

STAFF DUTY OF CARE POLICY

Applies to: All employees, agency staff, volunteers, governors, contractors, visiting professionals, trainee teachers and any adult working on behalf of the School.

1. Statement of Commitment

The School is committed to safeguarding and promoting the welfare, wellbeing and best interests of every pupil. The welfare of the child is paramount and underpins every decision made by those working in the School.

Every adult working on behalf of the School owes a professional duty of care to pupils. This duty extends beyond teaching and includes safeguarding, supervision, health and safety, pastoral care, emotional wellbeing, equality, dignity and the prevention of foreseeable harm.

All adults must act honestly, professionally and with integrity, exercising sound judgement and taking all reasonable steps to protect pupils from abuse, neglect, exploitation, discrimination, bullying and avoidable harm.

This policy establishes the standards expected of all adults working for or on behalf of the School and should be read alongside the School's safeguarding and child protection arrangements.

2. Purpose

The purpose of this policy is to:

- establish a clear understanding of staff duty of care;
- promote a safe, respectful and inclusive school environment;
- ensure compliance with statutory safeguarding responsibilities;
- clarify the responsibilities of all adults working with children;
- reduce foreseeable risks to pupils;
- support professional decision-making;
- protect staff through clear professional expectations;

- ensure that safeguarding remains everyone's responsibility.

3. Scope

This policy applies to every adult acting on behalf of the School including:

- teachers;
- boarding staff;
- support staff;
- supply staff;
- agency workers;
- volunteers;
- governors;
- visiting coaches;
- music teachers;
- contractors working with children;
- trainee teachers;
- work experience students;
- external providers delivering activities.

The policy applies:

- during the school day;
- before and after school activities;
- educational visits;
- residential visits;
- boarding provision;
- transport organised by the School;
- sporting fixtures;
- online learning;
- virtual communication;
- any circumstance in which an adult is acting in a professional capacity for the School.

4. Guiding Principles

Every member of staff must recognise that:

- the welfare of the child is paramount;

- safeguarding is everyone's responsibility;
- all children have the right to feel safe;
- children should be listened to and taken seriously;
- concerns should never be ignored;
- professional curiosity is an essential safeguarding skill;
- early action protects children;
- maintaining professional boundaries protects both pupils and staff;
- effective safeguarding depends upon timely information sharing.

Adults must always ask themselves:

"Is this action in the best interests of this child?"

5. Definition of Duty of Care

Duty of care is the legal and professional obligation to take reasonable steps to safeguard children from foreseeable harm while they are under the care or supervision of the School.

Duty of care includes:

- safeguarding children from abuse and neglect;
- providing appropriate supervision;
- maintaining safe learning environments;
- identifying emerging risks;
- taking appropriate action to reduce risk;
- responding appropriately to accidents and emergencies;
- promoting pupils' emotional wellbeing;
- maintaining professional standards;
- respecting pupils' dignity;
- promoting equality and inclusion;
- following school procedures;
- reporting concerns immediately.

Duty of care requires adults to exercise the degree of care expected of a competent professional working with children in a school environment.

6. Legal and Regulatory Framework

This policy has been prepared having regard to:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Education Act 2002
- Children Act 1989
- Children Act 2004
- Independent School Standards Regulations 2014 (as amended)
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Data Protection Act 2018
- UK General Data Protection Regulation
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Teachers' Standards
- National Minimum Standards for Boarding Schools (where applicable)
- Health and Safety Executive guidance
- Department for Education guidance relating to safeguarding and pupil welfare.

Where statutory guidance changes, this policy will be interpreted in accordance with the most recent statutory requirements.

7. Relationship with Other School Policies

This policy should always be read alongside:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Health and Safety Policy
- First Aid Policy
- Educational Visits Policy
- Low-Level Concerns Policy
- Whistleblowing Policy
- Managing Allegations Against Staff Procedure
- Missing Child Policy
- Boarding Handbook (where applicable)

- Staff Disciplinary Procedures

Where there is any conflict between this policy and the Safeguarding and Child Protection Policy, the safeguarding policy takes precedence

Section 2 – Roles and Responsibilities

8. Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Every adult working for or on behalf of the School has a duty to protect pupils from harm, promote their welfare and act in accordance with this policy, the School's Safeguarding and Child Protection Policy, and the requirements of Keeping Children Safe in Education (KCSIE) 2026.

Whilst specific responsibilities differ according to role, every member of the School community shares collective responsibility for creating a safe, inclusive and respectful environment in which pupils can learn, develop and thrive.

9. Governing Body / Proprietor

The Governing Body (or Proprietor) has overall strategic responsibility for ensuring that the School fulfils its statutory safeguarding, welfare and health and safety duties.

The Governing Body will:

- ensure that safeguarding arrangements comply with current legislation and statutory guidance;
- promote a culture in which safeguarding is recognised as everyone's responsibility;
- ensure that appropriate safeguarding policies are in place, reviewed annually and implemented effectively;
- appoint a suitably trained Designated Safeguarding Lead (DSL) and Deputy DSL(s);
- ensure sufficient resources are available to discharge safeguarding responsibilities effectively;
- receive appropriate safeguarding reports and assurance regarding policy implementation;
- monitor compliance through regular review, audits and safeguarding visits;
- ensure safer recruitment procedures are implemented;
- ensure appropriate staff training is provided;

- promote continuous improvement through lessons learned from safeguarding practice.

