THE PORTSMOUTH GRAMMAR SCHOOL

The PGS Code of Professional Conduct for Staff

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1. Introduction

1.1 This is the Code of Professional Conduct for Staff at The Portsmouth Grammar School (the School). The School places huge value and central importance on its staff, regarding each person as important both in themself and for the contribution they offer to the School's care for its pupils and for their education. The people in our community are both the School's main assets and resource. It seeks to provide and maintain an environment for both staff and pupils which is commensurate with the principles and values detailed below.

2. Purpose and application

2.1 Purpose: Relationships with fellow Staff, employees, Governors, contractors, visitors, volunteers, pupils and their parents, guardians or carers should be reasonable, appropriate, and mutually respectful at all times. This Code has been produced to place the welfare of children at the centre of the School and its culture and to ensure that all those who work in the School and may have contact with children are clear on the rules of conduct and the expectations of the School. Children place trust in those connected to the School creating obligations which we must all meet to ensure the successful outcomes achieved by the children in our care.

2.2 This Code has regard to the School's *Safeguarding and Child Protection Policy and Procedure* and the following (collectively referred to in this Code as the Guidance):

2.2.1 *Keeping children safe in education* (September 2025) (KCSIE) (which refers to the non-statutory advice for practitioners: *What to do if you are worried a child is being abused* (March 2015));

2.2.2 *Disqualification under the Childcare Act 2006* (August 2018);

2.2.3 *Working together to safeguard children* (March 2015) (WT) (statutory guidance updated February 2024):

2.2.4 WT refers to the non-statutory advice: *Information sharing* (May 2024);

2.2.5 *Prevent Duty Guidance: for England and Wales* (2015) (Revised & updated on 7 September 2023 and in force from 31 December 2023, further updated on 6 March 2024) (Prevent). Prevent is supplemented by:

(a) *Prevent duty guidance: for England and Wales (March 2024)*
(b) *The Prevent duty: an introduction for those with safeguarding responsibilities (September 2023)*
(c) *Channel Guidance: Protecting people susceptible to radicalisation (April 2025)*
(d) *The use of social media for online radicalisation* (July 2015).
(e) *The Prevent duty: safeguarding learners vulnerable to radicalisation (September 2023)*
(f) *Working together to safeguard children (February 2024)*

2.2.6 Guidance on female genital mutilation, to include:

(a) Multi-agency statutory guidance on female genital mutilation (July 2020)
(b) Home Office statutory guidance Mandatory Reporting of Female Genital Mutilation: procedural information (January 2020)
(c) Guidance published by the Department for Health which provides useful information and support for health professionals which will be considered by the School's medical staff.

2.2.7 Guidance on mental health, to include:
(a) *Preventing and Tackling Bullying* (July 2017);
(b) *Mental Health and Behaviour in Schools* (November 2018); and
(c) *Promoting children and young people's emotional health and wellbeing* (November 2023)

2.3 Further to paragraph 1 above, the purpose of the Code is to:

2.3.1 confirm and reinforce the professional responsibilities of all Staff;

2.3.2 clarify the legal position in relation to sensitive aspects of Staff / pupil relationships and communication including the use of social media;

2.3.3 set out the expectations of standards and behaviour to be maintained within the School; and

2.3.4 to help adults establish safe practices and reduce the risk of false accusations or improper conduct.

2.4 **Application**: The Code of Conduct (**Code**) applies to all Staff working in the School (**School**), whether paid or unpaid, whatever their position, role or responsibilities and Staff includes employees, governors, contractors, work experience / gap-year / placement students and volunteers.

2.5 In this policy references to '**pupil'** or '**pupils'** are references to a learner or learners aged 2 to 19 who receive their education at the School; where reference is made or intended to be made to a '**child'** or '**children'** who receive their education at the School, this will include those aged 2 to 19.

2.6 Paragraph headings are provided for guidance only and will not necessarily limit the applicability of a clause within it to that paragraph.

3. Responsibility statement and allocation of tasks

3.1 The Governing Body has overall responsibility for all matters which are the subject of this policy.

3.2 To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has allocated tasks according to the table in the Appendix 2.

4. Duties

4.1 **Your duty**: It is the contractual duty of every member of Staff to observe the rules and obligations in this Code. You should also follow the Guidance. The School also has a duty of care to its Staff, parents, guardians or carers and pupils and the implementation of the practices in this Code will help to discharge that duty.

4.2 **Wrongdoing**: All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff or any conduct which they may suspect to be inappropriate, to their Line Manager in the first instance. Safeguarding concerns relating to staff should be reported in line with the PGS Low Level Concerns Policy. The School operates a PGS Whistleblowing Policy, a standalone policy which should be followed where appropriate. The School's Equal Opportunities and Dignity at Work Policy is also of relevance here and should be consulted.

4.3 **Application with other policies**: As detailed above, the Code should be read in conjunction with The PGS Safeguarding and Child Protection Policy and Procedure, The PGS Low-Level Concern Policy, The PGS Whistleblowing Policy, The PGS Equal Opportunities and Dignity at Work Policy, The PGS

Personal Relationships at Work Policy and The PGS Staff Discipline, Capability and Grievance Procedure. This Code should also be read in conjunction with other policies such as The PGS Data Protection Policy, The PGS School Trips Policy, The PGS Restrictive Interventions (including Use of Reasonable Force) Policy, The PGS Anti-corruption and Bribery Policy and The PGS ICT Acceptable Use policies, the AI Policy, which offer greater clarification in many areas. The Common Room Handbook, located on PGS Online, is also an important source of guidance and direction for staff.

