Guidance for Safer Working Practice for Adults Working with Children and Young People
Katharine Lady Berkeley's School

1. Purpose and status of this guidance

All adults working with children and young people have a responsibility to safeguard and promote their welfare. Adults working in education are also in a position of trust and are expected to maintain high standards of professional conduct.

This guidance sets out the expectations of Katharine Lady Berkeley's School (KLB) for safe and appropriate professional practice. It applies to all staff, supply staff, volunteers, contractors and other adults working with or on behalf of pupils.

The guidance is informed by:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Guidance for Safer Working Practice for those working with children and young people in education settings, Safer Recruitment Consortium, February 2022;
- Teachers' Standards, where applicable;
- relevant legislation and statutory guidance; and
- KLB policies and procedures.

This guidance forms part of the school's expectations for staff behaviour and should be read alongside the Staff Code of Conduct. A breach of this guidance may constitute a breach of the Staff Code of Conduct and may result in action under the school's disciplinary procedures.

This document should also be read alongside the school's Child Protection and Safeguarding Policy and other relevant school policies and procedures.

Staff should seek advice from the Headteacher, Designated Safeguarding Lead (DSL), a Deputy Designated Safeguarding Lead (DDSL) or their line manager if they are uncertain about appropriate professional conduct in a particular situation.

2. Underpinning principles

All adults working at KLB should:

- put the welfare and best interests of children first;
- understand that safeguarding is everyone's responsibility;
- recognise the power and responsibility inherent in their position of trust;
- maintain appropriate professional boundaries with pupils at all times;
- act, and be seen to act, in an open and transparent way;
- behave in a way that would withstand reasonable scrutiny;
- treat pupils fairly, respectfully and with dignity;

- take account of pupils' age, development, disability, SEND, communication needs and individual circumstances;
- exercise professional judgement while following school policies and procedures;
- report concerns about the welfare of pupils or the conduct of adults promptly; and
- understand that conduct inside or outside school may raise concerns about their suitability to work with children.

Adults are responsible for their own actions and should avoid conduct that could reasonably cause others to question their motivation, intentions or suitability to work with children.

3. Professional judgement

No guidance can cover every situation that may arise.

Staff are expected to exercise sound professional judgement, considering whether their actions are necessary, proportionate, appropriate, transparent and in the best interests of the pupil.

Where a member of staff believes that circumstances require them to depart from normal school practice, they should, wherever possible, seek advice from an appropriate senior colleague beforehand.

Where this is not possible, the member of staff should be able to explain and justify their actions and should report and record the circumstances afterwards where appropriate.

Staff should particularly seek advice where:

- a situation could be misunderstood or misinterpreted;
- a professional boundary may be at risk of becoming unclear;
- a pupil's behaviour or communication towards them causes concern;
- an unexpected one-to-one or physical-contact situation occurs; or
- they are unsure whether information or an incident should be reported.

4. Power, trust and professional boundaries

Adults working with pupils occupy a position of trust. Relationships between staff and pupils are not relationships between equals.

Staff must not use their professional position to pursue or encourage relationships with pupils that are inappropriate, exploitative, intimidating, coercive, secretive or sexual.

Staff must not:

- use their position to gain personal advantage;
- intimidate, humiliate, threaten, coerce or undermine a pupil;
- establish inappropriate emotional dependency;
- encourage pupils to regard them as a friend rather than a trusted professional;
- seek personal information from pupils unless relevant to their professional role;
- share inappropriate personal information with pupils; or

- engage in behaviour which could reasonably be interpreted as grooming.

Professional boundaries apply equally to face-to-face and online interactions.

5. Standards of behaviour

Staff are expected to demonstrate consistently high standards of professional behaviour.

Language, humour, conversations and interactions with pupils must be appropriate to the professional relationship.

Staff must not:

- make sexual, discriminatory, degrading or humiliating remarks;
- use inappropriate sarcasm or ridicule;
- engage in inappropriate banter with pupils;
- encourage pupils to make inappropriate comments about other pupils or adults;
- behave in a manner which could reasonably call their suitability to work with children into question; or
- act in a way that undermines the school's safeguarding culture.

Staff should be mindful that conduct outside work, including online conduct, may become relevant to their professional role where it raises safeguarding concerns or questions about their suitability to work with children.

6. Dress and appearance

Staff should dress in a manner appropriate to their professional role, the activities they are undertaking and the school environment.