The Governing Body will ensure that safeguarding considerations inform strategic decision-making across all areas of School life.

10. The Head

The Head has overall operational responsibility for ensuring that this policy is implemented consistently throughout the School.

The Head will:

- promote a culture in which pupils' welfare is paramount;
- ensure safeguarding is embedded within daily practice;
- ensure staff understand their professional duty of care;
- ensure appropriate supervision arrangements exist across the School;
- allocate sufficient staffing and resources to safeguard pupils effectively;
- ensure concerns are managed promptly and appropriately;
- ensure safeguarding incidents are reviewed to identify learning;
- ensure risk assessments are undertaken where required;
- ensure staff receive appropriate induction, supervision and safeguarding training;
- ensure concerns regarding staff conduct are managed in accordance with statutory guidance.

The Head will support staff in exercising professional judgement whilst ensuring safeguarding remains the overriding consideration.

11. Designated Safeguarding Lead (DSL)

The DSL has lead responsibility for safeguarding and child protection within the School.

The DSL will:

provide safeguarding leadership;

- act as the principal source of safeguarding advice for staff;
- receive and manage safeguarding concerns;
- make referrals to children's social care and other agencies where appropriate;
- support staff in understanding safeguarding risks;

- maintain accurate safeguarding records;
- oversee safeguarding training;
- monitor safeguarding practice throughout the School;
- work collaboratively with external agencies;
- ensure safeguarding information is transferred appropriately when pupils move schools;
- promote early help where appropriate;
- advise on safeguarding risk assessments.

The DSL does not replace the safeguarding responsibilities of other staff. Every adult retains personal responsibility for recognising and reporting concerns.

12. Deputy Designated Safeguarding Leads

Deputy DSLs will support the DSL and carry out safeguarding functions in accordance with the School's safeguarding procedures.

Deputy DSLs must be appropriately trained and have sufficient authority to fulfil their responsibilities effectively.

13. Senior Leaders

Senior leaders are responsible for ensuring that safeguarding and duty of care expectations are consistently implemented within their areas of responsibility.

They will:

- model exemplary safeguarding practice;
- monitor standards of supervision;
- ensure local risk assessments remain appropriate;
- challenge unsafe practice;
- support staff in managing safeguarding concerns;
- ensure concerns are escalated appropriately;
- monitor compliance with School policies;
- promote a culture of openness, vigilance and accountability.

14. Line Managers

Managers are responsible for supporting staff in meeting their professional responsibilities.

Managers will:

- provide appropriate supervision;
- monitor staff wellbeing where this may affect professional practice;
- ensure staff understand School procedures;
- identify training needs;
- address poor practice promptly;
- encourage professional reflection and learning;
- support staff following safeguarding incidents.

15. Teaching Staff

Teachers play a central role in safeguarding pupils through daily contact and professional relationships.

Teachers must:

- place pupils' welfare at the centre of professional decision-making;
- provide appropriate supervision at all times;
- maintain safe classroom environments;
- establish positive professional relationships;
- recognise signs of abuse, neglect and exploitation;
- report safeguarding concerns immediately;
- maintain professional boundaries;
- promote respectful behaviour;
- follow behaviour management procedures;
- undertake dynamic risk assessments during activities;
- challenge discriminatory, abusive or unsafe behaviour;
- comply with School safeguarding procedures;
- maintain accurate records where required.

Teachers should remain professionally curious where a child's presentation, attendance, behaviour or wellbeing gives rise to concern.

16. Support Staff

Support staff frequently develop trusted relationships with pupils and play a vital role in safeguarding.

Support staff must:

- remain vigilant to indicators of harm;
- report concerns immediately;
- supervise pupils appropriately;
- follow School procedures;
- maintain confidentiality appropriately;
- contribute to a safe learning environment;
- act professionally at all times.

Safeguarding responsibilities apply equally to teaching and non-teaching staff.

17. Boarding Staff (where applicable)

Boarding staff owe a continuous duty of care to pupils living within the School's boarding provision.

Boarding staff must:

- provide appropriate supervision throughout boarding hours;
- maintain safe boarding environments;
- promote pupils' physical and emotional wellbeing;
- monitor welfare and safeguarding concerns;
- respond promptly to medical or pastoral needs;
- maintain professional boundaries within residential settings;
- ensure appropriate overnight supervision arrangements;
- record and report concerns promptly.

Boarding staff must also comply with the National Minimum Standards for Boarding Schools and the School's boarding policies.

18. Volunteers, Agency Staff and Contractors

Adults who are not directly employed by the School but who work with pupils remain subject to the same safeguarding expectations.

They must:

- receive appropriate safeguarding information before commencing work;
- understand how to report safeguarding concerns;
- comply with School policies and procedures;
- maintain professional conduct;
- work within agreed levels of supervision where appropriate.

No adult may begin regulated activity until the School has completed the required pre-employment and safeguarding checks.

19. All Adults Working on Behalf of the School

Every adult must:

- act in the best interests of pupils;
- safeguard children from foreseeable harm;
- maintain professional boundaries;
- report concerns immediately;
- comply with School policies;
- challenge unsafe practice;
- cooperate with safeguarding investigations;
- attend mandatory safeguarding training;
- maintain confidentiality appropriately;
- share information where necessary to safeguard a child;
- contribute to a positive safeguarding culture.

Adults must never assume that another person has reported a concern.

