



A Place For Us CIC

Code of Conduct – Relating to keeping Children Safe in Education

Designated Safeguarding Lead (DSL): Artistic Director – Kate Allerston 07771 862632

Deputy Designated Safeguarding Lead: Artistic Director – Chris Bastock 07973 793982

All tutors are responsible for knowing who the DSL is in each setting in which they work. If the name of the DSL is not clearly displayed at the setting please request that this is done and/or ensure the information is supplied. Lower level concerns should be reported as soon as possible to the contact at the setting or the DSL / Safeguarding Officer in the setting. If the setting does not have a DSL e.g Community Centre, then A Place For Us's DSL or Deputy DSL must be notified. Higher level concerns should be reported to both the DSL / Safeguarding Officer in the setting and to the A Place For Us (PFU) DSL or Deputy DSL. Further information about reporting is contained within this document.

In this document the term:

- 'Tutor' can refer to – Artistic Directors, Paid Tutors, Volunteers or anyone else engaged in the delivery of PFU's aims and objectives.
- 'Setting' refers to anywhere where activity led by and Tutor is taking place. This includes, but is not limited to, Community Centres, Schools, Cultural Venues (such as Theatres), Residential Settings etc.

The Definition of Safeguarding:

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education [DFE, 2018] as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding children and young people and promoting their well-being is therefore more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose.

A Place For Us CIC – Creative Inclusive Communities

Contact: enquiries@placeforus.org.uk



aplaceforusCIC

Registered as a Community Interest Company - Company Number: 12419045

1. Introduction

- 1.1. A Place For Us CIC (PFU) wish to set out the standards expected of all tutors and volunteers who work with children and young people. All tutors work in an extremely privileged position of trust and we all have a duty to keep students safe and to protect them from physical and emotional harm. This Code of Conduct provides guidance to safeguard children by providing advice to tutors and volunteers to promote a protective ethos when working with children and young people.
- 1.2. The guidance contained in this document reflects current legislation and statutory guidance. It is in line with the government and LAs Safeguarding Children
- 1.3. Where an allegation of abuse is made against a member of PFU the Local Authority Designated Officer (LADO) will follow the guidance set out in the relevant authorities' policy for handling allegations.
- 1.4. PFU verifies all DBS checks.
- 1.5. All tutors working on behalf of PFU receive regular Safeguarding Level 1 training.
- 1.6. The DSL and Deputy DSL receive regular Safeguarding training regularly; including, but not limited to, regular Safeguarding Level 2 & 3.

2. Duty of Care

- 2.1. Whether working in a paid or voluntary capacity, all tutors have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm.
- 2.2. All tutors should report any child protection or welfare concerns to the designated student protection officer within the setting, concerns can also be expressed to PFU's DSL – Kate Allerston by phone (07771 862632) or email enquiries@placeforus.org.uk. Everyone within PFU must feel able to raise issues of concern and must fully recognise the duty to do so particularly in terms of child protection.

3. Confidentiality

- 3.1. Directors, tutors and volunteers may have access to confidential information about students in order to undertake their responsibilities. In some circumstances the information may be private or highly sensitive. These details must always be kept confidential and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.
- 3.2. There are some circumstances in which a tutor may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated student protection responsibilities.
- 3.3. Confidential data must be held securely. Information must only be stored for the length of time necessary to discharge the task for which it is required.
- 3.4. All tutors have a responsibility to pass on, to the appropriate authority, information which will assist in keeping children out of danger. Tutors should, therefore, make this clear when talking to children and make no promises of secrecy. Similarly, tutors should never request confidentiality from a child

4. Making a Professional Judgement

- 4.1. This guidance cannot provide a complete checklist of what is, or what should be appropriate behaviour for adults in all circumstances. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge.

5. Power and Positions of Trust

- 5.1. All adults working with children and young people are in positions of trust in relation to the young people in their care. As a result of their position, tutors must not intimidate, bully, humiliate, threaten, coerce, or undermine children and young people.
- 5.2. Tutors should not use their position to gain access to information for their own or others' advantage.
- 5.3. All tutors need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, workshop leader or youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.

6. Propriety, Behaviour, Reputation and Appearance

- 6.1. It is expected that tutors will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.
- 6.2. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the Service into disrepute. They should not be at work whilst under the influence of illegal drugs or alcohol, not commit any acts of sexual misconduct, violence, intimidation, or abusive behaviour in the workplace.
- 6.3. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct. A person's dress and appearance should take into account the settings dress code and the nature of the task undertaken.