Clothing should not be offensive, excessively revealing, discriminatory or display inappropriate or politically partisan messages.

Additional requirements may apply for particular activities, including PE, practical subjects, educational visits and activities requiring personal protective equipment.

7. Confidentiality and information sharing

Staff may have access to confidential or sensitive information about pupils and their families.

Such information must be treated respectfully and securely and must only be accessed, used or shared for legitimate professional purposes.

Staff must not:

- use confidential information for personal advantage;
- discuss confidential pupil information casually or in inappropriate locations;
- share information with people who do not have a legitimate reason to receive it; or
- promise a pupil absolute confidentiality.

Safeguarding information should be shared with appropriate people where this is necessary to safeguard a child.

The Data Protection Act 2018, Data (Use and Access) Act 2025 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Staff should not allow concerns about data protection to prevent necessary and proportionate safeguarding information sharing.
Where a pupil makes a disclosure or provides information that raises a safeguarding concern, staff must follow the school's Child Protection and Safeguarding Policy without delay.
Staff who are unsure whether information should be shared should seek advice from the DSL or a DDSL. However, seeking advice must not unnecessarily delay action required to protect a child.

8. Gifts, rewards and favouritism
Staff should ensure that rewards and recognition are consistent with school procedures and are fair and transparent.
Staff should avoid giving individual pupils personal gifts except where this has been appropriately agreed or forms part of an established school activity.
Staff should not accept gifts that are of significant value or could reasonably be interpreted as creating an obligation or expectation of preferential treatment.
Staff must avoid behaviour that could create or appear to create favouritism towards a particular pupil.
Any gift or situation that could reasonably be misunderstood should be discussed with a senior colleague.
Staff must also comply with the school's Gifts and Hospitality Policy where applicable.

9. Infatuations and inappropriate attachment
A pupil may develop an infatuation with, or inappropriate attachment to, a member of staff. Staff must deal with such situations sensitively while maintaining clear professional boundaries.
A member of staff who becomes aware that a pupil may have developed an infatuation or inappropriate attachment towards them should report this promptly to an appropriate senior member of staff.
Staff must not encourage, reciprocate or exploit the pupil's feelings.
Where a member of staff develops feelings towards a pupil which could affect professional boundaries, they must immediately seek appropriate advice from the Headteacher or DSL and take steps to ensure the pupil is protected.

10. Communication with pupils
All communication with pupils must have a legitimate educational or pastoral purpose and remain professional in tone, content, timing and frequency.
School-approved communication systems should be used for communication with pupils and parents/carers.

Staff must not:

- give pupils their personal mobile telephone number;
- use personal email accounts to communicate with pupils about school business;
- use personal messaging or social-media accounts to communicate privately with pupils;
- engage in secretive communication with pupils; or
- communicate with pupils in a way they would be uncomfortable for a parent/carer or senior colleague to see.

Where exceptional circumstances require a different arrangement, this must be appropriately authorised.

11. Social media and online relationships

Staff must maintain appropriate professional boundaries online.

Staff must not accept or initiate social-media connections with current pupils through personal accounts.

Privacy settings should be used appropriately, but staff should recognise that no online communication can be regarded as completely private.

Staff should not access pupils' personal social-media accounts unless there is a legitimate safeguarding or professional reason and this has been appropriately authorised.

Staff must not post information, images or comments which:

- identify confidential information about pupils;
- bring the school into disrepute;
- could undermine their professional position;
- could reasonably cause pupils, colleagues or parents/carers distress; or
- call into question their suitability to work with children.

Any concerning online contact initiated by a pupil should be reported where appropriate.

12. Personal mobile phones and devices

Staff may bring personal mobile phones to school for their own use but should limit their use to non-contact time when pupils are not present.

Staff must not give their personal mobile telephone numbers to pupils or parents/carers for school-related purposes or use personal messaging accounts for school-related communication with pupils.

Where a school mobile phone or school-owned device is provided for an educational visit or other school activity, staff should use this in preference to a personal device.

Personal mobile phones, cameras or other personal devices should not normally be used to take photographs or recordings of pupils.

Where a personal device has been used for a legitimate school purpose, for example on an educational visit or at a school event, images or recordings must be transferred onto the school system as soon as reasonably practicable and deleted from the personal device once the transfer has been completed.
All photographs and recordings of pupils must be taken, transferred, stored and used in accordance with the school's Online Safety and Data Protection policies and relevant school procedures.