20. Pupils

Whilst responsibility for safeguarding rests with adults, pupils are expected to contribute to a safe and respectful School environment by:

- treating others with dignity and respect;
- reporting concerns about themselves or others;
- following School rules;
- using technology responsibly;
- supporting positive behaviour.

Pupils will be encouraged to seek help whenever they are worried, frightened or concerned.

21. Parents and Carers

The School recognises that safeguarding is most effective when there is constructive partnership between home and School.

Parents and carers are expected to:

- support the School's safeguarding arrangements;
- provide accurate information relevant to their child's welfare;
- inform the School of changes affecting their child;
- work collaboratively with the School where safeguarding concerns arise.

Where concerns indicate that a child may be suffering, or is likely to suffer, significant harm, the School's safeguarding responsibilities may require action to be taken without prior parental notification, in accordance with statutory guidance.

22. Collective Responsibility

Effective safeguarding depends upon a whole-school culture in which every adult accepts personal responsibility for protecting children.

No member of staff should believe that safeguarding is solely the responsibility of the DSL, senior leaders or governors. Every adult has an individual duty to remain vigilant, exercise professional curiosity, report concerns promptly and take reasonable steps to protect pupils from harm.

Failure to discharge these responsibilities may place children at risk and may result in disciplinary action or referral to relevant external agencies where appropriate.

Section 3 – Duty of Care in Practice

23. Introduction

This section sets out how the School's duty of care is applied in day-to-day practice. It translates statutory safeguarding expectations and professional responsibilities into operational standards that all staff must follow.

Duty of care is not limited to avoiding harm; it includes actively promoting pupils' welfare, anticipating risks, maintaining safe environments, and responding appropriately to concerns, incidents and disclosures.

All staff must exercise professional judgement, remain vigilant, and act in accordance with this policy, the School's Safeguarding and Child Protection Policy, and Keeping Children Safe in Education (KCSIE) 2026.

24. Supervision of Pupils

The School has a legal and moral duty to ensure that pupils are appropriately supervised at all times when under its care.

Staff must:

- provide adequate supervision appropriate to pupils' age, needs and circumstances;
- ensure pupils are not left unsupervised in situations that may place them at risk;
- maintain awareness of pupil location during lessons, transitions, breaks and activities;
- apply heightened supervision where risk is increased (e.g. practical lessons, off-site visits, boarding, sports, or use of equipment);
- remain alert to safeguarding concerns that may arise during unstructured time.

Supervision arrangements must be informed by risk assessment and reviewed where circumstances change.

Staff must never assume that another adult is supervising a group unless this has been clearly agreed.

25. Professional Judgement and Decision-Making

Staff are expected to exercise sound professional judgement at all times.

This includes:

- assessing risk dynamically in changing situations;
- responding proportionately to emerging concerns;
- seeking advice from senior staff or the DSL where appropriate;
- prioritising pupil welfare over convenience, routine or operational pressures;
- taking immediate action where a child may be at risk of harm.

Where there is doubt, staff must act in the best interests of the child and report concerns without delay.

26. Safeguarding in Daily Practice

Safeguarding is embedded in all aspects of School life, including teaching, pastoral care, supervision and extracurricular activities.

Staff must:

- maintain a culture of vigilance and openness;
- be alert to changes in behaviour, presentation or attendance;
- recognise that all staff interactions may provide indicators of risk;
- avoid dismissing concerns as trivial or isolated;
- record and report concerns promptly in line with School procedures;
- use professional curiosity to explore concerns appropriately through safeguarding channels.

Staff must not investigate concerns themselves but must report them immediately to the Designated Safeguarding Lead (DSL) or a Deputy.

27. Risk Assessment

The School adopts a risk-based approach to safeguarding and health and safety.

Risk assessments must be:

- completed for activities where foreseeable risk exists;
- proportionate to the activity and context;
- reviewed regularly and updated when circumstances change;
- communicated clearly to relevant staff;
- implemented consistently in practice.

Staff must:

- follow all risk assessment controls;
- report new or emerging risks immediately;
- contribute to the identification of hazards in their working environment.

Where immediate risk is identified, staff must take urgent action to safeguard pupils and inform senior staff as soon as possible.

28. Educational Visits and Off-Site Activities

The School recognises that learning outside the classroom is an important part of education but may present additional safeguarding risks.

Staff leading or supervising off-site activities must:

- follow the School's Educational Visits Policy;
- ensure appropriate risk assessments are completed and approved;
- maintain accurate registers of pupils and staff;
- ensure appropriate supervision ratios are maintained;
- ensure emergency contact and safeguarding procedures are in place;
- remain vigilant to safeguarding concerns throughout the visit;
- report any concerns immediately upon return or sooner if urgent.

At all times, staff remain responsible for pupils' welfare and must act in accordance with this policy and safeguarding procedures.

29. Health and Safety Responsibilities

The School is committed to providing a safe and secure environment for all pupils, staff and visitors.

All staff must:

- take reasonable care of their own health and safety and that of others;
- follow all health and safety procedures and instructions;
- report hazards, accidents and near misses promptly;
- ensure safe use of equipment and facilities;
- comply with fire safety and evacuation procedures;
- participate in health and safety training as required.

Health and safety responsibilities operate alongside, and do not replace, safeguarding duties.

30. First Aid and Medical Emergencies

Staff must respond promptly and appropriately to medical emergencies.

