



Buckstones Community Primary School

Policy for Safer Working Practices / Code of Conduct Policy

Amend by Headteacher: August 2026

Adopted by Governors:

Signed by Chair:

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MISSION STATEMENT

To provide a fun, stimulating and excellent education which enables each child to achieve their full potential, academically, spiritually, emotionally and socially in a safe, environment.

Healthy School

Buckstones is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making other choices about healthy lifestyles.

1. Aims, Scope and Principles

This policy aims to set and maintain standards of conduct that we expect all adults to follow and should be read in conjunction with the following policies: Safeguarding & Child Protection, Confidentiality, E Safety and Acceptable User Policy, and Intimate Care.

The Governors of Buckstones Primary School have a legal duty to safeguard and promote the welfare of pupils. By creating this policy, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect.

Many of the principles in this code of conduct are based on the [Teachers' Standards](#). We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.

Buckstones Primary School staff have a duty to keep children and young people safe and protect them from harm. Adults should ensure that they do not put themselves in situations in which allegations of abuse or inappropriate behaviour could be made.

School staff have an influential position in the school, and will act as role models for pupils by consistently demonstrating high standards of behaviour. All adults working in Buckstones Primary School must therefore act with the utmost good faith with regard to the business of the school and not do anything, which may adversely affect its reputation.

We expect all Support Staff, Governors and Volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

The following safer working practices/code of conduct has been drawn up with a view to reducing the risk of adults being accused of improper or unprofessional conduct in all aspects of their work. It aims to help adults work safely and professionally and clarify what behaviour constitutes safe practice and what is unacceptable and/or illegal.

Failure to follow the safer working practices/code of conduct may result in disciplinary action being taken, as set out in the school's Disciplinary Policy and Procedures.

Please note that this safer working practices/code of conduct is not exhaustive. If situations arise that are not covered by this code, adults will use their professional judgement and act in the best interests of the school and its pupils.

The Code applies to all adults working in schools whatever their position, roles or responsibilities paid and unpaid.

2. Legislation and Guidance:

We are required to set out a Adults code of conduct under regulation 7 of [The School Staffing \(England\) Regulations 2009](#).

In line with the statutory safeguarding guidance '[Keeping Children Safe in Education](#)', we should have a Adults code of conduct, which should cover acceptable use of technologies, Adults/pupil relationships and communications, including the use of social media.

This policy also follows guidance

[Working together to safeguard children 2026](#)

3. Definitions:

References made to adults and teachers refer to all those who work with pupils in an educational establishment, in either a paid or unpaid capacity.

The term 'allegation' means where it is alleged that a person who works with children 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; or,
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

4. Responsibilities:

- Adults should understand the responsibilities that are an intrinsic part of their employment or role. They should make a professional judgement about their actions and behaviour and seek to avoid conduct, which would lead any reasonable person to question their motivation or intentions.
- Adults should understand their responsibility to voice any general concerns that they might have about practice within the school, in accordance with the Buckstones Primary School's Whistle Blowing policy.
- Adults should also be aware of and comply with Buckstones Primary School financial and administrative regulations and any other procedures outlined in the Staff Handbook.

Adults set an example to pupils.

They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language in school
- Treat pupils and others with dignity and respect
- Show tolerance and respect for the rights of others
- Not undermine fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Express personal beliefs in a way that will not overly influence pupils, and will not exploit pupils' vulnerability or might lead them to break the law
- Understand the statutory frameworks they must act within
- Adhere to the Teachers' Standards

5. Safeguarding:

- Adults have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse or neglect.
- Adults will familiarise themselves with our Safeguarding Policy and procedures and the Prevent initiative and ensure they are aware of the processes to follow if they have concerns about a child.
- Our Safeguarding policy and procedures are available in the staff room, from the school office and on Buckstones conference. New staff will also be given copies on arrival as part of their induction.
- If there is an incident where adults feel there could be a concern, they should discuss the circumstances that informed their action, or their proposed action

with a senior colleague, to help ensure that the safest practices are employed and the risk of actions being misinterpreted reduced.