5. Guiding principles

5.1 Principles for all Staff

5.1.1 All Staff should put the well-being, development, and progress of all pupils first by:

(a) taking all reasonable steps to ensure the safety and well-being of pupils under their supervision;

(b) exercising professional expertise, conduct and judgment for the best interests of pupils in their care;

(c) demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;

(d) raising concerns about the practices of teachers or other professionals where these may have a negative impact on pupils' learning, progress or well-being or may put pupils at risk;

(e) being familiar with the School's Safeguarding and Child Protection Policy and Procedure (this and several other policies can be found via the links provided in the online Common Room Handbook);

(f) reading and understanding Part 1, and where appropriate Annex A, of KCSIE (reissued every September); and confirming that this has been completed on an annual basis;

(g) as detailed in the School's Safeguarding and Child Protection Policy and Procedure, knowing:

(i) the role, identity and contact details of the current Designated Safeguarding Lead and their Deputies;

(ii) knowing the role, identity and contact details of the Nominated Safeguarding Governor; and

(iii) being aware that they are in a position of trust (i.e., the adult is in a position of power or influence over the pupil due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce, or threaten pupils

(h) being familiar with relevant School policies and procedures relating to such issues as health & safety, fire, first aid and allergies.

5.1.2 All Staff should demonstrate respect for diversity and take steps to promote equality by:

(a) acting appropriately and in accordance with this Code, towards all pupils, parents, guardians or carers and Staff;

(b) complying with the PGS Anti-Bullying Policy, Equal Opportunities and Dignity at Work Policy and this Code;

(c) addressing issues of discrimination and bullying whenever they arise; and

(d) helping to create a fair and inclusive School environment.

5.1.3 All Staff should work as part of a unified staff body by:

(a) always acting with kindness and compassion, and developing productive and supportive relationships with colleagues;

(b) exercising any management responsibilities in a respectful, inclusive and fair manner;

(c) complying with all School policies and procedures;

(d) participating as reasonably required in planning, actions and reflections regarding the School's ongoing strategic and operational plans (including responding to any particular action plans that may arise during School operations);

(e) recognising the role of the School in the life of the local community; and

(f) upholding the School's reputation and standing within the local community and building trust and confidence in it.

5.1.4 All Staff should understand that the School has a legal duty to have regard to the need to prevent people from being drawn into terrorism, including under the Prevent Duty (see paragraph 3.2.5 above] and consequently, should be aware of:

(a) what extremism and radicalisation means and why people - including pupils and fellow staff members - may be vulnerable to being drawn into terrorism because of it;

(b) what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it; and

(c) how to obtain support for people who may be being exploited by radicalising influences.

(d) further detail relating to this duty can be found, for example, in The PGS Risk Assessment for the Prevention of Radicalisation and Extremist Ideology.

5.1.5 All Staff should maintain public trust and confidence in the School and in their profession by:

(a) demonstrating honesty and integrity, including in pastoral, academic, management and other contexts;

(b) understanding and upholding their duty to safeguard the welfare of children and young people;

(c) understanding and demonstrating fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;

(d) maintaining reasonable standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site; and maintaining an effective learning environment;

(e) complying with School guidance and policies relating to academic honesty and assessment, including examination board regulations and guidance.

5.1.6 All staff should ensure that they are aware of and take every care to carefully follow guidance in the School's Safeguarding and Child Protection Policy and Procedure relating to the following, which may require urgent action:

(a) any concerns relating to honour-based abuse (to include female genital mutilation (FGM) and forced marriage) – these may give rise to statutory personal reporting obligations, as detailed in the Safeguarding and Child Protection Policy & Procedure.

(b) safeguarding incidents and/or behaviours associated with factors outside the School and/or between children outside of the School environment, as well as those within the School.

(c) whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

(d) a child displaying mental health, behavioural or more general educational problems – these can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

5.2 Additional principles for teachers

5.2.1 Teachers should take responsibility for maintaining the quality of their teaching practice by:

(a) meeting the DfE national professional standards for teaching applicable to their role and position within the School, including but not limited to:

(i) Setting high expectations which inspire, motivate and challenge pupils.

(ii) Promoting good progress and outcomes by pupils.

(iii) Demonstrating good subject and curriculum knowledge.

(iv) Planning and teaching well-structured lessons.

(v) Adapting their teaching to respond to the strengths and needs of all pupils.

(vi) Making accurate and productive use of assessment

(vii) Managing behaviour effectively to ensure a good and safe learning environment.

(viii) Fulfil all wider professional responsibilities as a training, early career or fully qualified teacher.

(b) fulfilling their wider professional responsibilities, including making a positive contribution to the wider life and ethos of the School, developing effective professional relationships with colleagues and pupils, taking responsibility for improving their teaching through appropriate professional development (including responding to advice and feedback from colleagues) and communicating effectively with parents about pupils' achievements and well-being;

(c) reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;

(d) helping pupils to become confident and successful learners; and

(e) establishing productive relationships with parents, guardians or carers by:

(i) providing accessible and accurate information about their child's general and academic progress;

(ii) involving them in important decisions about their child's education, including any relevant pastoral support; and

(iii) complying with this Code.

6. General conduct

6.1 School property: You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain. Without any alteration to general legal rights and principles or to specific duties or obligations set out in other contractual documents or policies of the School, you should be aware that if you are negligent in your duty to care for School property, you may be required to contribute financially to the repair or replacement of that property.

6.2 Smoking, alcohol, drugs and substances: As detailed in the PGS Smoking, Alcohol, Drugs and Substances Policy, the School educates pupils to understand the effect and risks associated with alcohol, tobacco and vaping in relation to their health, well-being and the law and that the use of illegal drugs or substances is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers as well as damaging the society in which they live. Staff are expected to promote this view and act as responsible role models.

6.2.1 The School prohibits smoking (to include the smoking of e-cigarettes/vaping) and use of any other smoking-related product such as nicotine substitutes or e-cigarettes on all School premises at any time. Staff should also not smoke in the near vicinity of the school where they could be observed easily by pupils.

6.2.2 It is forbidden to work or to remain at work under the influence of alcohol. This includes all times when supervising children. If the School considers that you are under the influence of alcohol you may be sent home immediately, and disciplinary action will be taken.

6.2.3 Without prejudice to the first part of this sub-paragraph, there may be some occasions when it is permissible for a staff member to consume a modest amount of alcohol in the presence of pupils – see Appendix 1 below (The PGS protocol on the consumption of alcohol when in the presence of pupils).

6.2.4 The School does not permit drugs (other than prescribed drugs) to be used or stored on School premises. Under no circumstances is the sale of drugs (prescribed or not) permitted. Pupils should access the Health and Wellbeing Centre if they are unwell and require over the counter medication, and should not bring in their own medication to self-administer. Staff may use

over the counter medicines to self-administer but these must be stored securely – for example in a locked desk drawer.

