

### COLLINGHAM COLLEGE CHILD PROTECTION POLICY RELATED DOCUMENT

#### STAFF CONDUCT POLICY

All staff at Collingham College have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the children in our schools and in our care. All staff must have proper and professional regard for the ethos, policies and practices of the institution in which they teach, and maintain high standards in their own attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Our Staff Code of Conduct covers staff/student relationships and communications including the use of social media.

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

#### **We must:**

##### **Set high expectations which inspire, motivate and challenge students:**

- establish a safe and stimulating environment for students, rooted in mutual respect;
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions; and
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

##### **Promote good progress and outcomes by students:**

- be accountable for students' attainment, progress and outcomes;
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching; and
- encourage students to take a responsible and conscientious attitude to their own work and study.

##### **Demonstrate good subject and curriculum knowledge:**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;

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### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching; and
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s);
- exploit opportunities to promote British values;
- encourage and support students in developing their social skills and personal attributes.

### **Adapt the teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development; and
- have a clear understanding of the needs of all students, including those with special educational needs and disabilities; those of high ability; those with English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons and
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the college, in accordance with the college's behaviour policy; apply praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Monitor student internet activity

### **Personal and Professional Conduct for all teaching and support staff**

At Collingham College it is incumbent on all staff to comply with the following Professional Code of Conduct inclusive of implementing the anti-bullying, supervision of children and behavioural policies. All staff are required to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their time at Collingham College. We

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have a duty to uphold public trust in us as professionals and maintain high standards of ethics and behaviour, within and outside college, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others;
- promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

These guidelines are designed to encourage an atmosphere of trust in which all colleagues can conduct their professional lives with confidence. The school recognises the need for, and the desirability of, friendly and respectful social and professional rapport between staff and students. Happy relations in the school are essential. Staff must conduct themselves professionally in their relationships with students, parents and other staff and must not behave in a way that could bring the college into disrepute. Members of staff need to be aware that unwary actions can be misconstrued as unprofessional conduct, with potentially damaging effect on careers.

To avoid misunderstandings, the following should be adhered to carefully:

- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, whenever possible, you should teach with the door open if your classroom does not have a visibility panel;
- Staff should at no time make arrangements to meet or travel with students outside of the college without prior arrangement with the Principal;
- Staff are not permitted to offer students lifts in their cars or other forms of transport without express permission from the Principal;
- Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. Male members of staff should never be in girls' changing areas unless accompanied by a female member of the staff;
- No member of staff should ever be behind a locked door with a student;
- Outward displays of affection are only appropriate in the case of comforting a distressed young person, and should never occur unless there is another adult present;
- Staff should take great care that relationships with individual students are kept on a professional level. It is important that all students are treated the same and that discipline is friendly, fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence;
- Staff must not be party to gossip about colleagues or students;
- The highest level of confidentiality should be maintained at all times in relationships with both adults and students. Anything that a member of staff learns about a student and their family because of their role in the school is confidential and must not be discussed with anyone who does not need to know. Staff, however, should make it clear that there are certain circumstances (e.g. where a young person is suffering or is likely to suffer harm) when other people will need to be told so that the community or the young person can be protected. If a student asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed; and

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- If a student behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the student is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Principal immediately.
- Staff should use their college email address to contact students, copying in their Personal Tutor, or use the college's Teams Chat function.

**Online Teaching:** The college has an Online Teaching and Learning Policy that addresses safeguarding issues relating to online teaching and offers teachers clear guidance as to how to teach and learn safely online.

### Whistleblowing

The Second Report of the Committee on Standards in Public Life: Local Public Spending Bodies published by The Nolan Committee used the term “whistleblowing” to mean the confidential raising of problems or concerns within an organisation by a member of staff. This is not “leaking” information but refers to matters of impropriety e.g. a breach of law, school procedures or ethics. Nor is whistleblowing the raising of a grievance within the school (which would be dealt with under the staff grievance procedures).