- Records should be made of any incidents and decisions made or further actions agreed, with their justifications, in accordance with school policy.
- Unlawful, unsafe or inappropriate behaviour may result in disciplinary action being taken

6. Safer Practice Guidance for Adults in School:

The following guidelines set out specific areas of conduct and behaviour that constitute expected and safe practice. However, guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for adults. It does highlight however, behaviour which is illegal, inappropriate or inadvisable. There will be rare occasions and circumstances in which adults have to make decisions or act in the best interest of a pupil which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the pupils in their charge and, in so doing, will be seen to be acting reasonably. **These judgements should always be recorded and shared with a manager. (See section 5)**

Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

6.1 Confidentiality:

- As data controllers, all schools are subject to the Data Protection Act 2018. In addition, teachers owe a common law duty of care to safeguard the welfare of their pupils. This duty is acknowledged in the provisions governing disclosure of information about pupils.
- Members of staff and Governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be sensitive and/or confidential. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil and must never be used for a purpose other than what it was collected and intended for.
- There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.

- Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.
- If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.
- All adults should be aware of the school's Confidentiality Policy.

6.2 Propriety, Behaviour and Appearance:

- Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities.
- Staff will ensure that all information given to the school about their qualifications and professional experience is correct.
- All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and the public in general. An individual's behaviour or actions, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute. The misuse of drugs, alcohol or acts of violence would be examples of such behaviour.
- A person's dress and appearance are matters of personal choice and self-expression. However adults, governors and volunteers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative. (The Governing Body asks that tattoos are covered up). Specifically, appearance and clothing should not distract, cause embarrassment or give rise to misunderstanding, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory.

Those who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

- Personal property of a sexually explicit nature such as books, magazines, CDs, DVDs or such material on any electronic media must not be brought onto or stored on the school premises or on any school equipment.

6.3 Infatuation and Crushes:

A child or young person may develop an infatuation with an adult who works with them. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken to avoid any hurt, distress or embarrassment. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations.

Examples of situations which must be reported are given below:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust.
- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship.

6.4 Social Contact and Social Networking:

- Communication between pupils and adults, should **always** take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, web-cams, websites and blogs.
- Staff's social media profiles should not be available to pupils. If staff have a personal profile on social media sites, they should not use their full name, as pupils may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private. This will prevent pupils from making contact on personal profiles and to prevent students from accessing

photo albums or other personal information which may appear on social networking sites.

- Staff should not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They will not make any efforts to find pupils' or parents' social media profiles.
- All adults will ensure that they do not post any images on line that identify children who are pupils at the school without their parental consent.
- Staff and volunteers must not give their personal contact details such as home/mobile phone number; home or personal e-mail address or social networking details to pupils unless the need to do so is agreed in writing with senior management.
- Staff must not have any pupils or any ex-pupils under the age of 18 as friends on their social networking sites. Staff are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Staff are advised not to have on line friendships with parents or carers of pupils. Where such on line friendships exist, staffs and adults must ensure that appropriate professional boundaries are maintained.
- All adults are personally responsible for what they communicate on social media and must bear in mind that what is published might be read by school, pupils, the general public, future employers and friends and family for a long time. Adults must ensure that their on-line profiles are consistent with the professional image expected by school and should not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people.

Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the school's disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of the school, such comments are inappropriate.

- All adults should be aware of the school's E-Safety Policy.

6.5 Physical Intervention:

- All pupils have a right to be treated with respect and dignity.
- Corporal punishment is unlawful in all schools.
- Staff and volunteers must not use any form of degrading treatment to punish a pupil.
- **The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.**
- Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation.

Any sanctions or rewards used should be in line with the schools Behaviour Policy.

- Physical intervention can only be justified in exceptional circumstances as outlined in the School Behaviour Policy. Adults may legitimately intervene to prevent a pupil from:
 - committing a criminal offence,
 - injuring themselves or others,
 - causing damage to property,
 - engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Adults should have regard to the health and safety of themselves and others.

6.6 Physical Contact:

- There are occasions when it is entirely appropriate and proper for adults to have physical contact with children. However, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.
- Not all children feel comfortable about certain types of physical contact; this should be recognised and wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.
- Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore use their professional judgement at all times.