13. Physical contact

KLB's expectation is that staff should avoid physical contact with pupils wherever possible. Staff should maintain clear professional boundaries and should not initiate unnecessary physical contact with pupils.
Physical contact should only take place where it is necessary, appropriate and justifiable, for example:

- to provide first aid or assistance following an injury;
- to support a pupil with an identified medical, physical or additional need, in accordance with an agreed plan where applicable;
- where limited physical contact is necessary for the safe teaching of a particular skill or activity, for example in PE or a practical subject; or
- where the lawful and reasonable use of force is necessary to prevent harm or otherwise in accordance with the school's procedures.

Where physical contact is necessary, staff should use the minimum level of contact required, explain what they are doing where appropriate, respect the pupil's dignity and wishes, and ensure that their actions are open and capable of justification.
Staff should not engage in physical contact with pupils as part of joking, horseplay or informal interaction.
Physical affection, such as cuddling or prolonged embraces, should not be initiated by staff. Where a pupil initiates physical contact, staff should respond sensitively while maintaining appropriate professional boundaries.
Any physical contact that is unusual, could reasonably be misinterpreted, causes concern, or falls outside normal professional practice should be reported to an appropriate senior member of staff and recorded where necessary.

14. Comforting a distressed pupil

Staff should provide reassurance and support to distressed pupils through calm, sensitive and appropriate verbal communication.
Staff should not initiate physical affection, such as cuddling or embracing a pupil, as a means of providing comfort.
Where a pupil initiates physical contact because they are distressed, staff should respond sensitively while maintaining appropriate professional boundaries and should avoid prolonging the contact.

Staff should not assume that a pupil wants physical contact because they are distressed.
Where a pupil's distress gives rise to a safeguarding or welfare concern, staff should follow the school's safeguarding and pastoral procedures.
Where an interaction is unusual, could reasonably be misinterpreted or causes the member of staff concern, they should report it to an appropriate senior colleague and make a record where necessary.

15. Activities requiring physical contact

There may be limited circumstances in which physical contact is necessary to safely undertake a particular activity, for example in PE, drama, music, practical activities, first aid or when supporting a pupil with additional needs.
Physical contact should be avoided where the activity can reasonably and safely be carried out without it.
Where contact is necessary, staff should:

- explain its purpose beforehand where appropriate;
- use the minimum contact necessary;
- respect the pupil's wishes and dignity;
- consider whether the activity can be demonstrated or supported in another way;
- follow relevant professional or activity-specific guidance; and
- ensure that the contact takes place in an open and observable environment wherever practicable.

Any regular physical support required because of a pupil's disability, SEND or medical needs should normally be included in an appropriate individual plan and understood by the relevant staff.

16. Behaviour management and reasonable force

Pupils must be treated with dignity and respect, including when their behaviour is challenging.
Staff should follow the school's Behaviour and Discipline Policy and use calm, proportionate and appropriate strategies to prevent situations from escalating.
Physical intervention should be avoided wherever possible and must never be used as a punishment.
There may, however, be circumstances in which the lawful use of reasonable force is necessary. Where this occurs, staff must act in accordance with the school's procedures and current statutory guidance.
Any force used must be reasonable, proportionate and no more than necessary in the circumstances.
Incidents involving the use of reasonable force must be reported and recorded in accordance with school procedures, and parents/carers informed where appropriate.

17. Intimate and personal care

Where a pupil requires intimate or personal care because of disability, medical needs or other identified circumstances, arrangements should protect the pupil's safety, dignity and privacy.

Care should be provided in accordance with an agreed individual plan or school procedure where applicable.

Staff should:

- encourage independence wherever possible;
- explain what they are doing;
- take account of the pupil's wishes and communication needs;
- use the minimum physical assistance necessary;
- maintain appropriate privacy without creating unnecessary secrecy; and
- report concerns or significant deviations from an agreed plan.

Staff should not undertake intimate or personal care unless this forms part of an agreed arrangement or is necessary in an unforeseen or emergency situation.

18. Changing and supervision

Pupils are entitled to dignity and privacy when changing clothing or undertaking personal care.

Where supervision of changing areas is required, staff should balance safeguarding and health and safety responsibilities with pupils' privacy.

Staff should announce their intention to enter changing areas where appropriate and avoid unnecessary visual intrusion.

Staff should not change or shower in the same space as pupils.

Particular consideration should be given to individual pupils who may require reasonable adjustments or additional privacy.

19. First aid and medication

Staff must follow the school's First Aid Policy and Supporting Students with Medical Conditions Policy.