Safeguarding is the responsibility of all who work in our school and staff are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Leads (DSLs) who are James Alder (Principal) and Paul Caffell (Head of GCSE), or the Deputy Designated Safeguarding Leads (Deputy DSLs) who are Kerim Aytac (Director of Studies/Deputy Principal), Dr Margaret Smallman (Vice Principal) and Jenny Thompson (Attendance Champion). Collingham College recognises it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as the London Royal Borough of Kensington and Chelsea Safeguarding Manager or Local Authority Designated Officer (LADO) and the police, if necessary.

We make it clear during both induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. The school provides immunity from retribution or disciplinary action against such staff for “Whistleblowing” in good faith. At all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

The staff and proprietors of the college seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. If members of college staff, parents, proprietors or the college community at large become aware of activities which give cause for concern, the college has this whistleblowing policy; this acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the college's disciplinary procedure. The college is committed to tackling fraud and other forms of malpractice and treats these issues seriously. The college recognises that some concerns may be extremely sensitive and has therefore developed a system which allows for the confidential raising of concerns within the college environment but also has recourse to an external party outside the management structure of the college.

### Corporal Punishment

Please note that **Corporal Punishment is not allowed** or deemed to be acceptable at any time in Collingham College. However, teachers and other school staff are entitled to use reasonable force to control or restrain students in certain circumstances including disruptive behaviour when safety is paramount. Further guidance is available.

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### Physical Restraint

- Teachers at Collingham College do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the student's personal file. The student's parents are informed on the same day.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

### Trust and Ethical Conduct

As a result of our knowledge, position, and/or the authority invested in their role, all our staff are in positions of trust. A member of staff can be described as in a position of power or influence because of their role. It is vital for all staff to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Staff are expected to ensure that while there is an unequal balance of power, staff have a responsibility to ensure that this is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. We expect all staff to report and record any incident with this potential.

It is an offence for a member of staff in a position of trust with a child under 18 to engage in sexual activity with, or in the presence of that child, to cause or incite that child to engage in or watch sexual activity. Any sexual activity between a member of staff and a child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. **In an educational setting, young people aged 19 years and below are treated and referred to as children.**

Staff must clearly understand the need to maintain appropriate boundaries in their contact with children. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is unacceptable conduct. *Working Together to Safeguard Children* defines sexual abuse as forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

Staff should also be alert to the possible risks that might arise from social contact with students outside of Collingham College. Home visits to students or private tuition of students should only take place with the knowledge and approval of the Principal. In responding to parent/student e-mails, staff should always copy in the student's Personal Tutor, the Principal or the Deputy Principal. Staff should not use their own mobile phones to text students. The Chat function on Teams should only be used for academic purposes and wherever possible only within college hours.

### Out-of-hours Teaching

All staff should ensure that they are familiar with the College's Supervision of Students Policy which includes details of our approach to and management of out-of-hours teaching. Staff should ensure that all out-of-hours teaching is arranged directly through Dr Margaret Smallman (Vice Principal) who will ensure that the Principal and parents are informed and that all safeguarding measures are in place.

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### **Personal Living Space**

No student will be invited into the home of a member of staff, unless the reason has been firmly established and agreed with parent/carer(s) and senior managers. It is not appropriate for other organisations to expect or request that private living space is used for work with children, including for counselling.

### **Gifts, Rewards or Favouritism**

All giving of gifts or rewards are part of our behaviour policy for supporting positive behaviour or recognising particular achievements. There may be specific occasions when staff may wish to give a student a personal gift. This is only acceptable practice where, in line with the agreed policy, senior manager and parent/carer(s) have discussed the reasons for it and the action is recorded. Any gift should be openly given and not based on favouritism. Staff remain alert at all times to the fact that the giving of gifts can be misconstrued as a gesture to either bribe or groom a child.

Staff will take care in selecting children for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care is taken to ensure that no member of staff accepts any gifts that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are always occasions in school when children or parents wish to pass on a small token of appreciation as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value.

### **Infatuations**

Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Principal. Staff are forbidden from disclosing their personal telephone numbers, email address and so on to students. Occasionally a child or young person may develop an infatuation with a member of staff who works with them. Staff are required to deal sensitively with these situations and to maintain the dignity and safety of all concerned. Such situations carry a high risk of words or actions being misinterpreted and they must ensure that their own behaviour is beyond reproach. A member of staff who becomes aware that a child or young person is developing an infatuation must discuss this with their senior manager and alert the Principal at the earliest opportunity so that appropriate action can be taken to avoid any hurt, distress or embarrassment from the child, family or staff’s perspective.