- If a member of staff believes that an action by them or a colleague could be misinterpreted, the incident and circumstances should be immediately reported to the Head teacher and recorded. Where appropriate, the Head teacher should consult with the Local Authority Designated Officer.
- Any formally agreed plan for children with SEND should be understood and agreed by all concerned and staff should be provided with relevant information about vulnerable pupils in their care, where this information is necessary to undertake tasks/duties appropriately.
- Extra caution may also be required where it is known that a child has suffered previous abuse or neglect. Many such children are often needy and seek out inappropriate contact, thereby leading adults to be vulnerable to allegations of abuse.

In this regard, adults should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
- never touch a child in a way which may be considered indecent;
- always explain to a pupil the reason why contact is necessary and what form that contact will take;
- look at alternatives, where it is anticipated that a pupil might misinterpret contact and consider involving another member of staff, or a less vulnerable pupil in a demonstration;
- never indulge in horseplay, tickling or fun fights;
- always tell a colleague when and how they offered comfort to a distressed child and record any situations, where they think they may give rise to concern;
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact.

6.7 Intimate Care:

- All children have a right to safety, privacy and dignity when contact of an intimate nature is required.
- Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable.
- When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that,

wherever possible, they are visible and/or audible.

- A care plan should be drawn up and agreed with parents for all children, including those with SEND who require intimate care on a regular basis.
- Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.
- All adults should be aware of the school's Intimate Care Policy.

This means that staff should:

- adhere to their organisation's intimate care policies.
- make other adults aware of the task being undertaken.
- always explain to the pupil what is happening before a care procedure begins
- consult with colleagues where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers.

6.8 One to One Situations/Meetings :

- One to one situations have the potential to make children/young persons more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Adults must recognise this possibility and plan and conduct such meetings accordingly.
- Every attempt should be made to ensure that the safety and security needs of both adults and pupils are met. Where such a meeting is necessary or unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.
- Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session **are not permitted** unless

written approval is obtained from their Parent/ Guardian and the Head teacher.

- No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been established and agreed with Parents/Carers and Head teacher.

6.9 Social Contact Outside of School:

- It is acknowledged that adults may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Adults should however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.
- It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.
- Adults should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).
- If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement.
- Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

This means that adults should:

- always approve any planned social contact with pupils, for example when it is part of a reward scheme.
- advise senior management of any regular social contact they have with a pupil which could give rise to concern.
- refrain from sending personal communication to pupils or parents unless agreed with senior managers.

- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship.
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring.

6.10 Transport:

- In certain situations e.g. out of school activities, staff, Governors or volunteers may agree to transport pupils. Transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort. Parental consent must be gained where there is a planned activity.
- Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded
- It is inappropriate for staff to offer lifts to a pupil outside their normal working duties, unless this has been brought to the attention of the line manager and there is written consent from parents/carers.
- There may be occasions where a pupil requires transport in an emergency situation or where not to give a lift may place a pupil at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

6.11 Educational Visits and Extra Curricular Activities:

Staff, and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. Please refer to the school's policy on Educational Visits.

6.12 First Aid and Medication:

The school has qualified first aiders and only these trained people should administer first aid. Please refer to the school's First Aid Policy and Medical Conditions Policy.

Adults should:

- refer to school's First Aid Policy and Medical Conditions and Asthma Policy.
- adhere to the school or setting's Health and Safety Policy.
- make other adults aware of the task being undertaken .
- have regard to pupils' individual health care plans.
- explain to the pupil what is happening.
- always act and be seen to act in the pupil's best interest.
- make a record of all medications administered.

6.13 Using Photography and Videos :

- Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 2018 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child before any images are made such as those used for school websites, notice boards, productions or other purposes.
- Adults need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.
- Adults should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Adults should only use equipment provided or authorised by the school to make/take images. They should not use personal mobile phones or cameras or any other similar devices to make/take images.

The following guidance must be followed by all adults:

- if a photograph is used, avoid naming the pupil.
- if the pupil is named, avoid using the photograph.
- photographs/images must be securely stored and used only by those authorised to do so.

- be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded.
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- ensure that all photographs/images are available for scrutiny in order to screen for acceptability
- be able to justify the photographs/images made.
- do not take photographs in one to one situations.
- do not take, display or distribute photographs/images of pupils unless there is consent to do so.