6.3 Use of premises: You must not carry out any work or activity on School premises other than pursuant to your terms and conditions of employment without the prior permission of the Head.

6.4 Behaviour of others: You should be aware that the behaviour of your partner or other family members or any member of your household may raise concerns which could affect the welfare of a member of the School community, a member of the public, or bring the School into disrepute. You should therefore bring any such behaviour to the immediate attention of the School. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School or its reputation.

6.5 Communications with the media: Staff must not communicate with the media on any matter related to the school, or comment in the media in their capacity as a member of staff at the school without first receiving authorisation from either the Head or Head of the Junior School. Any approach by the media to individual staff should be referred to the Head, Head of the Junior School, the Senior Deputy Head or the Head of Marketing in the first instance.

7. Guidance on staff / pupil relationships

7.1 Application: Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required at all times to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of Staff. This guidance applies to all Staff.

7.2 Sexual contact: Staff must not:

7.2.1 have any type of sexual relationship with a pupil or pupils;

7.2.2 have sexually suggestive or provocative communications with a pupil;

7.2.3 make sexual remarks to or about a pupil; and

7.2.4 discuss their own sexual relationships in the presence of pupils.

7.3 Abuse of a position of trust and inappropriate relationships with School pupils: Sexual relationships or sexual contact with any pupils or encouraging a relationship to develop in a way which might lead to a sexual relationship or any relationship that is considered inappropriate with any pupil at the School is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution. It is a criminal offence of an abuse of a position of trust to have any sexual relationship with any School pupil under the age of 18, and whilst not a criminal offence, it is a breach of this Code and considered to be gross misconduct to have a sexual relationship with any pupil of this School over the age of 18. A young person in Year 13 remains a pupil of the school until 31st August of that academic year.

7.4 Inappropriate relationships with pupils at another school: Forming relationships with children or young people who are pupils or students at another school will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with pupils and students at

the School. Whilst not necessarily a criminal offence, the School considers it not acceptable for Staff to form inappropriate relationships with a pupil of any school, irrespective of their age.

7.5 General guidance: In addition to the guidance given elsewhere in this Policy, you should be aware of the general guidance that will apply in all cases, including but not limited to The PGS Safeguarding and Child Protection Policy and Procedure. You:

7.5.1 need to exercise professional judgment but always act within the spirit of these guidelines. If you are involved in a situation where no specific guidance exists, you should discuss the circumstances with the Designated Safeguarding Lead. A written record should be kept that includes justification for any action taken;

7.5.2 must be aware of the risks of child-on-child abuse and be familiar with procedures for handling allegations against other children and bullying as set out in the School's Safeguarding and Child Protection Policy and Procedure. Examples of child-on-child abuse include, but are not limited to, bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, harmful sexual behaviour, coercive control, intimidation, or exploitation, emotional and psychological abuse and online child-on-child abuse such as sharing of consensual and non-consensual - intimate images;

7.5.3 must be aware of indicators that children are at risk from or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs;

7.5.4 must be familiar with procedures for reporting concerns in accordance with the School's Whistleblowing Policy and be aware that if Staff raise concerns about working practices at the School to the Designated Safeguarding Lead or an appropriate senior member of Staff that they will be protected from detriment under the whistleblowing policy;

7.5.5 must be familiar with the local reporting guidelines and the Local Safeguarding Partners reporting threshold document in respect of any concerns relating to children;

7.5.6 must be familiar with procedures for handling allegations against Staff as set out in the School's Safeguarding and Child Protection and Policy and Procedure;

7.5.7 must seek guidance from the Designated Safeguarding Lead if you are in any doubt about appropriate conduct; and

7.5.8 must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or a group of pupils to the Designated Safeguarding Lead.

7.6 Behaviour giving cause for concern:

7.6.1 You should take particular care when dealing with a pupil who:

(a) appears to be emotionally distressed, or vulnerable and / or who is seeking expressions of affection;

(b) appears to hold a grudge against you;

(c) acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over familiar; and

(d) may have reason to make up an allegation to cover the fact that he or she has, for example, not worked hard enough for public examinations or has been involved in a disciplinary incident.

7.6.2 Procedure to be followed in these cases: Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under the School's child protection and safeguarding policy and procedures.

7.7 Record keeping: Comprehensive records are essential. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Any incident involving children that could give cause for concern, must always be reported promptly to the Designated Safeguarding Lead in accordance with The PGS Safeguarding and Child Protection Policy and Procedure. If there is any doubt about recording requirements this should be discussed with the Designated Safeguarding Lead.

7.8 Good order and discipline: Staff in charge or control of pupils must maintain good order and discipline at all times when pupils are present on School premises and whenever pupils are engaged in authorised School activities, whether on School premises or elsewhere.

7.9 Additional paragraphs: additional information and guidance relating to staff/pupil relationships can be found in paragraphs 8-14 below

8. Guidance on Personal Relationships between Staff

8.1 Please see the PGS Personal Relationships at Work Policy for guidance on this area.

9. Meetings with PGS pupils

9.1 Private tutoring: Staff should not normally offer or accept invitations to tutor a pupil or prospective pupil privately (either at their own house or the pupil's home, or online, whether or not for financial gain). Where there are possible extenuating circumstances such as long-term sickness, prior discussion should take place and approval sought from the Head or a delegated Deputy Head.

9.2 One-to-one meetings: If you are teaching one pupil, or conducting a one-to-one meeting or teaching session with a pupil, you should take particular care in the following ways (this will include in an online context):

9.2.1 at all times the relevant policies and addenda such as The PGS Safeguarding and Child Protection Policy and Procedure and The PGS Online Safety Policy should be adhered to;

9.2.2 when working alone with a pupil is an integral part of your role, alert, conduct and agree full risk assessments with your Head of Department and the Senior Deputy Head (Senior School) or the Deputy Head (Junior School). For VMTs, who normally work with pupils on a one-to-one

basis, we have the VMT Guide which covers points to consider when working in isolation with pupils.