### **Code of Conduct**

To the student – be clear in our instructions, information, grammar, politeness and being authoritative within the College rules and the College behaviour and discipline policies. We have a duty to be supportive of the students and promote their welfare. We must offer support to vulnerable young people while at all times maintaining an appropriate professional relationship and distance from them. At all times staff must be aware of and act within the professional boundaries that are normal for teachers and staff working in schools in the UK and which are detailed within this document. Specifically, staff should at all times recognise that self-restraint and checking with the Principal or another senior member of staff should be the norm if you are uncertain of how to act.

It is important that the college encourages openness so that staff, students and parents can communicate effectively and clearly. We must listen to students’ concerns and worries especially when they are upset and hurt. Sports and music teachers may also need to hold or touch the children to demonstrate a physical aspect of playing a sport or instrument. Care must always be taken by our staff that any physical contact is appropriate and safe. For avoidance of doubt, students may be touched on their shoulders, arms, legs and head if this is gentle and for legitimate educational or pastoral reasons. Other areas of the student’s body must be avoided unless for emergency purposes.



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Staff must all be aware of the college's child protection policy and act in accordance with it especially if a student discloses something of relevance in this regard.

During sports sessions, if staff need to enter changing rooms, they should do so only when other staff are in the near vicinity and let other staff know they are entering the changing room. Staff should take care to avoid being alone with any student in this circumstance, and if there is a student alone needing help they should **ensure** they tell another staff member they are going in alone with a student before doing so (unless there is a major emergency situation when immediate medical action must be taken). Male staff should particularly avoid going into girls' changing rooms at all unless in a particular case of need or emergency.

All staff should ensure not to use any language which may be offensive. Absolutely no swear words or words with a sexual connotation may ever be used. Staff should ensure that their language is never designed to humiliate a student. Any incidents of this will be treated as a disciplinary matter and action will be taken.

To each other as staff – staff should be polite and professional, supportive and co-operative to each other. We expect our staff to work as a team. This means we need staff to be able to share information and ideas, be ready to be thoughtful and reflective about the education we provide, and readily responsive to instruction from the senior staff. We expect staff to refrain from any actions which may undermine another staff member's confidence or professional abilities, including bullying one another. At all times, staff should remember that we are all working with the best interests of the students in mind. Staff should conduct themselves in public at all times as a professional, whether at a college social occasion outside college hours or in college. At college social occasions, staff should be moderate in their behaviour, language and at external college-related functions, in their consumption of alcohol. They should act as if on duty at all times when in contact with parents, students and staff. Whatever the occasion, staff are expected to keep the academic and professional procedures and processes of the College confidential as required by the Principal at all times unless given clear and unequivocal permission to do otherwise.

To the Parents – Staff must be polite to parents at all times. We expect staff to be ready to listen and help our parents and treat them as very important partners in our work of educating our students and their children. Parents must be treated with courtesy and respect and we should expect that back from them. Parents should be spoken to quietly about their children, and given the opportunity to speak in private, especially when anything of a sensitive nature is to be discussed. Parents should not be treated as personal friends and should be addressed by their title i.e. Mr/Mrs/Ms and not by their first names. They should not be told any professional confidences about the college, its staff or students unless specifically agreed in advance by the Principal.

Any incident of inappropriate behaviour by a parent should be responded to with a quiet statement to the parent that you will refer the issue to the Principal for discussion. Staff should never engage in private or public heated discussion with parents, particularly if they are angry. In this case, remove yourself physically from the situation and state you will refer this to the Principal.

Teachers' dress – teachers should be dressed appropriately and smartly at all times.

Personal Mobile Phones and Cameras – Personal cameras and cameras on staff-owned mobile phones belonging to staff are not to be used on the College premises at any time without prior permission from the Principal. Personal mobile phones may be used in dedicated staff areas or in class and teaching rooms ONLY when the students are not present. Staff should not use mobile phones or accept mobile phone calls during a lesson or when they are with students. Phones brought to College should be left in an individual's own bag and should be turned off or on silent.