6.14 Acceptable Use of Other Technology :

- Adults will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content. There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the setting's or personal equipment, on or off the premises, making, storing or disseminating such material is illegal.
- Staff will not use personal mobile phones and laptops or school equipment for personal use, in school hours or in front of pupils. We have the right to monitor emails and internet use on the school IT system.
- Adults should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.
- If indecent images of children are discovered at the establishment or on the school or setting's equipment an immediate referral should be made to the Safeguarding Lead and the police contacted if relevant.
- Adults should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network and the Safeguarding Lead contacted without delay.
- Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility they will be at risk of prosecution themselves.

- Cyber-bullying can be experienced by adults as well as pupils. Adults should notify the Head teacher if they are subject to cyber-bullying. The school will endeavour to protect adults and stop any inappropriate conduct. (Please refer to the Whistleblowing Policy)

This means that staff should:

- abide by the establishment's acceptable use and e-safety policies.
- ensure that children cannot be exposed to indecent or inappropriate images.
- ensure that any films or material shown to children are age appropriate.

6.15 Curriculum :

- Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan.
- The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and adults should take guidance in these circumstances from the Designated Safeguarding Lead.
- Care should be taken to comply with the setting's policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied.
- Adults should comply at all times with the policy for sex and relationships education (SRE). It should be noted that parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science

This means adults should not:

- enter into or encourage inappropriate discussions which may offend or harm others .
- undermine fundamental British Values.
- express any prejudicial views.
- attempt to influence or impose their personal values, attitudes or beliefs on pupils.

6.16 Whistleblowing:

- Adults who have concerns about any alleged abuse or inappropriate use of ICT resources, virtual learning environments, camera/recording equipment,

telephony, social networking sites, email or internet facilities or inappropriate communications, whether by pupils, parents, carers, staff, or others should alert the Headteacher. All adults should be aware of the school's Whistleblowing Policy.

7. Reporting Concerns and Recording Incidents:

- All staff, Governors and volunteers must report concerns and incidents in accordance with the school Whistleblowing Policy and/or the Managing Allegations of Abuse (see Safeguarding and Child Protection Policy).
- The following is a non-exhaustive list of behaviours which would be a cause for concern:

An adult who:

- allows a pupil/young person to be treated badly; pretends not to know it is happening.
- gossips/shares information inappropriately.
- demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language.
- dresses in a way which is inappropriate for the job role.
- does not treat pupils fairly - demonstrates favouritism.
- demonstrates a lack of understanding about personal and professional boundaries.
- uses his/her position of trust to intimidate, threaten, coerce or undermine.
- appears to have an inappropriate social relationship with a pupil or pupils.
- appears to have special or different relationships with a pupil or pupils.
- seems to seek out unnecessary opportunities to be alone with a pupil.

8. If an Allegation is Made:

The Head teacher is the Safeguarding Lead responsible for child protection and safeguarding of children. Any allegation against a member of staff must be reported to her promptly whilst also maintaining adherence to the school confidentiality policy. If an allegation is made about the Head teacher then this should be reported to the Chair of Governors.

Once an allegation is received, it will be dealt with strict adherence to the safeguarding and child protection policy. This may entail a referral to an appropriate agency, contact with parents or internal investigation – depending upon the nature of an allegation.

9. False Allegations:

If a false allegation is made against any member of staff, it will be recorded and reported to the Governing Body and action will be taken with close reference to the school discipline policy. The school will have no hesitation in using sanctions to protect staff, as well as the full force of the law. All false allegations will be taken as seriously as any substantiated allegation.

10. Data Protection - Managing and Storing Information:

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

- a) All safeguarding records are kept confidentially and securely in the Head teacher's office and are kept separate from pupil records, with a front sheet listing dates and a brief entry to provide a chronology.
- b) If a pupil transfers from the school those files will be copied and forwarded within five working days to the pupil's new school marked confidential and for the attention of the receiving school's designated safeguarding lead person.
- c) All safeguarding records for pupils will be retained for DoB +25 years and then securely disposed (documents must be shredded)
- d) Any allegations against staff will be retained until the staff member retires or 10 years from the allegation. Any malicious allegations must be removed. All documents should be securely disposed (documents must be shredded)

Reference should be made to each related policy for specific details on how information is managed and store in this area.

This policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