Medication should only be administered in accordance with school procedures.

Staff providing first aid should explain what they are doing, where appropriate, respect the pupil's dignity and keep physical contact to that which is necessary to provide appropriate treatment or assistance.

Where treatment involves sensitive or intimate areas, particular consideration should be given to privacy and safeguarding and, where practicable, another appropriate adult should be present or aware of the treatment being provided.

Appropriate records must be completed in accordance with school procedures.

20. One-to-one situations

One-to-one working is a normal and sometimes important part of educational and pastoral practice. It is not prohibited.
Staff should nevertheless recognise that one-to-one situations may increase vulnerability for both the pupil and adult.
Where practicable:

- meetings should take place in an appropriate location;
- other staff should know that the meeting is taking place where appropriate;
- rooms should provide an appropriate degree of visibility, for example through a window or open blind;
- unnecessary secrecy should be avoided; and
- professional boundaries should be maintained.

The need for privacy should be balanced with safeguarding considerations. A door does not have to remain open in every one-to-one conversation where doing so would undermine appropriate confidentiality, provided suitable safeguards are in place.
Any concerning or unexpected incident arising during a one-to-one meeting should be reported.
Staff should also refer to our Lone Working Policy for further guidance.

21. Home visits
Home visits should only take place where there is a legitimate professional reason and in accordance with school procedures.
The purpose of the visit should be clear and appropriate colleagues should know where the member of staff is going.
Relevant safeguarding and lone-working risks should be considered before the visit.
Where circumstances indicate an increased risk, appropriate additional measures should be put in place, which may include two members of staff attending.
Staff must maintain the same professional boundaries during home visits as they would on school premises.
Any safeguarding concern arising during a home visit must be reported immediately in accordance with the school's safeguarding procedures.

22. Personal living accommodation
Pupils should not normally be invited into the private home of a member of staff.
Any exceptional circumstances must have a legitimate justification and should be discussed and authorised in advance by the Headteacher or appropriate senior leader.
It is recognised that staff may live within the school community and may encounter pupils and families socially. Staff should maintain appropriate professional boundaries in such circumstances.
Any private tutoring or other paid arrangement involving a current KLB pupil must be agreed in advance with the Headteacher, must comply with school requirements, and must not create a conflict of interest or inappropriate professional relationship.

23. Transporting pupils

Staff should use school-arranged transport wherever practicable.

A pupil should only be transported in a member of staff's private vehicle where this is necessary and consistent with school procedures.

Where staff use their own vehicle for an authorised school purpose, they must ensure that:

- they hold an appropriate driving licence;
- the vehicle is roadworthy and legally compliant;
- appropriate insurance is in place;
- seat belts are used; and
- the journey has been appropriately authorised or recorded.

Staff should avoid transporting an individual pupil alone where a reasonable alternative is available.

There may be exceptional or emergency circumstances where transporting a pupil is necessary to safeguard their welfare. Such decisions should be reasonable, proportionate and capable of justification, and should be reported and recorded appropriately.

Staff must not routinely offer pupils lifts for personal convenience or outside their professional responsibilities.

24. Educational visits, residential visits and school activities

Professional boundaries apply equally during educational visits, residential visits, sporting activities, performances and other activities away from the school site.

Staff must follow the school's Educational Visits procedures and relevant risk assessments.

Staff should:

- maintain professional behaviour throughout;
- ensure appropriate supervision;
- avoid unnecessary one-to-one situations;
- maintain appropriate boundaries around bedrooms, changing and washing arrangements;
- avoid unnecessary physical contact with pupils;
- not share a bed with a pupil; and
- follow agreed communication and emergency arrangements.

Where a personal device is authorised for photographs or recordings, the requirements in section 12 apply.

25. Photography, video and audio recording

Photographs, video and audio recordings of pupils should only be made for legitimate school purposes.

Staff must consider pupils' privacy, dignity and safeguarding when creating or using images.
Staff should follow school procedures relating to consent, publication and the use of pupil images.
Images must not be taken secretly or in circumstances where a pupil has a reasonable expectation of privacy, except where an authorised safeguarding or security system operates in accordance with school policy and law.
Images or recordings must never be created or retained for a member of staff's personal use.
Where personal equipment has been authorised for a legitimate school purpose, the requirements in section 12 regarding transfer and deletion apply.