In the event of illness or injury:

- immediate first aid must be provided by trained staff where available;
- emergency services must be contacted where necessary without delay;
- a member of staff must remain with the pupil at all times;
- the DSL or senior leader must be informed as soon as practicable;
- parents or carers must be contacted in accordance with School procedures.

Staff must not delay emergency treatment in order to seek consent.

31. Administration of Medicines

The School will support pupils with medical needs in accordance with its separate Medical Conditions and Administration of Medicines Policy.

Staff must:

- only administer medication where they are authorised and trained to do so;
- follow prescribed instructions and School procedures;
- ensure accurate recording of all medication administered;
- store medication securely in accordance with policy;
- respect confidentiality regarding medical information.

Staff must not administer medication without appropriate authorisation except in emergency circumstances where failure to act would place a child at risk of serious harm.

32. Behaviour Management and Physical Intervention

The School promotes positive behaviour and respectful relationships.

Staff must:

- apply the School's Behaviour Policy consistently;
- use de-escalation strategies where appropriate;
- avoid any form of physical punishment;
- only use physical intervention where it is lawful, necessary and proportionate to prevent harm;

- ensure any physical intervention is recorded and reported in accordance with School procedures.

All physical intervention must be reasonable, minimal and used only as a last resort to prevent injury or serious disruption.

33. Online Safety and Use of Technology

Staff must ensure that pupils are protected from online harm in accordance with the School's Online Safety Policy.

Staff must:

- supervise pupils appropriately when using digital devices;
- promote safe and responsible use of technology;
- challenge inappropriate online behaviour;
- report any online safeguarding concerns immediately; use School systems for
- communication with pupils in accordance with policy;
- maintain professional boundaries in all digital communication.

Personal devices must not be used to communicate with pupils except where explicitly authorised by the School.

34. Professional Conduct and Boundaries

All staff must maintain high standards of professional conduct at all times.

Staff must:

- act as positive role models;
- maintain appropriate professional boundaries with pupils;
- avoid behaviour that could be misinterpreted;
- ensure all interactions are appropriate, transparent and justifiable;
- comply with the Staff Code of Conduct at all times.

Any behaviour that may compromise professional integrity or pupil safety must be reported in accordance with the School's Low-Level Concerns Policy.

35. Record Keeping

Accurate and timely record keeping is essential to safeguarding.

Staff must:

- record safeguarding concerns promptly and factually;
- avoid subjective language or personal opinion in records;
- include relevant details such as dates, times and observations;
- submit records in accordance with School safeguarding procedures;
- ensure confidentiality and secure storage of information.

Records may be shared with relevant professionals where necessary to safeguard a child.

36. Information Sharing and Confidentiality

Staff must understand that safeguarding children requires appropriate information sharing.

Information must be:

- shared on a need-to-know basis;
- proportionate and relevant;
- shared in accordance with data protection legislation;
- recorded appropriately.

Confidentiality must never prevent the sharing of information where a child may be at risk of harm.

Where in doubt, staff must consult the DSL, but must not delay urgent safeguarding action.

37. Whistleblowing and Escalation

All staff have a duty to raise concerns about unsafe practice, misconduct or safeguarding failures.

Staff must:

- report concerns internally in the first instance where appropriate;
- escalate concerns if they are not addressed;
- use the School's Whistleblowing Policy where necessary;
- report directly to external agencies if a child is at immediate risk and internal processes are ineffective.

No member of staff will suffer detriment for raising a genuine safeguarding concern in good faith.

38. Summary

Duty of care in practice requires all staff to act with vigilance, professionalism and integrity at all times. Safeguarding is not a discrete task but an ongoing responsibility embedded in every aspect of School life.

All staff must ensure that their actions consistently promote the welfare, safety and wellbeing of pupils and reflect the highest professional standards expected in education.

Section 6 – Health, Safety, Risk Management and Educational Visits

55. Health and Safety Framework

The School recognises its statutory duties under the Health and Safety at Work etc. Act 1974 and associated regulations to ensure, so far as is reasonably practicable, the health, safety and welfare of pupils, staff, visitors and contractors.

Health and safety is an integral part of the School's duty of care and underpins all activities, both on and off site.

All staff must:

- take reasonable care of their own health and safety and that of others;
- follow all health and safety procedures and instructions;
- report hazards, incidents and near misses promptly;
- use equipment safely and only when trained or authorised;

- contribute to maintaining a safe environment.

56. Risk Assessment

Risk assessment is a core element of safeguarding and duty of care.

The School will ensure that suitable and sufficient risk assessments are carried out for:
curriculum activities;

- practical lessons (e.g. science, DT, PE);
- educational visits and trips;
- boarding provision (where applicable);
- extracurricular activities;
- use of school premises by third parties;
- identified individual pupil needs where relevant.

Risk assessments must:

- identify hazards;
- evaluate risk likelihood and severity;
- implement appropriate control measures;
- be recorded and reviewed regularly;
- be communicated to relevant staff.

Staff must not proceed with activities where risks have not been appropriately assessed and mitigated.

57. Dynamic Risk Assessment

In addition to formal risk assessments, staff are expected to undertake ongoing dynamic risk assessment.

This means:

- continuously evaluating risks during activities;
- adapting plans where circumstances change;
- stopping activities where risk becomes unacceptable;
- prioritising pupil safety over planned outcomes.

Professional judgement must always be exercised in the best interests of pupils' safety and welfare.

