of our relative position or job role, for example:
 - o Speaking politely to one another;
 - o Being flexible and understanding of necessary changes within the school day;
 - o Assuming that the actions of others are carried out in good faith;
 - o Communicating clearly and honestly with colleagues.
 - o Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone;

- o Being publicly supportive of colleagues, and dealing with concerns or disagreements privately, with support if necessary.
- Share a responsibility to encourage and support our colleagues in their professional development.
- Consider all members of the staff team to have equal value, irrespective of their job, and we treat them accordingly.
- When speaking to colleagues, always consider how we would expect to be spoken to ourselves.
- Concerns raised with Leaders are dealt with confidentiality. If further action is required, the Leader has the responsibility to inform only the appropriate senior person within Kings'.
- Recognise that we are all accountable for our actions and performance and that from time-to-time line managers and leaders will need to deliver feedback that may be challenging. All individual feedback is given sensitively and constructively and should only be shared with those staff members that need to know (e.g. line manager or mentor).
- Approach issues with colleagues in a way that always seeks to solve potential problems in a positive way.
- Never act in a way that publicly undermines a colleague.
- Take responsibility for actions and be prepared to apologise when you have made mistakes and undertake to learn from those errors.