9.2.3 use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place (in an online context, another adult should have potential access to the meeting and should be aware that it is taking place);

9.2.4 arrange the meeting during normal school hours (8:00 to 17:00, Monday to Friday) when there are other people likely to be present;

9.2.5 do not continue the meeting for any longer than is necessary to achieve its purpose;

9.2.6 avoid sitting or standing near the pupil, except as necessary to check work;

9.2.7 avoid using "engaged" or equivalent signs on doors or windows;

9.2.8 avoid idle discussion or 'gossip' which could be misinterpreted;

9.2.9 avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;

9.2.10 avoid any conduct that could be taken as a sexual advance;

9.2.11 report any incident that causes you concern to the Designated Safeguarding Lead under The PGS Safeguarding and Child Protection Policy and Procedure, and make a written record (signed and dated); and

9.2.12 report any situation where a pupil becomes distressed or angry to the Designated Safeguarding Lead.

9.3 Pre-arranged meetings: Pre-arranged meetings with pupils outside School premises are not permitted unless approval is obtained from their parents, guardians or carers and the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations). If you are holding such a meeting, you should inform colleagues before the meeting.

9.4 **Home visits**: In some circumstances home visits are necessary. You should:

9.4.1 discuss the purpose of any visit with the Deputy Head (Pastoral) & DSL or Deputy Head (Pastoral & Operations) (Junior School) and adhere to any agreed work plan / contract;

9.4.2 follow the risk management strategy and ensure appropriate risk assessments are in place. Where there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague;

9.4.3 not visit unannounced if this can be avoided;

9.4.4 leave the door open where you will be alone with pupils;

9.4.5 keep records detailing times of arrival and departure, and work undertaken;

9.4.6 ensure that any behaviour or situation that gives rise to a concern is reported and actioned;

9.4.7 discuss with the Designated Safeguarding Lead anything that gives cause for concern in accordance with The PGS Safeguarding and Child Protection Policy and Procedure; and

9.4.8 have a mobile telephone and an emergency contact.

9.5 **The use of personal living space**: Pupils should not be in or invited into the personal living space of any member of Staff, unless agreed with the parents, guardians or carers and the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations). It is acknowledged that children of Staff (whether in School accommodation or not) may at times invite their friends to their homes. In these instances, Staff are reminded to comply with this Code and exercise appropriate professional due caution. Care should also be taken in an online environment that the setting and background is appropriate and not over-personal, and efforts made to ensure that the meeting is not disturbed inadvertently – see The PGS Online Safety Policy and other related policies for further detail.

9.6 **Chores and babysitting:**

9.6.1 Pupils should not be asked to assist with chores or tasks in a member of staff's personal living space. Personal living spaces should not be used as an additional resource for the School. This also applies to on-site Staff accommodation.

9.6.2 Staff are advised not to employ pupils from the School as babysitters. Where such a practice is undertaken, care should be taken to ensure that the relationship between pupil and member of staff is clearly demarcated, and staff should be cognisant of the risks of misinterpretation. It is advised that any communication required in such circumstances takes place directly between the member of staff and the pupil's parents.

10. Language and appearance

10.1 **Language**: You should always use appropriate language and model good practices of courtesy and respect. Care should be taken when addressing pupils, but the same principles should also apply in all dealings between colleagues irrespective of seniority or position. You should:

10.1.1 avoid words or expressions that have any unnecessary sexual content or innuendo; always be mindful of how messages in birthday cards, text messages, emails and any other form of

communication could appear to the recipient and avoid anything that could be construed as overly personal or affectionate;

10.1.2 avoid any form of aggressive or threatening words;

10.1.3 avoid any words or actions that are over-familiar;

10.1.4 not swear, blaspheme, or use any offensive language in front of pupils or colleagues;

10.1.5 avoid the use of sarcasm, discriminatory or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about anyone. Any sanctions should be in accordance with the School's Behaviour Management Policy; and

10.1.6 be aware that some parts of the curriculum may raise sexually explicit subject matter or other issues which may cause such feelings as distress, embarrassment, or anxiety. Care should be taken in subjects where rules / boundaries are relaxed (e.g. Drama or Art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.

10.2 Dress: You should dress appropriately and in a professional manner. Dress must not be offensive, distracting, revealing, or sexually provocative, or discriminatory. Where in doubt, colleagues should consult with their Line Manager in the first instance. Care must be taken if wearing badges of a political or campaigning nature, that undue and reasonable offence is not caused to other members of the school community. Extremist views must not be promoted. In such circumstances, for the avoidance of doubt, the arbiter is the Senior Deputy Head.

11. The use of force or physical restraint

11.1 See The PGS Restrictive Interventions Policy (including Use of Reasonable Force) and Appendix 4 of the School's Behaviour and Relationships Policy for detail of what may or may not, in appropriate circumstances, be permissible by way of:

11.1.1 physical restraint and the use of reasonable force, including when this may or may not be used, what actions should be taken before intervening, what statutory reporting should follow an incident, and the actions taken in self-defence or an emergency.

11.1.2 searching pupils or their property, with or without consent, and confiscation, including how to report this

12. Physical contact in other circumstances

12.1 When physical contact may be appropriate: Physical contact with a pupil may be necessary and beneficial to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact should be in response to the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.

12.2 Guidance on using physical contact: You should observe the following guidelines (where applicable):

12.2.1 explain the intended action to the pupil;

12.2.2 do not proceed with the action if the pupil is apprehensive or reluctant, or if you have other concerns about the pupil's reaction;

12.2.3 ensure the physical contact continues for as short a time as possible;

12.2.4 ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration; and

12.2.5 consider alternatives if it appears likely that the pupil might misinterpret the contact.

12.3 Report concerns: If you are at all concerned about any instance of physical contact, inform the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations) without delay and make a written record in an incident report and on the pupil's electronic MIS record if necessary.

12.4 Offering comfort to distressed pupils: Touching may be appropriate where a pupil is in distress and needs comforting, and appropriate professional practice may be different for younger children, for example in the Pre-School and Junior School. You should use your own professional judgement when you feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. In the Senior School, you should always notify the Senior Deputy Head when comfort has been offered, record the action in writing and share with the Senior Deputy Head, and should seek guidance if unsure whether it would be appropriate in a particular case.