26. Online and remote communication
The same professional standards apply when teaching, supporting or communicating with pupils remotely.
Staff should use school-approved accounts, platforms and systems.
Staff should consider their surroundings and what may be visible or audible during online communication.
One-to-one online contact should only take place for a legitimate professional purpose and in accordance with school arrangements.
Sessions or communications must not be recorded on personal devices unless specifically authorised.

27. Artificial intelligence and emerging technology
Staff should use artificial intelligence and other emerging technologies responsibly and in accordance with school policies.
Personal or confidential pupil information must not be entered into AI systems unless the system has been approved for that purpose and the use complies with the school's data-protection requirements.
AI must not be used to create, manipulate or share inappropriate, sexualised, humiliating or discriminatory material involving pupils or colleagues.
Staff should be aware that AI-generated or manipulated images, audio and video may create safeguarding risks, including bullying, harassment, sexual abuse and exploitation.
Any safeguarding concern arising from the use of AI or emerging technology must be reported immediately in accordance with the school's safeguarding procedures.

28. Inappropriate or concerning material and communications
Staff must not use school equipment or systems to access inappropriate material except where there is a legitimate and appropriately authorised professional purpose.

There are no circumstances in which staff should deliberately access, create, possess, copy or distribute child sexual abuse material.
If staff encounter suspected illegal images or material, they must not investigate, copy, forward, print, save or otherwise interfere with the material. They should report the matter immediately in accordance with the school's safeguarding procedures.
If a pupil sends, attempts to send, or attempts to show a member of staff sexual, inappropriate or otherwise concerning material or communication, the member of staff must not investigate, copy, forward, print, save or share the material. Where the material may constitute a nude or semi-nude image, staff must not delete the imagery or ask the pupil to delete it. The matter must be reported immediately to the DSL or a DDSL and managed in accordance with the Child Protection and Safeguarding Policy.
Staff should not ask a pupil to send, forward or reproduce sexual or intimate imagery as part of investigating or establishing what has occurred.
Concerns involving the conduct of an adult must be managed under the school's procedures for allegations and low-level concerns.

29. Curriculum and sensitive material
Some curriculum areas legitimately involve sensitive, controversial or age-restricted material.
Staff should ensure that resources:

- have a legitimate educational purpose;
- are appropriate to pupils' age and development;
- support identified curriculum objectives;
- comply with relevant statutory requirements and school policies; and
- are handled sensitively.

Staff should maintain professional boundaries when responding to pupils' questions about sensitive issues and seek advice where necessary.

30. Sexual conduct
Sexual behaviour or relationships between members of staff and pupils are wholly unacceptable.
Staff must not:

- have a sexual or romantic relationship with a pupil;
- encourage such a relationship;
- engage in sexualised communication with a pupil;
- make sexual remarks to or about pupils;
- share sexual material with pupils except where legitimately required within an appropriate curriculum context; or
- engage in conduct which could reasonably constitute sexual grooming.

A pupil's apparent consent does not make an inappropriate relationship acceptable.
Staff should also be aware of the law relating to abuse of positions of trust.

31. Pupils who are 18 or over

Professional boundaries continue to apply to pupils who have reached the age of 18 while remaining pupils at the school.

A pupil reaching the age of 18 does not make a personal, romantic or sexual relationship between that pupil and a member of staff appropriate.

Staff must continue to maintain the same professional standards and boundaries.

32. Reporting safeguarding concerns about adults

All staff have a responsibility to report concerns about the behaviour of adults working in or on behalf of the school.

Where an adult has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children,

the concern must be reported immediately in accordance with the school's Child Protection and Safeguarding Policy.

Concerns or allegations about a member of staff, supply teacher, trainee teacher, volunteer or contractor should be reported to the Headteacher. Concerns or allegations about the Headteacher should be reported to the Chair of Trustees.

Where a member of staff believes there is a conflict of interest in reporting a concern or allegation to the Headteacher, they should report it directly to the Local Authority Designated Officer (LADO), in accordance with the Child Protection and Safeguarding Policy.

Staff should follow the detailed procedures set out in the school's Child Protection and Safeguarding Policy.

Staff must not investigate allegations themselves.

Where there is uncertainty about whether a concern meets the harm threshold, it should still be reported. The appropriate person will determine the action required, including whether consultation with or referral to the LADO is necessary.

33. Low-level concerns

All concerns about the behaviour of an adult working in or on behalf of the school should be shared in accordance with the school's Child Protection and Safeguarding Policy, including concerns which do not meet the harm threshold.