58. Educational Visits and Off-Site Activities

The School recognises that educational visits are an important part of learning but carry additional safeguarding and safety risks.

All visits must be:

- properly planned and approved in advance;
- risk assessed in accordance with School procedures;
- adequately staffed with suitable supervision ratios;
- led by a competent visit leader;
- communicated clearly to pupils and parents.

Staff must ensure:

- appropriate safeguarding arrangements are in place;
- emergency procedures are understood;
- medical and welfare needs are considered;
- contact details and emergency information are available;
- transport arrangements are safe and appropriate.

No visit may proceed without required approvals.

59. Supervision on Educational Visits

Staff must ensure that pupils are appropriately supervised at all times.

Supervision must take into account:

- age and maturity of pupils;
- nature of the activity;
- location and environment;
- group size and composition;
- identified safeguarding risks.

Pupils must never be left unsupervised in situations where risk could reasonably be foreseen.

60. Residential and Overnight Visits

Where pupils stay overnight, the School will ensure enhanced safeguarding arrangements are in place.

These include:

- clear sleeping arrangements;
- appropriate separation of staff and pupils;
- gender-appropriate supervision where required;
- clear boundaries for staff conduct;
- emergency procedures;
- welfare checks;
- safeguarding briefing for all staff involved.

Staff must maintain professional boundaries at all times and avoid situations that could be misinterpreted or place pupils at risk.

61. Transport and Travel

Where the School provides or arranges transport:

- vehicles must be safe, insured and appropriate;
- drivers must be suitably qualified;
- supervision arrangements must be in place;
- safeguarding considerations must be addressed.

Staff must ensure pupils are safely accounted for at all stages of travel.

62. Health and Safety in School Premises

The School will maintain safe premises through:

- regular inspections;
- maintenance and repair systems;
- fire safety procedures;
- secure site access controls;
- safe storage of hazardous materials;

- clear evacuation procedures.

All staff must be familiar with emergency procedures, including fire evacuation and lockdown arrangements.

63. First Aid and Medical Emergencies

The School will ensure that:

- sufficient trained first aiders are available;
- first aid equipment is accessible and maintained;
- medical emergencies are responded to promptly.

In the event of a medical emergency, staff must:

- provide immediate assistance within their competence;
- contact emergency services where required;
- inform senior staff and the DSL where appropriate;
- record the incident accurately.

Staff must never delay emergency treatment.

64. Administration of Medicines

The School will manage medicines in accordance with its Medicines Policy.

Key principles include:

- medicines are only administered with appropriate authorisation;
- prescribed medicines must be stored securely;
- records of administration must be maintained;
- staff must be appropriately trained where required;
- pupils with medical conditions must have appropriate care plans.

Staff must not administer medication unless authorised and trained where necessary.

65. Safeguarding in Health and Safety Contexts

Health and safety and safeguarding are closely linked.

Staff must be alert to:

- unsafe environments;
- inadequate supervision;
- hazards that may disproportionately affect vulnerable pupils;
- situations where pupils may be at risk of harm.

Any safeguarding concern arising from health and safety issues must be reported immediately in accordance with safeguarding procedures.

66. Emergency Procedures

The School will maintain clear emergency procedures for:

- fire evacuation;
- lockdown;
- medical emergencies;
- missing pupils;
- critical incidents.

All staff must:

- be familiar with procedures;
- respond promptly and calmly;
- follow instructions from senior staff;
- prioritise pupil safety at all times.

Section 7 – Professional Conduct, Boundaries, Behaviour Management and Staff Expectations

68. Professional Standards and Conduct

All staff are expected to maintain the highest standards of professional conduct at all times, both inside and outside the School, in line with the Teachers' Standards, the School's Code of Conduct, and safeguarding expectations set out in KCSIE 2026.

Staff must:

- act as positive role models for pupils at all times;

- demonstrate integrity, honesty and professionalism;
- maintain appropriate professional boundaries;
- avoid behaviour that could bring the School into disrepute;
- ensure their conduct does not compromise pupil safety or welfare;
- exercise sound professional judgement in all interactions with children.

Professional conduct is not limited to the classroom and includes all school-related and online activity.

69. Professional Boundaries

Maintaining clear and appropriate professional boundaries is essential to safeguarding pupils and protecting staff.

Staff must:

- maintain relationships with pupils that are professional, respectful and appropriate;
- avoid favouritism or exclusive relationships with individual pupils;
- ensure communication with pupils is appropriate in tone, content and medium;
- avoid unnecessary physical contact;
- never use their position of trust to form inappropriate relationships;
- ensure that any contact with pupils outside school systems is appropriate, necessary and authorised.

Staff must be aware that even well-intentioned actions may be misinterpreted and must always act in a way that is transparent and defensible.

70. Communication with Pupils

All communication with pupils must be:

- professional;
- appropriate in tone and content;
- conducted through approved School systems where possible;
- recorded where required by School policy.
- Staff must not:
 - communicate with pupils via personal social media accounts;
 - share personal contact details without authorisation;
 - engage in private messaging outside approved systems;

- communicate in a way that could be perceived as secretive or inappropriate.

Any unavoidable out-of-hours communication must be professional, necessary and recorded in accordance with School procedures.

71. Behaviour Management and Positive Relationships

The School is committed to promoting positive behaviour, mutual respect and a safe learning environment.