12.5 Administering first aid: When administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's health and safety at work rules and intimate care guidelines, and parents, guardians or carers should be informed. Staff should:

12.5.1 adhere to the School's policies on first aid and administering medication;

12.5.2 comply with the necessary reporting requirements;

12.5.3 make other adults aware of the task that is being undertaken;

12.5.4 explain what is happening;

12.5.5 report and record the administration of first aid;

12.5.6 have regard to any health plans; and

12.5.7 ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

12.6 Pupils' entitlement to privacy: Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:

12.6.1 avoid physical contact or visually intrusive behaviour when children are undressed;

12.6.2 announce yourself when entering changing rooms and avoid remaining unless required;

12.6.3 not shower or change in the same place as children; and

12.6.4 not assist with any personal care task which a pupil can undertake themselves.

12.7 Intimate care: Sometimes intimate care is required, for example when assisting with toileting or removing wet clothes. You should:

12.7.1 comply with good practice as regards intimate care;

12.7.2 advise other Staff of the task being undertaken and consult where there is any change from the agreed procedure. A record should be kept of the justification for any variations and this information should be shared with parents, guardians, or carers;

12.7.3 explain to the child what is happening;

12.7.4 comply with applicable professional codes of practice, as appropriate; and

12.7.5 comply with regularly reviewed, formally agreed plans, as appropriate.

12.8 Where a child has been abused: Where a child has previously been abused, Staff should be informed on a "need to know" basis and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the pupil and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Designated Safeguarding Lead and where appropriate parents, guardians, or carers.

12.9 Children with special educational needs or disabilities: Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny. The Designated Safeguarding Lead and SENCO will establish whether any reasonable adjustments are required for such pupils.

13. Code of conduct for contact outside school

13.1 Contact outside school: You should avoid unnecessary contact with pupils outside school. You should:

13.1.1 not give pupils your home address, home telephone number, mobile telephone number or personal email address, or personal social media account details;

13.1.2 not send personal communications (such as birthday cards or faith cards, text messages etc) to children unless agreed with the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations);

13.1.3 not plan to meet pupils, individually or in groups, outside school other than on school trips authorised by the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations)

(Junior School). Avoid contacting pupils at home unless this is strictly necessary, and you should keep a record of any such occasion;

13.1.4 not give a pupil a lift in your own vehicle other than on School business and with permission from the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations) (Junior School);

13.1.5 avoid inviting pupils (groups or individuals) to your home unless there is a good reason, and it has been approved by the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations) (Junior School). This prohibition also applies if you have on site accommodation;

13.1.6 report and record any situation which may place a child at risk or which may compromise the School's or your professional standing;

13.1.7 ensure that pupils do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour; and

13.1.8 never engage in secretive social contact with pupils or their parents, guardians or carers on anything that could reasonably be construed as school related business.

13.2 Social contact: You should be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as inappropriate, an abuse of a position of trust or as grooming. Any social contact that could give rise to concern should be reported to the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations) (Junior School).

13.3 Friendships with parents, guardians or carers and pupils: Members of Staff who are friends with parents, guardians, or carers of pupils or who, for example, are voluntary workers in youth organisations attended by pupils, will of course have contact with those pupils outside school. However, members of Staff should still respect the above advice and should seek advice from the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations) as required.

13.4 Names: Staff should not allow themselves to be addressed by their first name by pupils when on School business. Care should also be exercised when communicating with parents to avoid over-familiarity. In principle, formal communication with parents when involving school related matters is that the use of first names should be avoided. Colleagues should refrain from discussing individual pupils or staff by name in informal social situations. Professional confidentiality should prevail in all such matters.

13.5 Scope of application of code on contact outside school: The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the PGS Trips Policy. The principles of this guidance also apply to contact with children or young people who are pupils at another school.

13.6 Transporting pupils: There may be some situations when Staff are required to transport pupils, for example by school minibus. You should:

13.6.1 ensure all school testing has been completed (e.g. Midas) allowing you to operate a school minibus

13.6.2 ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive;

13.6.3 be aware that until the pupil is passed over to a parent / carer, you have responsibility for that pupil's health and safety;

13.6.4 record the details of the journey;

13.6.5 In the extraordinary case where emergency lifts are required, make every reasonable case to contact the pupil's / pupils' parents to seek permission and notify the Senior Deputy Head (Senior School) or Deputy Head (Pastoral) (Junior School), where feasible, in advance of providing the lift;

13.6.6 ensure that there are proper arrangements in place to ensure vehicle, passenger, and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc; and

13.6.7 avoid using your own private vehicles to transport pupils other than in exceptional circumstances (see also paragraph 10.4 of the PGS Trips Policy). Wherever practicable, you should try to have one adult additional to the driver to act as an escort.

13.7 **After school activities**: When taking part in after school activities, you should:

13.7.1 be accompanied by another adult unless otherwise agreed with the Senior Deputy Head (Senior School) or Deputy Head (Pastoral) (Junior School);

13.7.2 undertake a risk assessment; and

13.7.3 obtain parental consent if the event is occurring after 18:00 and off site (excluding Hilsea).

13.8 **Educational visits**: When taking part in educational visits, you should:

13.8.1 follow the School's educational visits policy (The PGS Trips Policy);

13.8.2 undertake a risk assessment; and

13.8.3 obtain parental consent.

13.9 **Overnight supervision**: If overnight supervision is ever required, for example, to preserve the integrity of the examination process:

13.9.1 you should ensure that a risk assessment has been undertaken and that all members of the household have had the appropriate checks;

13.9.2 arrangements should be made with and agreed by parents, guardians or carers and the pupil;

13.9.3 in the case of overnight supervision being required for the purposes of external examinations, JCQ guidance[1] should be followed;

[1] https://www.jcq.org.uk/knowledge-hub/guidance-notes-for-overnight-supervision-of-candidates-with-a-timetable-variation-202-26/

13.9.4 one to one supervision should be avoided where possible;

13.9.5 choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the School's guidelines;

13.9.6 whenever possible, independent oversight of the arrangements should be made; and

13.9.7 any misinterpretation, misunderstanding or complaint should be reported.

