**ROAD SAFETY TEAM**

**Policy Document**

**For**

**CODE OF CONDUCT**

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# Introduction

This guidance has been produced for all staff working in the Road Safety Team and written in accordance with;

[Keeping Children Safe in Education 2023](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

[Working Together to Safeguard Children 2018](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

[Information sharing advice for practitioners providing safeguarding services to children](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

[Section 26 of the Counter-Terrorism and Security Act 2015](https://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted)

[What to do if you’re worried a child is being abused](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

[Guidance for safer working practice for those working with children in education settings 2022](https://www.saferrecruitmentconsortium.org/_files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf)

# Aims

* To safeguard children and young people
* Raise awareness of illegal, unsafe, unprofessional, and unwise behaviour
* Assist staff to monitor their own standards and practices
* Reduce the risk of staff being falsely accused of improper or unprofessional conduct

This guidance covers a wide range of situations; however, it cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance. It is expected that in these circumstances staff will advise Huma Boskani or Aubrey Cooper of the justification for any such action already taken or proposed. Staff should always consider whether their actions are in the best interest of children, warranted, proportionate, safe and applied equitably.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) - see Keeping Children Safe in Education is a collective responsibility. If implemented correctly, this should encourage an open and transparent culture; enable the identification of concerning, problematic or inappropriate behaviour early; and minimise the risk of abuse. A culture of vigilance will help to ensure that adults working in or on behalf of a school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Any behaviours that fall short of the guiding principles outlined in this document must be shared responsibly with the staff above. All concerns that do not meet the harm threshold must be recorded and dealt with appropriately as a low-level concern as referenced in Keeping children safe in education.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This guidance aims to reduce the risk of these.

It must be recognised that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. However, allegations may also be false or misplaced and may arise from differing perceptions of the same event. When they occur, they are inevitably distressing and difficult for all concerned. It is therefore essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely.

The term ‘allegation’ means where it is alleged that a person who works with children has:

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

# Underpinning principles

* The welfare of the child is paramount
* Staff should understand their responsibilities to safeguard and promote the welfare of pupils
* Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
* Staff should work, and be seen to work, in an open and transparent way including self-reporting if their conduct or behaviour fall short of these guiding principles
* Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
* Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
* Staff should apply the same professional standards regardless of age, culture, disability, gender, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation
* Maintain an appropriate and open environment, with no secrets
* Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
* Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity
* Staff and managers should continually monitor and review practice to ensure this guidance is followed
* Staff should be aware of and understand Bradford Council’s safeguarding policies and Bradford Safeguarding Partnership procedures.

The principles and guidance outlined in this document should be followed by any person whose work brings them into contact with children.

# Keeping Children Safe in Education

[Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), Part one, and Annex B of Keeping Children Safe in Education, and [What to do if you’re worried a child is being abused](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf).

All staff are required to read and acknowledge their understanding of the above statutory and best practice guidance.

# Responsibilities

Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children. All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and contextual safeguarding concerns. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement.

The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in that role.

Staff should understand how to raise a concern and contact designated staff or partner agencies if they have a concern about a child, particularly if the normal arrangements have been amended.

# Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school or education setting are in a position of trust in relation to all pupils on the roll. The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence. The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a senior manager.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

# Physical Contact with Children

Staff have a duty to keep children and young people safe. There may be occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, 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. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

Staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the schools’ Designated Safeguarding Lead and Huma Boskani or Aubrey Cooper. It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping school staff and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

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.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the schools’ Designated Safeguarding Lead and recorded and also to Huma Boskani or Aubrey Cooper as soon as possible, but certainly by the end of the same day.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries.

A general culture of ‘safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupil’s needs, consistently applied and open to scrutiny.

Wherever possible, staff should not be left alone with children. A member of school or client staff should always be present at a training session. Do not continue with training if this is not possible.

# Confidentiality

The storing and processing of personal information is governed by the Data Protection Act 2018. Staff may have access to confidential information about pupils which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff should never use confidential or personal information about a pupil or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person 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.