Staff must:

- apply the School's Behaviour Policy consistently and fairly;
- use positive behaviour strategies to support pupils;
- set clear expectations for conduct;
- de-escalate situations where appropriate;
- avoid the use of unreasonable or excessive force;
- ensure discipline is proportionate and appropriate.

Corporal punishment is strictly prohibited.

Behaviour management must always take account of safeguarding considerations, including the possibility that behaviour may be an indicator of underlying need or harm.

72. Physical Contact and Physical Intervention

Physical contact with pupils must always be:

- appropriate;
- necessary;
- proportionate;
- in line with School policy and training.

Physical intervention may only be used where:

- a pupil is at risk of harming themselves or others; or
- there is a risk of serious damage to property; and
- no reasonable alternative exists.

Any use of physical intervention must:

- be the minimum force necessary;

- be recorded in accordance with School procedures;
- be reported to senior staff and the DSL where appropriate.

Staff must never use physical intervention as a form of punishment.

73. Staff Use of Authority and Power

Staff must recognise that they hold a position of trust and authority over pupils.

This must never be used to:

- intimidate or humiliate pupils;
- exert inappropriate influence;
- form personal or social relationships with pupils;
- obtain personal benefit from pupils.

Staff must always act in a way that is fair, transparent and in the best interests of pupils.

74. Safeguarding in Behaviour Management

Behaviour management must always be considered within a safeguarding context.

Staff must be alert to:

- changes in behaviour that may indicate abuse, neglect or emotional distress;
- patterns of behaviour that suggest exploitation or peer-on-peer abuse;
- withdrawal, aggression or anxiety that may signal underlying concerns.

Where safeguarding concerns are identified, staff must report them immediately in accordance with the School's Safeguarding and Child Protection Policy.

75. Use of Reasonable Force

The use of reasonable force is permitted only in accordance with legal guidance and School policy.

Reasonable force must:

- be used only as a last resort;
- be proportionate to the risk of harm;
- be applied for the shortest possible time;

- be recorded and reported appropriately.

Staff must receive appropriate training before using physical intervention techniques.

76. Staff Conduct Outside School

Staff must ensure that their conduct outside school does not compromise their professional role or the reputation of the School.

This includes:

- behaviour in the community;
- use of social media;
- online activity;
- relationships with pupils and families outside school.

Staff must avoid any conduct that could:

- undermine public trust in the profession;
- bring the School into disrepute;
- raise safeguarding concerns.

77. Alcohol, Drugs and Fitness to Work

Staff must not attend work or undertake duties while under the influence of alcohol, drugs or any substance that may impair judgement or performance.

Any concerns regarding a staff member's fitness to work must be reported immediately to senior leadership.

78. Whistleblowing and Raising Concerns

All staff have a duty to raise concerns about unsafe practice, misconduct or safeguarding risks.

Staff must:

- report concerns internally in the first instance where appropriate;
- escalate concerns if they are not addressed;
- use the School's Whistleblowing Policy where necessary;

- understand that they are protected when raising concerns in good faith.

No member of staff will suffer detriment for reporting safeguarding concerns.

79. Professional Curiosity and Challenge

Staff must exercise professional curiosity at all times.

This means:

- not accepting explanations at face value where concerns exist;
- asking appropriate follow-up questions;
- seeking clarification where behaviour or circumstances are unclear;
- challenging decisions or actions that may place pupils at risk.

Professional curiosity is a key safeguarding expectation under KCSIE 2026.

80. Summary

Professional conduct, boundaries and behaviour management are central to the School's duty of care.

All staff must act in a way that:

- protects pupils from harm;
- maintains professional integrity;
- supports a safe and respectful environment;
- complies with statutory safeguarding expectations.

Where there is any uncertainty, staff must seek advice from senior leaders or the Designated Safeguarding Lead without delay.

Section 8 – Safeguarding, Low-Level Concerns, Allegations Against Staff and Information Sharing

81. Safeguarding Culture and Expectations

Safeguarding is the overarching duty of care within the School. All staff must maintain a culture of vigilance, openness and professional curiosity in which concerns about pupils' welfare are identified early and acted upon without delay.

All adults must understand that:

- safeguarding is everyone's responsibility;
- abuse, neglect and exploitation can happen anywhere, including within school settings;
- children may not always disclose concerns directly;
- early identification and intervention are essential to protecting children.

Staff must never assume that another colleague has reported a concern.

82. Identifying Safeguarding Concerns

Staff must be alert to signs that a child may be at risk of harm, including but not limited to:

- changes in behaviour, mood or presentation;
- unexplained injuries or frequent absence;
- indicators of neglect or poor supervision;
- sexualised behaviour or inappropriate knowledge;
- signs of exploitation, grooming or coercion;
- disclosure of abuse or harm;
- concerns raised by peers or third parties.

Any concern, however small, must be reported immediately in accordance with the School's Safeguarding and Child Protection Policy.

83. Reporting Safeguarding Concerns

All safeguarding concerns must be reported:

- immediately;
- without delay;
- to the Designated Safeguarding Lead (DSL) or a Deputy DSL.
- Where a child is at immediate risk of harm, staff must:
- contact emergency services if necessary; and
- inform the DSL as soon as possible afterwards.

Staff must not:

- investigate concerns themselves;
- promise confidentiality to a child;
- delay reporting in order to gather further information.