14. Communication with pupils (including the use of technology)

14.1 **Communicating with children and parents, guardians, or carers**: All communication with children or parents, guardians or carers should conform to School policy and be limited to professional matters (this includes, in an online context for example, The PGS Online Safety Policy, The PGS Social Media Policy and The PGS Acceptable Use Policy). Except in an emergency communication should only be made using School property and via a School email address.

14.2 **Application**: These rules apply to any form of communication (including 3G / 4G / 5G technologies) such as mobile telephones, web-cameras, social networking websites and blogs. You should also ensure you comply with the more detailed IT acceptable use policy and the social media policy.

14.3 **Dealing with "crushes":** Crushes, fixations or infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted; therefore, the highest levels of professionalism are required. If you suspect that a pupil has a crush on you or on another colleague, you should bring it to the attention of the Deputy Head (Pastoral) (Senior School) as the DSL or Deputy Head (Pastoral & Operations) (Junior School) at the earliest opportunity. Suggestions that a pupil may have developed a crush should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations) (Junior School) and recorded.

14.4 **Acceptable use**:

14.4.1 Adults must establish safe and responsible online behaviours and must comply with the ICT Acceptable Use Policy, The PGS Staff Social Media & Digital Images Policy, The PGS Online Safety Policy and the mobile telephone protocol.

14.4.2 Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the ICT Acceptable Use Policy.

Staff should for example:

(a) ensure that their own personal social networking sites are set as private and ensure that pupils are not approved contacts;

(b) ensure that their own personal social networking sites clearly express their views as their own personal views and not those of the School;

(c) ensure that they do not use any website or application, whether on a School or personal device, which publicly identifies their location as being on School premises

(d) Only communicate with pupils via their PGS accounts, from your PGS account.

(e) never use their personal email or social media accounts to communicate with pupils - use equipment (e.g. laptops or mobile devices) provided by the School using your PGS account to communicate with pupil PGS accounts;

(f) only contact pupils for professional reasons; and

(g) recognise that text messaging should not be used to communicate with pupils.

14.5 Personal details: Adults should not give their personal contact details to pupils, including email addresses, home, or mobile telephone numbers, unless the need to do so is agreed with the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations) and parents, guardians, or carers.

14.6 Personal mobile telephones and electronic devices: Personal use of such devices should not interfere with your work commitments (or those of others), although it is acknowledged that the use of such devices can also play a useful role in the delivering of professional responsibilities and functions (e.g. registering pupils using the iSAMS Teacher app). Staff should set an example and not use their own mobile telephones or other electronic devices whilst they are on duty (whether in a classroom or otherwise)

14.7 Communicating outside the agreed protocols: Email or text communications between an adult and any pupil outside agreed protocols may lead to a report to external agencies in accordance with the School's Child Protection and Safeguarding Policy and procedures, disciplinary action and / or criminal investigations. This also includes communications through websites.

15. Code of conduct for photographs and videos

15.1 Please also see the guidance for staff on the using, storing, and reviewing of digital images by the school in The PGS Staff Social Media & Digital Images Policy and the PGS Acceptable Use Policy for Employees (including use of digitally edited images and AI) and note the points made in the following paragraphs whether or not images are digital.

15.2 You should not take still or moving images of any pupils in class, at any school events or on a trip, using your personal mobile phone or other personal recording device. Images should only be captured on a PGS device. Pictures can reveal pupil locations, and as such it is sensible to not share until the following day, or after you have moved on from the event.

15.3 Consent:

15.3.1 Subject to paragraph 15.4 below, appropriate consents for taking and displaying photographs should be obtained from parents, guardians, carers or from the pupils themselves if sufficiently mature (most pupils are seen as being sufficiently mature from the age of 12 years). Consent must be freely given so it must be a genuine choice. Unless you have been told otherwise, the Bursar is responsible for obtaining the appropriate consent. Further provisions relating to consent and digital images can be found in the school's Social Media and Digital Images Policy.

15.3.2 Where the use of a photograph or video is less privacy intrusive (e.g. used in an internal school display) it is sufficient for parents and pupils to have been informed about this in the School's

privacy notices, in which case consent is not required. Please speak to the Bursar if you have any questions.

15.3.3 Some pupils cannot be featured in photographs or videos under any circumstances (for example, because of safeguarding concerns). Please speak to the Head of Marketing if you are unsure to which pupils this applies.

15.4 Guidance where permission and consent obtained: Where permission and consent (if appropriate) has been obtained, the following should be considered:

15.4.1 the purpose of the activity should be clear as what should happen to the photographs or videos. You must be able to justify images in your possession;

15.4.2 all images should be made available to the Senior Deputy Head (Senior School) or Deputy Head (Pastoral & Operations) (Junior School) to determine acceptability;

15.4.3 images should not be made during one-to-one situations;

15.4.4 ensure that the pupil is appropriately dressed;

15.4.5 ensure that the pupil understands why the images are being taken and has agreed to the activity;

15.4.6 only use equipment provided or authorised by the School;

15.4.7 if a photograph or video is to be displayed in a place to which the public have access (e.g. on the School's website) it should not display the pupil's name unless specific consent has been obtained. If the use of a photograph or video is more privacy intrusive consent may need to be obtained even if the pupil's name is not used (e.g. using an unnamed photograph of a pupil in an advertisement). Consent should be obtained from the pupil and / or their parents as appropriate. ;

15.4.8 all images of children should be stored securely and only accessed by those authorised to do so; and

15.4.9 images must not be taken secretively.

15.5 Consent: Children are usually considered mature enough to exercise their own data protection rights when they are aged 12 years or older. Whether consent should be obtained from the parents, the pupil or both will depend on the age of the pupil. The School's policy is that when consent is required it should be obtained as follows:

15.5.1 where the pupil is in Year 7 or below (including the whole of the Pre-School and Junior School), consent should be sought from a parent, guardian, or carer;

15.5.2 where the pupil is in Year 8, 9, 10 or 11 then consent should be sought from both the pupil and their parent, guardian, or carer;

15.5.3 where the pupil is in Year 12 or 13 then only the pupil's consent will need to be obtained.