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 responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities, DSL or Headteacher. If a child makes a disclosure regarding abuse or neglect, the member of staff must take any such concerns seriously and should report immediately to the schools’ Designated Safeguarding Lead and follow the schools’ child protection procedures. It should also be reported to Huma Boskani or Aubrey Cooper as soon as possible, but certainly by the end of the same day. Huma Boskani or Aubrey Cooper will follow up any concern or disclosure with the schools’ Designated Safeguarding Lead.

Staff should not promise confidentiality to a child or parent but should give reassurance that the information will be treated sensitively. If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the schools’ Designated Safeguarding Lead and/or Huma Boskani or Aubrey Cooper.

# Sharing Concerns, Reporting and Recording Incidents

In the event of an incident occurring that may result in an action being misinterpreted or an allegation being made against a member of staff, the relevant information should be immediately recorded and reported to Huma Boskani or Aubrey Cooper.

There is a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with the organisation’s staff code of conduct including inappropriate behaviours inside, outside of work or online.

Staff should recognise their individual responsibility to raise any concerns regarding behaviour or conduct (including low level concerns) that falls short of the principles outlined in this document. It is crucial that any such concerns, including those which do not meet the harm

threshold are reported, recorded and dealt with appropriately. Failure to report or respond to such concerns would constitute a failure in professional responsibilities to safeguard children and promote welfare.

**Staff must immediately report to the DSL:**

* Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
* Any explanation given which appears inconsistent or suspicious
* Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
* Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
* Any concerns that a child is presenting signs or symptoms of abuse or neglect
* Any hint or disclosure of abuse from any person
* Any concerns of peer-on-peer/child-on-child abuse
* Any concerns regarding a person(s) who may pose a risk to children (e.g. living in a household with children present)

You should immediately report your concerns to Huma Boskani or Aubrey Cooper. You may be asked to email or post details of what you have recorded.

Whilst in the process of carrying out your role you may have concerns about a child’s welfare. Concerns can vary greatly in terms of their nature and seriousness or how they have been identified. If you have any immediate concerns about a child, you should report your concerns directly to the school’s Designated Safeguarding Lead as soon as possible, but certainly by the end of the same day. You may be asked to complete a Cause for Concern Form. You should also report your concerns to Huma Boskani or Aubrey Cooper. You may be asked to email or post details of what you have recorded.

Huma Boskani or Aubrey Cooper will follow up any concern or disclosure with the schools’ Designated Safeguarding Lead.

# Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Education settings should have a clear and accessible whistleblowing policy that meets the terms of the [Public Interest Disclosure Act](https://www.legislation.gov.uk/ukpga/1998/23/contents) . Staff who use whistleblowing procedures should have their employment rights protected. Staff should recognise their individual responsibilities to bring matters of concern to the attention of their senior management and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

# Dealing with bad behaviour

If a child or children are misbehaving, give them the opportunity to improve their behaviour. If a child continues to misbehave ask the teacher or member of staff to remove the child from the session. If a child becomes a danger to themselves or others, they should be taken back to school immediately.

If training is taking place at the roadside or at a location where the safety of the group or individuals could be compromised, and the child continues to misbehave then the whole group with the trainers/instructors will return to the school. The individual will be returned to the class teacher and the rest of the group will continue the training if time allows.

Corporal punishment and smacking is unlawful in all schools. Staff should not use or threaten to us any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

# Parental or Guardian Interaction

If a parent, guardian, or other non-school employee, requests they remove a child from the training e.g., to attend an external appointment. The child must not be allowed to leave with the parent, guardian, or non-school employee. The whole group with the trainers/instructors should return to the school.

# Accidents, Accident Reporting, First Aid and Medication

It is the responsibility of the school to provide information on pupils requiring medical attention/supervision. It is also the responsibility of the school to ensure that there is at least one person trained in paediatric first aid available within school when children are on site. Any child requiring medication should be accompanied by a member of the school staff.