7. Teaching remotely online via Zoom or Skype (or other similar online platform)

- 7.1. Exchange of personal data e.g. phone numbers or email addresses which are associated with online platforms should be avoided. PFU instructs their tutors to use Zoom. This is because, unlike other online platforms, when using Zoom there is no exchange of personal data between tutor and student.
 - 7.1.1. Only in exceptional circumstances and only with the express permission of parent/setting/PFU, should other platforms such as Skype or Facetime be used.
- 7.2. Tutors should follow the procedures for using Zoom as outlined in the current version of 'Zoom Guide for Tutors'. With particular attention to the relevant security features.
- 7.3. Tutors should remember that safeguarding is just as important when teaching remotely via an online platform as it is when teaching face to face.
- 7.4. Tutors should protect themselves from accidental inappropriate contact with students by restricting their profile so that it does not automatically accept contact requests and is not accessible to students.
- 7.5. Tutors should use a business-like profile picture and establish a serious and professional manner when using an online platform. Emphasise to students and their parents that the online platform is to be used for sessions only and not for other contact, e.g. sharing photos or general messaging.
- 7.6. Encourage students to restrict their own profiles so that they can only receive calls from known contacts.
- 7.7. When teaching via an online platform tutors should dress smartly and use a neutral background. It may be necessary to widen the frame depending on the activity, so take care that the frame is well chosen and appropriate.
- 7.8. The session should take place in a suitable room in both the teacher's and students' home. We recommend that this is downstairs in an open space where parents/careers can have unfettered

access. Tutors should disconnect immediately and report to the Service's DSL if the room in which the student is in is inappropriate e.g student's bedroom.

- 7.9. Do not allow students to wear excessively informal attire or behave inappropriately. It may be necessary to take further action if this happens, just as you would with a face-to-face session.
- 7.10. Using online platforms may require you to alter your teaching approach. If there is time, you may wish to trial it with a suitable student to test out both the technology and your teaching before using it more widely.
- 7.11. Please ensure that a parent or guardian is available at least at the start and end of the session in order to help the student if necessary, particularly in early sessions. A parent or guardian should always be present in the house whilst the session is taking place.

8. Gifts, Rewards and Favouritism

- 8.1. PFU tutors should never give gifts or rewards (including food or sweets) to children or young people unless it is part of an agreed setting policy for supporting positive behaviour or recognising particular achievements. Personal gifts must not be given to students.
- 8.2. Tutors should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness.
- 8.3. Care should also be taken to ensure that tutors do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. Please report to designated protection officer.

9. Infatuations

- 9.1. Occasionally, a child or young person may develop an infatuation with an adult who works with them. Tutors should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. It must be reported without delay to a member of setting staff so that appropriate action can be taken. Such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

10. Communication with Children and Young People (including the Use of Technology)

- 10.1. Tutors should not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking sites such as Instagram, Facebook or TikTok etc. Even if a student seeks to establish social contact the tutor should exercise her/his professional judgement in making a response and be aware that any form of social contact could be misconstrued.
- 10.2. Tutors must not give their personal contact details to children and young people, including their mobile telephone number and details of any Social Media accounts or personal websites. Communication should be made through parents/carers, PFU admin team or their setting. We recommend that correspondence is via work mobiles, where applicable, and also work email addresses. Where student e-mail is essential please ensure this is formal, you keep copies and copy PFU staff members into the correspondence for tracking.
- 10.3. Tutors should have no secret social contact with children and young people or their parents. It is possible, for example, for tutors to have family friendships but the appropriateness of social contact should be considered according to their role and nature of the work.

11. Physical Contact and Personal Privacy

- 11.1. Physical contact between tutor and students should be avoided. Where this is unavoidable, tutors should always be aware (a) the need to justify and explain their actions (b) that they have a

professional duty to account for their actions and to show that they have given due consideration to those actions:

- Be aware of the context: actions which are totally acceptable in front of a class of 30 with 4 tutors present might not be suitable in a one to one session in a small room.
- Try to be witnessed: make the other students in the room aware of what is happening, call in a colleague in an adjoining room if needed.
- Always be in a room with unfettered access, have the door unlocked, make it clear that you expect appropriate adults to come in at regular intervals without warning.
- Never get between a student and their “escape route”, never block the doorway or the line of sight from outside. If the room is not suitable, if, for example, there is no window in the door, tell the contact at the setting and the setting’s DSL. If no satisfactory resolution is found tutors should contact PFU’s DSL.
- Be very clear in your explanation to all concerned about why you are taking an action. Be prepared to ask permission.
- If there is the slightest unease in the student stop immediately. It would be wise to log the details so that in the event of an enquiry you can be clear as to what took place. Be aware that the enquiry could come weeks later.
- If there is any event which could be misinterpreted report the matter to your contact at the setting or PFU’s DSL or Deputy DSL; never be secretive.
- Always be aware that you can, legitimately, be asked to account for your actions and teaching practices. Therefore, be clear in your own mind that your actions are necessary, appropriate and professional. Such judgements, in these circumstances, should always be recorded and shared with one of PFU’s Artistic Directors. In addition, they should ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken.