15.6 Personal social media: As detailed in the Staff Social Media and Digital Images Policy, you must not publish anything which could identify pupils, parents or guardians on any personal social media account, personal webpage, or similar platform without the prior consent of the Head (Senior

School) or Head of the Junior School in writing. This includes photos, videos, or other materials such as pupil work.

15.7 Appropriate material: The School recognises that many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G. You must ensure children are not exposed to inappropriate or indecent images. Viewing, retrieving, or downloading of pornographic, terrorist, or extremist material, or any other material which the School believes is unsuitable is prohibited and constitutes gross misconduct. This includes at any time when on School premises or otherwise in the course of your employment, including using the School's ICT network, or via 3G, 4G or 5G, whether on a School or personal device. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material that is potentially illegal or inappropriate, you must isolate the equipment and contact the Designated Safeguarding Lead in accordance with the School's Child Protection and Safeguarding Policy and procedures immediately. Pupils must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate.

16. Guidance regarding staff who have children at PGS

16.1 PGS is a family school, and we are privileged to educate the children of a number of school staff.

16.2 The school is committed to providing the best possible care and support for the children of staff, as for all pupils at the school. It is therefore in the interests of all parties that there should be clarity over the channels for communication between staff relating to staff children.

16.3 The overriding principle is that we aim to support staff pupils and to communicate with their families on the same basis as we would in other cases.

16.4 In line with this principle, the School expects staff who have children at PGS to follow all staff guidance when they are acting in their role as an employee and all parent guidance when they are acting in their role as a parent. Typically, it is helpful for all parties to delineate these roles as far as sensibly possible.

16.5 Staff are asked to bear in mind the following points in particular:

16.5.1 Communication:

(a) Staff should follow guidance, for instance as set out in the Common Room Handbook, in communicating with another staff member about that staff member's child.
(b) If there are concerns about the wellbeing or progress of the child of a staff member, these should be raised in a formal manner by the relevant staff member (e.g. Tutor), for instance in a meeting or phone call home.
(c) Details held on iSAMS should determine which parent is treated as the main point of contact.
(d) Care should be taken to involve both parents where appropriate.
(e) Communication regarding the child should be minuted, followed up in writing, and filed in the usual way.
(f) Reliance should not be made on informal channels of communication, nor assumptions made about the information a staff member may have about their child's progress or behaviour in school, beyond what has been communicated to them as a parent. If in doubt, it is recommended that informal communication is followed up in writing, for instance through a brief email to summarise the conversation.

(g) Staff should follow the guidance issued to parents e.g. in the Common Room Handbook in communicating with other staff about their own child.
(h) Parents should use the usual formal channels of communication for reporting information such as absence, and for raising queries or concerns. In most cases, the Form Teacher / Tutor is the first point of contact.
(i) Staff should not use school systems, which the parent body would not typically have access to, when acting in their role as a parent.

16.5.2 Conflict of interest and decision-making:

(a) Staff should be alert to potential conflicts of interest or personal difficulty connected with the presence of their own children at the school, and seek guidance from a member of the senior management team should such a situation arise
(b) Staff should be mindful of their interactions with their children at school in formal settings where they are responsible for all the children present. This is to ensure the experience of the pupils present is unbiased. In more informal circumstances (e.g. sports day or a music concert) where the member of staff is not responsible for the group of children but present in their capacity as a teacher, they can be more relaxed. This is a family school.
(c) Staff parents are required to must declare conflicts of interest where their role could affect decisions relating to assessment (including external examinations and non-examined assessment), behaviour, pastoral matters, safeguarding, admissions or awards involving their own child.
(d) The School may require staff to step back from particular decisions to ensure fairness and objectivity.

16.5.3 Trips and Educational Visits

(a) Staff going on trips where their own children are present will not count towards the appropriate adult:child ratio for that trip. However, they may in some circumstances act as a volunteer member of staff on the trip in addition to the adult:child ratio (see The PGS Trips Policy for details (paragraph 8)).

16.5.4 Access to school areas

(a) Staff parents are not to not enter classrooms, staff-only areas or learning spaces for parental reasons without prior permission from the Senior Deputy Head.
(b) Children of staff must not access staff offices or staff classrooms outside the school day unless explicit permission has been granted by the Senior Deputy Head for a specific, supervised purpose.

16.5.5 Confidentiality and Information Access

(a) Staff are responsible for ensuring that confidential material, IT equipment and workspaces are not accessed by their children.
(b) Staff must not access, share or use information obtained through their employment about their own child or other pupils unless this is explicitly authorised as part of their role.
(c) Any misuse of confidential information may result in disciplinary action.

16.5.6 Online Conduct and Social Media

(a) See PGS Staff Social Media & Digital Images Policy
(b) Staff parents must maintain clear digital boundaries with pupils and parents and must not engage with pupils via personal social media or messaging platforms.

(c) Staff should avoid posting or commenting online about school matters where their employment could be seen to influence, intimidate or undermine others.

16.5.7 Safeguarding

(a) All staff, including those who are parents, remain subject to safeguarding requirements, including the reporting and recording of low-level concerns.
(b) Parental status does not remove the requirement to act, record or report concerns in line with safeguarding procedures.

16.5.8 Breach of Guidance

(a) Failure to follow this guidance may lead to action under the School's Staff Discipline, Capability and Grievance Procedure. Staff who are unsure about boundaries or expectations should seek advice from their line manager, HR or the Designated Safeguarding Lead at an early stage.

17. Gifts and rewards

17.1 On no account should gifts be sought or solicited from either parents or pupils.

17.2 Before accepting or giving any gifts or rewards, Staff must familiarise themselves with The PGS Anti-corruption and Bribery Policy.

17.3 If a gift is received: If you receive a gift from a pupil or parent you should:

17.3.1 declare the gift where there is a possibility it could be misconstrued, or in any event where the The PGS Anti-corruption and Bribery Policy requires you to do so.. The Head may in their absolute discretion require you to decline the gift.

17.3.2 decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents, guardians or carers or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value.