When training takes place off the school site, if a child appears to be unwell, the group must return to school immediately and inform school staff.

When training on site, if a child appears to be unwell, school staff must be informed immediately so they can take charge of the situation.

Road Safety staff should not administer any medication, first aid, or help unless it is an emergency, and they are either trained or feel confident to do so.

If an incident involving a vehicle occurs staff should follow the Accident Reporting Procedure.

Should a child have an accident a School Accident Form must be completed.

If you are injured the Council’s Accident Form must be completed.

Accidents where an Accident Form has been completed must be reported to Huma Boskani or Aubrey Cooper as soon as possible.

# Communication with children (including the use of technology)

Online safety risks are posed more by behaviours and values than the technology itself. Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the ‘real’ world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chatrooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as ‘grooming behaviour’.

Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web-based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the staff member should not respond and must report the matter to their manager.

# Photography, videos and other images

On occasions activities may involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting. Making and using images of pupils will require the age-appropriate consent of the individual concerned and their parents/carers.

# Gifts and rewards

Staff need to take care not to accept any gift that might be construed as a bribe by others or lead the giver to expect preferential treatment.

Similarly, it is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be in accordance with agreed practice, consistent with the school or client’s behaviour policy, recorded and not based on favouritism.

# Dress Code

A person’s dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life.

Appropriate clothing and sensible footwear should be worn. If the activity requires you or those in your care to wear high visibility clothing, then this must be worn. Those who dress or appear in a manner considered as inappropriate could make themselves vulnerable to criticism or allegation.

# Training Guidelines and Procedures

Where provided statutory legislation, guidelines, Road Safety Team training notes and procedures must be read, understood and adhered to. In addition, staff should

* Seek permission and guidance before any, one to one training commences.
* Where possible work within line of sight with colleagues.
* Always wear your Council & Visitor ID badge, sign in and familiarize yourself with any school specific guidelines
* Trainees should never be out of sight.
* Training should be in an open space never behind closed doors.

If you are in any doubt about the application of any guidelines in this document, please do not hesitate to ask as ignorance of the conditions can be no excuse for breaking them.

# Documentation

You are required to provide the Road Safety Team with all documents required in order to process or renew your Disclosure and Barring Service (DBS) certificate and in relation to the use of your vehicle for work. It is your responsibility to inform the Road Safety Team of any convictions or any pending prosecutions or changes in personal circumstances which may have an effect on your employment.

You should always carry your Identification badge and may be requested, by the school or client, to confirm your identity by providing photo identification. Whilst at school you must follow the schools’ Visitors’ Policy and sign yourself in and out.

# Effective Interaction

Try not to tell pupils they are wrong if they provide an incorrect answer. Listen carefully, show you are interested. Reinforce the right answer and be enthusiastic – praise them so that they feel they have got something positive from the session.

Make sure the language you use is relevant to the age of the pupil and speak clearly. Be patient, you may need to explain something more than once. Do not use inappropriate language. Humor can be a useful tool when used appropriately but sarcasm must be avoided.

# Smoking

Smoking, or the use of electronic cigarettes or vapes, is not allowed in or around the school premises.

# Adaptability

Schools sometimes request last minute adaptations to sessions, be polite and professional at all times and if at all possible, accommodate the changes without compromising safety.

# Mobile Devices

The use of personal mobile devices is typically banned from use on school site. However, staff may need to use these devices in limited circumstances, such as:

* To upload an individual rider/participant report that will include outcomes achieved and areas of improvement.
* For urgent situations to communicate with the school, emergency services and other colleagues.

Mobile devices must not be used for private or personal use, make, or receive calls, send or accept texts, messages, images or access the internet during sessions. Devices must be kept out of sight of children and should be set to silent whilst on school site.

See also 15. Photography, videos and other images.

***Definition of abuse***

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

## Appendix 1

**Road Safety Team**

**Code of Conduct Declaration**

I have read and understand the Code of Conduct Policy Document

Name (Block Capitals): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_