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The college cameras may be used for official photographs under the direction of the Principal. These photographs must only be downloaded using the college's computers and not onto a personal, private computer.

### Facebook/Instagram and other social networking sites

Staff must not accept students as "friends" or "contacts" on social networking sites and must ensure the highest privacy controls are used at all times on their personal pages on such sites. Failure to do so is a disciplinary matter. Inappropriate adult behaviour which must be avoided also includes:

- Talking inappropriately about sex lives particularly in front of students
- Being alone with students for unusually long periods of time without good reason
- Showing unusual interest in one specific student
- Inappropriate use of mobile phones whether phone calls or texts
- Staff should not have social networking pages on display on the classroom computers

### Safeguarding children's welfare

Staff must report any concerns about a child as soon as possible to the DSL or, if unavailable, the Deputy DSL.

### Reports regarding a concern relating to a member of staff

Concerns relating to members of staff should be made directly to the Principal.

- Disclosures or allegations that might indicate a person would pose a risk of harm should be referred directly to the Principal who will report to the LADO (via the Local Authority SAFEGUARDING LEAD) within one working day of a disclosure.

Similar disclosures or allegations regarding the Principal should be made to the Director with Responsibility for Safeguarding who will investigate and refer to the LADO without informing the Principal.

Detailed records of all allegations, with the exception of those found to be malicious or false, will be kept on the member of staff's file according to the regulatory requirements.

- Low-level concerns are concerns that do not meet the harm threshold. These may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks. The college recognises that it is critical that a culture is created in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This enables an open and transparent culture, the early identification of concerning, problematic or inappropriate behaviour, minimises the risk of abuse, ensures that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the institution, and protects those working in or on behalf of schools from potential false allegations or misunderstandings.

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

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.



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- These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:
- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with children on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.
- humiliating children.

Low-level concerns about a member of staff should be reported to the Principal. Staff should feel confident to self-refer. Low-level concerns about someone employed by a contractor should be shared with the Principal, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified. Where a third party has raised the concern, the Principal will collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known);
- to the individual involved and any witnesses.

The Principal will record all low-level concerns in writing. This will include:

- details of the concern;
- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;
- action taken;
- the rationale for decisions and action taken;
- the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible).

The records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. They will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school will take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO. Consideration will be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. The school will retain this information at least until the individual leaves its employment.

*Concerns about the welfare of colleagues or children should be communicated to the Principal immediately.*

*Remember, these guidelines will protect you, the children and the college. Failure to comply may well be interpreted by the college as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

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### **Legal Status:**

- Contract of Employment
- This policy complies with Regulation 3 paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard.
- This document has regard to *Keeping Children Safe in Education Statutory guidance for schools and colleges* (KCSIE DfE September 2025) and *Working Together to Safeguard Children* (WT) (HM Government, 2023).
- The Children Act 1989 and 2004 along with Section 157/175, Education Act (2002)
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)

### **Applies to:**

- the whole college and all other activities provided by the college, inclusive of those outside of the normal college hours;
- all staff (teaching and support staff) working in the college, as well as the Directors and Proprietors. This includes designating a practitioner to take lead responsibility for safeguarding children and liaising with the local authority children's agencies as appropriate.

**In our college the term 'staff', in the context of safeguarding, is inclusive of all staff, contractors and proprietors.**

### **Related Documents:**

- Contract of Employment
- Safeguarding Children – Child Protection Policy
- Safer Recruitment Policy
- Anti-Bullying, Supervision of Students and Behaviour Policies
- Whistleblowing Policy
- Physical Intervention Policy
- Behaviour and Sanctions Policy

### **Availability**

This policy is provided to staff on confirmation of their appointment and to all staff on an annual basis.

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Principal and Designated Safeguarding Leads (DSLs).
- The Directors will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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Signed:

Date: December 2024

James Alder  
Principal

Edward Browne and Robert Marsden  
Board of Directors