17.4 **Giving gifts and rewards**: Where you are thinking of giving a gift or reward:

17.4.1 it should only be provided as part of an agreed reward system;

17.4.2 in all cases except the above, the gift or reward should be of little monetary value and should be discussed and agreed with the Senior Deputy Head (Senior School) or Deputy Head (Pastoral) (Junior School) and where appropriate the parent, guardian, or carer;

17.4.3 selection processes should be fair and where possible should be agreed by more than one member of Staff; and

17.4.4 gifts should be given openly and not based on favouritism.

17.5 **Allocation of gifts and rewards**: Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

18. Childcare disqualification

18.1 **Offence**: The Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 state that it is an offence for the School to employ anyone to provide childcare in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP (a **Relevant Role**).

18.1.1 EYP includes usual school activities and any other supervised activity for a "young child" which takes place on the school premises during or outside of the normal school day (a child is a "young child" during the period between birth and up to 1 September following their fifth birthday).

18.1.2 LYP includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.

18.1.3 "Childcare" means any form of care for a child, which includes education and any other supervised activity for a "young child". "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.

18.2 **Grounds for disqualification**: The grounds on which a person will be disqualified from working in connection with EYP or LYP are set out in the School's recruitment, selection and disclosure policy and procedure. Staff are required to familiarise themselves with this document.

18.3 **Duty of disclosure**: Staff in a Relevant Role are under an on-going duty to immediately notify the School if their circumstances change so that they meet any of the criteria for disqualification at any point during their employment with the School. Any failure to disclose relevant information will be treated as a serious disciplinary matter.

18.4 **Ofsted**: Where the School receives disqualification information about a member of staff working in a Relevant Role and is satisfied that the member of staff may be disqualified consequently, the School is under a duty to report the circumstances of the disqualification to Ofsted.

18.5 **Waiver**: A member of staff who discloses information which disqualifies them from working in a Relevant Role may apply to Ofsted for a waiver of the disqualification.

19. Reporting Obligations

19.1 **The School's position**: It is a contractual requirement as well as in your interests to follow this Code to maintain appropriate standards of behaviour and your own professional reputation. A breach of this Code may be treated as misconduct and will render you liable to disciplinary action including, in serious cases, dismissal.

19.2 **Exit interviews**: All staff are trained so that they understand that they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of pupils, the conduct of staff or other matters, during their employment in accordance with the School's polices (including the PGS Whistleblowing Policy, the PGS Safeguarding and Child Protection Policy and Procedures and this Code). Safeguarding children is at the centre of the School's culture and is accordingly considered formally during staff performance development reviews and appraisal and finally at exit interviews which are held with leaving staff.

19.3 **Termination of employment**: If the School ceases to use the services of a member of Staff because they are unsuitable to work with children, a settlement will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay. The School may also consider a referral to the Disclosure and Barring Service if a member of Staff is suspended or deployed to another area of work that is not regulated activity.

19.4 **Resignation**: If a member of Staff tenders their resignation or ceases to provide their services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met.

19.5 **Teaching Regulation Agency (TRA):** Separate consideration will also be given to making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

Appendix 1

The PGS Protocol on the Consumption of Alcohol when in the Presence of Pupils

This protocol should be read in conjunction with paragraph 6.2.3 of the PGS Staff Code of Professional Conduct above.

This protocol is drawn up to try to avoid staff and pupils finding themselves in situations in which, through the consumption of alcohol, professional boundaries may become blurred. It is recognised that the consumption of alcohol, in sensible volume, and particularly when accompanied by a meal, is a reasonable, social and cultural norm. However, staff are reminded that, when in the company of pupils, and when supervising them, they have a duty to take reasonable care of their charges. It should never be assumed that what parents would consider reasonable for their own children within the family context is reasonable within a group context.

This protocol exists to help staff to ensure that they make informed and sensible decisions about the consumption of alcohol when in the company of pupils, and especially when supervising them, always bearing in mind their duty of care to pupils. In that sense, the protocol exists to safeguard both staff and pupils.

Day Trips

No alcohol is to be consumed by any staff when supervising pupils on day trips.

Overnight Trips

Staff play a critical role in supervising pupils on overnight trips and must be able to respond to any concerns that arise - staff should always be able to always fulfil their duty of care to the pupils.

There should be at least two members of staff who refrain from the consumption of alcohol for each 24-hour period.

Those staff who do consume alcohol may only do so in moderation since they may need to be called upon and remain in a supervisory capacity.

No alcohol is to be consumed in the company of pupils other than a glass of wine (or equivalent) at a mealtime.

Events – Pupils

No alcohol is to be served to any pupil at any event unless with prior written authorisation from the Senior Deputy Head. Such authorisation will only be granted if the serving of alcohol to pupils:

- can be justified on an educational basis (the decision of the Senior Deputy about such justification is final)
- is served in pre agreed, moderate quantity
- is served to Sixth Form pupils only, with prior written consent from the parents of those aged under 18
- has been fully risk assessed, with a written risk assessment published to the Senior Deputy Head at least 7 days in advance of the planned event. Examples of events where such authorisation may be granted include (but are not limited to):
    - The Prefect Dinner

- The Winter Ball
- The Leavers' Lunch
- The Leavers' Ball

Events – Staff

At events where staff are not working in a supervisory responsibility, and where alcohol is served (e.g. wine served during an interval at a school production), then the consumption of alcohol in moderation is acceptable.

Appendix 2

Allocation of tasks and Version control

Allocation of tasks: in accordance with paragraph 5 of the policy above, the governors have allocated tasks according to the table below:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Senior Deputy Head	As required, and at least termly
Monitoring the implementation of the policy	Senior Deputy Head	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Senior Deputy Head	As required, and at least termly
Seeking/receiving input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Senior Deputy Head	As required, and at least annually
Formal review	Governing Body	Annually

Version Control

Date of adoption/approval of this policy	26th June 2026 (Governing Body)
Date of last review of this policy	15th May 2026 (Education Committee)
Date of pre-review	Academic Review Meeting (27th April 2026) Senior Management Team (19th April 2026)
Date for next review of this policy	Summer 2027
Review Schedule	Annually
Policy author (SMT)	Senior Deputy Head
Status	Internal staff
Report	Recruitment and staff-guidance report

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