11.2. Students are entitled to respect and privacy when changing clothes. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.

12. Behaviour Management and Physical Intervention

- 12.1. All children and young people have a right to be treated with respect and dignity and tutors should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Corporal punishment is unlawful in all teaching environments.
- 12.2. The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person’s behaviour if it is necessary to prevent personal injury to the child, other children or adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.

13. First Aid and Administration of Medication

- 13.1. Health and safety legislation places duties on all employers to ensure an appropriate person (s) is appointed to take charge of first-aid arrangements. Any person may volunteer to undertake this task but it is not a contractual requirement and appropriate training should be given before an individual takes on a role which may require administering first aid or medication. Tutors should be aware of who the qualified first aiders are in the setting in which they are working.
- 13.2. Tutors will ensure any injuries are recorded in accordance with the first aid procedures of the setting in which they are working.

14. One to One Situations and Meetings with Students

- 14.1. Any tutors working in one to one situations with students are vulnerable to allegations. They should therefore recognise this possibility, and plan and conduct such meetings/teaching situations accordingly. Every attempt should be made to ensure that the safety and security needs of both tutor and students are met. It is advisable to avoid remote or secluded areas of a building and to ensure that the door of the room is left open/or visual/auditory contact with others is maintained. Arrangements should be reviewed on a regular basis and where issues arise, should be discussed with senior colleagues.
- 14.2. Pre-arranged meetings with students away from settings, other venues or on a setting site when it is not in sessions are not permitted unless approval obtained from their parent/carer/PFU Directors and the setting made aware of the arrangements.

15. Transporting Children and Young People

- 15.1. In certain situations e.g. performances at Cultural Venues, tutors may agree to transport students. Wherever possible transport arrangements should be made in advance in transport other than in private vehicles.
- 15.2. Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

16. Events, Chaperones, Visits and Tours

- 16.1. Tutors should take particular care when supervising students in the less formal atmosphere of a visit or tour, particularly in a residential setting. Tutors remain in a position of trust and the same standards of conduct apply.
- 16.2. When chaperoning students to an event we will:
 - Provide parents and students with information about what the event is for
 - Provide parents and students with the full address of the event
 - Where possible, in cases where the event is taking place in a large building, we will also give the room name or number.
 - Where possible, have a planned journey route that is shared with parents, students and chaperones.
 - Make sure that the students know what to do should they get lost.
 - Have emergency contact numbers for all those participating.
 - Have a clear idea of the event and how the students will be cared for during the event.
 - We will ensure that the chaperones hold all required checks and full chaperone licenses and are aware of our safeguarding policy
- 16.3. PFU will always comply with the 'Child performance and activities licensing legislation in England – 2015'

17. Photography, Videos, Mobile Phones & Tablets

- 17.1. PFU activities do from time to time involve recording images. These maybe undertaken as part of evidencing activity for funders, for publicity, or to celebrate achievement. Consent from parents or carers and agreement, where possible, from the child or young person should always be sought before an image is taken for any purpose.
- 17.2. Tutors should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

17.3. Personal mobile telephones and tablets should never be used to take images of children unless as part of an agreed activity with one of the Directors of PFU. Neither should they be used to make or receive calls during sessions, send texts or emails nor should they be used in any way that is not pertinent to the learning environment. Where they are used tutors must explain what they are doing to the student(s) and be able to justify their use to any person of authority on request.

18. Inappropriate Images and Internet Use

18.1. There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing pornography on PFU or setting equipment will be treated as gross misconduct and may be a criminal offence. Likewise, images links and images on personal equipment which is then brought into the workplace. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and likely lead to criminal prosecution and may result in barring from work with children and young people.

19. Sharing Concerns and Recording Incidents

19.1. All tutors must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which tutors can voice their concerns, made in good faith, without fear of repercussion. The following situations are examples that should be shared with a senior authority:

An adult who:

- Allows a student/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat students fairly – demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position to trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a student or students
- Appears to have special or different relationships with a student or students
- Seems to seek out unnecessary opportunities to be alone with a student