84. Low-Level Concerns About Staff

A low-level concern is any behaviour by an adult that does not meet the threshold for referral to the Local Authority Designated Officer (LADO) but which may indicate that a person may not be acting in accordance with the School's Code of Conduct.

Examples may include:

- inappropriate tone or language;
- unprofessional conduct in isolation;
- breaches of minor safeguarding expectations;
- behaviour that could be misinterpreted.

All low-level concerns must be reported to the Head in accordance with the School's Low-Level Concerns Policy.

The purpose of managing low-level concerns is to:

- maintain a safe culture;
- identify patterns of behaviour early;
- support staff improvement where appropriate;
- ensure safeguarding thresholds are not crossed.

85. Allegations Against Staff, Volunteers or Adults in School

An allegation is any concern that a person working with children has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against or related to a child;
- behaved in a way that indicates they may pose a risk of harm to children.

All allegations must be reported immediately to the Head.

Where the allegation concerns the Head, it must be reported to the Chair of Governors or Proprietor without delay.

The School will follow statutory guidance and refer matters to the Local Authority Designated Officer (LADO) where appropriate.

Staff must not:

- investigate allegations;
- discuss allegations with colleagues or pupils;
- attempt to manage or resolve allegations informally.

86. Duty to Refer and Escalation

Where concerns meet the threshold for referral, the School has a statutory duty to refer to external agencies, including:

- children's social care;
- the LADO;
- the police (where appropriate);
- other safeguarding partners.

Failure to refer where required may place children at risk and may constitute a breach of statutory duty.

87. Information Sharing

Effective safeguarding depends on timely and appropriate information sharing.

Staff must understand that:

- data protection law does not prevent the sharing of safeguarding information;
- information may be shared without consent where there is a lawful basis to protect a child;
- decisions should be made in line with the principles of necessity, proportionality and relevance.

Staff must:

- share information with the DSL promptly;
- record concerns accurately and factually;
- avoid withholding information that may be relevant to safeguarding.

Where in doubt, staff must consult the DSL but must not delay urgent action.

88. Confidentiality

Confidentiality must be respected in all professional relationships. However, confidentiality is not absolute.

Staff must not promise confidentiality to a child where safeguarding concerns exist.

Information must only be shared:

- on a need-to-know basis;
- with appropriate professionals;
- in accordance with safeguarding procedures.

The welfare of the child overrides the duty of confidentiality where there is a safeguarding concern.

89. Record Keeping

Accurate and timely record keeping is essential to safeguarding.

Staff must ensure that:

- all safeguarding concerns are recorded promptly;
- records are factual, clear and objective;
- opinions are clearly identified as such;
- records are stored securely in accordance with School procedures;
- information is passed to the DSL without delay.

Records may be used in safeguarding investigations, disciplinary processes or legal proceedings.

90. Professional Curiosity in Safeguarding

All staff must exercise professional curiosity when dealing with safeguarding concerns.

This includes:

- ● questioning inconsistent explanations;
- ● considering the wider context of a child's life;
- ● recognising disguised compliance;

- ● seeking further information where appropriate;
- ● avoiding assumptions.

Professional curiosity is a key safeguarding expectation under KCSIE 2026.

91. Safeguarding Thresholds and Decision-Making

Staff must understand that not all concerns will meet the threshold for external referral. However, all concerns must be reported so that the DSL can make informed decisions.

The DSL will consider:

- the nature and severity of the concern;
- cumulative concerns over time;
- the child's vulnerability;
- contextual safeguarding factors;
- advice from external agencies where appropriate.

92. Escalation of Concerns

Where a staff member believes that a safeguarding concern has not been appropriately addressed, they must escalate the matter.

Escalation routes include:

- the DSL;
- a Deputy DSL;
- the Head;
- the Chair of Governors (where appropriate);
- external safeguarding partners if necessary.

No member of staff should assume that raising a concern once is sufficient if they believe risk remains.

Section 9 – Supervision, Risk Assessment, Educational Visits and Duty of Care in Practice

94. Purpose of this Section

This section sets out how the School's duty of care is applied in day-to-day practice, including supervision, risk assessment, educational visits, and routine operational decision-making.

It ensures that safeguarding principles are embedded in all activities and that staff understand how to manage foreseeable risk in line with KCSIE 2026, health and safety legislation, and professional standards.

95. General Principle of Supervision

The School has a legal and professional duty to provide appropriate supervision of pupils at all times when they are in its care.

Supervision must be:

- proportionate to the age, needs and vulnerabilities of pupils;
- appropriate to the activity being undertaken;
- responsive to changing circumstances;
- delivered by suitably trained and briefed staff.

Staff must remain alert and attentive at all times when supervising pupils and must not delegate responsibility informally to pupils or untrained individuals.

96. Professional Judgement in Supervision

Staff are expected to exercise professional judgement when determining appropriate levels of supervision.

In doing so, staff must consider:

- the age and maturity of pupils;
- individual safeguarding needs or vulnerabilities;
- the environment and associated risks;
- the nature of the activity;
- the experience and competence of supervising staff;
- any relevant risk assessments.

Where uncertainty exists, staff must seek guidance from a senior leader before proceeding.

97. Risk Assessment

Risk assessment is a core element of the School's duty of care.

Risk assessments must be:

- completed before activities take place where required;
- suitable and proportionate to the level of risk;
- recorded in accordance with School procedures;
- reviewed regularly or when circumstances change;
- communicated effectively to all relevant staff.