A low-level concern does not mean that the concern is insignificant. It is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with this guidance or the Staff Code of Conduct, including inappropriate conduct outside work; and
- does not meet the allegations threshold or is otherwise not considered sufficiently serious for referral to the LADO.

Examples may include:

- being over-friendly with pupils;
- having favourites;
- taking photographs or recordings of pupils contrary to school procedures;
- engaging with a pupil through a personal social-media account;
- using inappropriate, intimidating or humiliating language; or
- unnecessarily or inappropriately initiating physical contact with a pupil.

Low-level concerns should be reported in accordance with the school's Child Protection and Safeguarding Policy.

Staff should report concerns even where they are uncertain whether the behaviour reaches a particular threshold.

The purpose of reporting low-level concerns is to promote an open and transparent safeguarding culture, identify inappropriate or concerning behaviour early and minimise the risk of abuse.

34. Self-reporting

Staff should report situations in which their own conduct could reasonably be misunderstood or where they believe they may have acted in a way inconsistent with this guidance.

Self-reporting supports a transparent safeguarding culture and allows concerns or misunderstandings to be addressed promptly.

Staff should also report where:

- a pupil has behaved towards them in a way that may create a safeguarding or professional-boundary concern;
- they have inadvertently received inappropriate communication or material from a pupil;
- unexpected physical contact has occurred which could reasonably be misunderstood;
- an authorised procedure could not be followed; or
- they believe another person may misinterpret an interaction.

Making an appropriate self-report does not in itself imply wrongdoing. It enables the school to consider the circumstances openly and take appropriate action where necessary.

35. Whistleblowing

All staff and volunteers have a responsibility to raise concerns where they believe unsafe, unlawful or inappropriate practice is occurring.

Staff should use the school's Whistleblowing Procedure where appropriate.
No member of staff should be deterred from raising a genuine safeguarding concern because of fear of criticism or adverse consequences.
Where staff do not feel able to raise a concern internally, or believe a genuine concern has not been appropriately addressed, they may use the external routes identified in the school's Child Protection and Safeguarding Policy and Whistleblowing Procedure.

36. Recording concerns and incidents

Accurate records are an important part of safer working practice.
Staff should make appropriate records where required by school procedures, particularly where:

- a safeguarding concern has arisen;
- there has been an allegation or low-level concern about an adult;
- an unusual or potentially misunderstood interaction has occurred;
- reasonable force has been used;
- an unexpected one-to-one, transport or physical-contact situation has occurred; or
- a member of staff has departed from normal procedure for a legitimate reason.

Records should be factual, timely and proportionate and should include relevant actions, decisions and outcomes where appropriate.
Safeguarding concerns about pupils must be recorded using the school's safeguarding procedures.

37. Professional challenge and seeking advice

A strong safeguarding culture depends upon openness and appropriate professional challenge.
Staff should feel able to question behaviour or practice which appears inconsistent with safeguarding expectations, regardless of the seniority or role of the person involved.
Where staff are unsure about an aspect of safer working practice, they should seek advice rather than allowing uncertainty to continue.
No member of staff should knowingly ignore conduct which may place a pupil at risk.

38. Breaches of this guidance

Failure to follow this guidance may constitute a breach of the Staff Code of Conduct and may result in action under the school's disciplinary procedures.
The fact that conduct does not meet the threshold for a safeguarding allegation does not mean that it is acceptable professional behaviour.
Depending on the circumstances, concerns may also be referred to external agencies, the LADO, police, Disclosure and Barring Service or relevant professional/regulatory bodies where appropriate.

The school will consider each situation fairly and proportionately, taking account of the circumstances, safeguarding requirements and applicable employment procedures.

39. Related school policies and procedures

This guidance should be read alongside relevant KLB policies and procedures, particularly:

- Child Protection and Safeguarding Policy;
- Staff Code of Conduct;
- Online Safety Policy;
- Data Protection Policy and Privacy Notices;
- Records Management and Retention Policy;
- Behaviour and Discipline Policy, including the Mobile Phone Policy/Addendum;
- Anti-Bullying Policy;
- Whistleblowing Procedure;
- Complaints Procedure;
- Educational Visits procedures;
- First Aid Policy;
- Supporting Students with Medical Conditions Policy;
- SEND Policy;
- Health and Safety Policy;
- Relationships and Sex Education Policy;
- Gifts and Hospitality Policy; and
- Lone Working Policy
- Relevant acceptable-use and IT procedures.

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