Risk assessments must consider both:

- foreseeable physical risks, and
- safeguarding risks, including contextual and environmental factors.

Staff must not proceed with activities where risks cannot be reduced to an acceptable level.

98. Dynamic Risk Assessment

In addition to formal risk assessments, staff must undertake ongoing dynamic risk assessment during activities.

This includes:

- responding to changing weather, environment or behaviour;
- adjusting supervision levels where necessary;
- stopping activities if risk becomes unacceptable;
- seeking support or escalation where required.

Dynamic risk assessment is a continuous professional responsibility.

99. Educational Visits and Off-Site Activities

The School recognises that educational visits are an important part of learning but must be carefully planned and managed to ensure pupil safety.

All educational visits must:

- be approved in accordance with School procedures;
- have a designated Visit Leader;
- include a written risk assessment;
- include appropriate staffing ratios;

- ensure staff are briefed on safeguarding responsibilities;
- include emergency contact arrangements;
- consider medical and individual pupil needs.

Staff must ensure that safeguarding remains the overriding priority during all off-site activities.

100. Supervision During Educational Visits

During educational visits, staff must:

- maintain active supervision at all times;
- ensure clear headcounts and pupil tracking systems;
- avoid situations where pupils are unsupervised;
- ensure appropriate boundaries are maintained;
- remain vigilant to safeguarding risks in unfamiliar environments.

Pupils must never be left unsupervised unless explicitly authorised within the risk assessment and visit plan.

101. Residential and Boarding Supervision

Where pupils are in residential or boarding settings, the School's duty of care is continuous.

Staff must ensure:

- appropriate overnight supervision arrangements;
- safe sleeping and accommodation arrangements;
- clear handover procedures between staff shifts;
- monitoring of pupil wellbeing;
- appropriate responses to illness, distress or safeguarding concerns.

Boarding staff must remain alert to safeguarding risks that may arise in informal or domestic-style environments.

102. Classroom Supervision

In classroom settings, staff must:

- ensure pupils are supervised at all times;

- maintain safe and orderly environments;
- position themselves to observe all pupils where possible;
- avoid leaving pupils unattended;
- ensure safe use of equipment and materials;
- follow behaviour management procedures consistently.

Where a teacher must leave a classroom, appropriate supervision arrangements must be in place.

103. Breaks, Transitions and Unstructured Time

Unstructured times such as breaks, lunch periods and transitions between lessons present increased safeguarding risks.

Staff must:

- remain vigilant during these periods;
- position themselves in designated supervision areas;
- respond promptly to incidents or concerns;
- monitor pupil interactions for signs of bullying or harm;
- ensure safe movement around the site.

104. Off-Site Supervision and Public Settings

When pupils are off-site in public environments, staff must:

- maintain heightened awareness of safeguarding risks;
- ensure pupils remain within agreed boundaries;
- avoid situations where pupils may become isolated;
- ensure appropriate communication systems are in place;
- respond immediately to any safeguarding concerns.

105. Health and Safety Integration

Health and safety and safeguarding are interlinked elements of the School's duty of care.

Staff must:

- follow all health and safety procedures;

- report hazards promptly;
- ensure safe use of equipment and facilities;
- take reasonable steps to prevent accidents and injury;
- cooperate with health and safety investigations.

Health and safety legislation applies to pupils, staff, visitors and contractors.

106. First Aid and Medical Emergencies

In the event of injury or medical emergency, staff must:

- provide immediate first aid where trained to do so;
- seek assistance from qualified first aiders;
- contact emergency services where necessary;
- inform the DSL where a safeguarding concern may be present;
- record the incident in accordance with School procedures.

Staff must act calmly, proportionately and in the best interests of the pupil at all times.

107. Medicines and Medical Conditions

The School will support pupils with medical conditions in accordance with individual healthcare plans.

Staff must:

- follow prescribed medical protocols;
- administer medication only where authorised and trained;
- store medication securely;
- record administration accurately;
- ensure appropriate supervision of pupils with medical needs.

Staff must not make assumptions about a pupil's medical condition and must seek clarification where needed.

108. Physical Intervention

Physical intervention will only be used as a last resort where necessary to prevent:

- injury to the pupil or others;

- serious damage to property;
- serious disruption.

Any physical intervention must be:

- reasonable and proportionate;
- the minimum necessary;
- in line with staff training;
- recorded and reported immediately.

Staff must never use physical intervention as a form of punishment.

109. Duty to Act in Emergencies

In any emergency situation, staff must act in the best interests of pupils, even where this requires deviation from normal procedures.

This includes:

- contacting emergency services;
- removing pupils from danger where safe to do so;
- providing immediate care;
- informing senior staff and DSL as soon as possible.

110. Summary

The School's duty of care is delivered through consistent supervision, effective risk assessment, professional judgement and adherence to safeguarding principles.

All staff must:

- supervise pupils appropriately at all times;
- complete and follow risk assessments;
- respond dynamically to changing risks;
- prioritise safeguarding in all decisions;
- act promptly in emergencies;
- maintain vigilance in all settings.

Failure to meet these expectations may place pupils at risk and may result in disciplinary action and/or referral to external agencies.



Policy Owner: Head

Designated Safeguarding Lead: Ross Underwood

Governor Responsible for Safeguarding: Chris Nickols

Approval Body: Governing Body/Proprietor

Date Approved: 1/9/2027

Review Date: September 2027 (or earlier following legislative change)