

## Avenue House School



### Professional Code of Conduct for Staff

2024-25

#### 1. INTRODUCTION

1.1 All employees should be aware of the standards of conduct expected of them by their employer. Although it is impossible to lay down hard and fast rules to cover all eventualities, this Code sets out the principal areas where concerns are likely to arise and staff awareness is necessary. The Code applies to all staff working in school although particular reference is made to teaching staff.

1.2 Staff must comply with requirements placed on them by their contract of employment, conditions of service, schools' Articles of Government and relevant policies and procedures of the school, including the School's Disciplinary Procedure for members of staff. This Code of Conduct is supplementary to documents detailing terms and conditions of employment, including statutory provisions, issued at the time of appointment.

1.3 Failure to observe the provisions of this Code may lead to action being taken under disciplinary procedures. Should this occur, full consideration will be given to all the relevant facts and circumstances of the case in accordance with the principles of natural justice and following agreed procedures. Please refer to the School's Disciplinary Procedure for further details.

1.4 One of the primary aims of this Code of Conduct is to provide staff with clear guidance about behaviour and actions so as not to place pupils or staff in a situation where an allegation might be made. All staff have a duty to report any concerns about the behaviour of a colleague. The School's procedures for whistleblowing can be found in the Safeguarding Policy.

1.5 Should staff have any doubts about the issues raised they should consult with the Head Teacher.

#### 2. CONDUCT IN RELATION TO PUPILS

2.1 The law recognises that staff act in loco parentis in respect of pupils in their charge and must assume the role of 'reasonably prudent parent' in the school context. Through their actions, staff must act in accordance with this duty of care to ensure at all times that the safety and welfare of pupils is accorded the highest priority. In this, and other ways, staff should always maintain standards of conduct which sustain their professional standing and that of the school.

2.2 As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young

people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

2.3 Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential to the Head Teacher.

2.4 Staff must ensure that they treat children with respect and dignity, that they are honest and act professionally. Interaction with pupils should always be appropriate to their age and gender. Staff should avoid teasing, using nicknames, sarcasm, favouritism and losing one's temper.

2.5 Staff should not touch pupils, however casually, in ways or on parts of the body that might be considered indecent, unnecessary or familiar or use inappropriate language. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. Any sexual behaviour by a member of staff with or towards a child or young person is illegal.

2.6 Corporal punishment, defined as any intentional application of force as punishment, is illegal and may render a member of staff liable to criminal action as well as action under the school's disciplinary procedures. Corporal punishment includes any form of physical chastisement.

2.7 Physical intervention will not constitute corporal punishment where its purpose is to avert an immediate danger of injury to, or an immediate danger to the property of, any person including a pupil. In such circumstances, the element of restraint should be the minimum necessary to prevent injury or remove the risk of harm.

2.8 Where physical contact may be necessary (e.g. in teaching PE or Music, or providing comfort and reassurance to a pupil in distress), that contact should be the minimum necessary for the purpose and comply with accepted good practice. Particular care should be taken in helping pupils with physical or other disabilities (e.g. in lifting). The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. For PE and Music teachers, further guidance is available in Codes of Practice produced by the professional associations representing staff in these subject areas.

2.9 Members of staff are advised that any gifts provided for pupils should be given fairly and without preference. A budget exists for craft materials if staff would like children to make something that they can take home at the end of a term (such as a homemade present at Christmas). Providing gifts to an individual pupil, or to a group of pupils but not to the whole class, shows favouritism and could raise concerns about sexual grooming.

2.10 Staff should not provide out of school tuition or childcare services for any of the children that they teach as this blurs the professional boundaries between the teacher, parent and pupil. Where such services are being requested for children in classes that a member of staff does not teach, they should consult the Head Teacher before agreeing to provide such services.

2.11 Particular care is necessary when supervising pupils taking part in out of school activities. Further advice on the practical arrangements applying in this area is available in the Educational Visits Policy and members of staff leading out of school activities must ensure that all staff and other helpers are briefed on the necessary arrangements for supervision of pupils.

2.12 Teaching materials should be appropriate to the age and gender of pupils. Particular care should be taken that sex or health education materials are appropriate and consistent with the school's policies.

2.13 When holding meetings with pupils on sensitive issues, staff should exercise proper professional judgement over the arrangements for the meeting. They should safeguard their own position by, for instance, considering the need for a second adult to be present or by holding the meeting in a room with a windowed door and informing a colleague of the intended interview.

2.14 All colleagues should be familiar with the First Aid policy and practices so that the correct procedures are followed if a child requires First Aid.

2.15 Staff should not use their own personal cars to transport pupils under any circumstances.

2.16 Following any incident where a member of staff has reason to believe that their actions may be open to misinterpretation, the Head Teacher should be immediately notified and a written report submitted as soon as possible following the incident.

2.17 All colleagues must read and be familiar with the guidance on procedures regarding suspected or alleged child abuse, which is contained in the Safeguarding Policy and follows the Keeping Children Safe in Education 2023 principles.

2.18 Agreed guidelines on procedures where an allegation of abuse has been made against a member of staff are contained in the Safeguarding Policy and follow the Keeping Children Safe in Education 2023 principles.

### **3. TREATING COLLEAGUES WITH RESPECT**

3.1 All members of staff regardless of role are entitled to respect and should be treated as equals. This fundamental principle should transcend all dealings between colleagues.

3.2 Certain actions/types of behaviour are clearly not consistent with this approach, for example:

- Criticising colleagues in the presence of third parties (including other members of staff)
- Abusive language/behaviour (The key is not what the perpetrator considers abusive but what the other party might consider to be so)

3.3 The school may arrange social events and although these events take place away from the workplace and outside of normal working hours, the School code of conduct applies to such events. While management wants everyone to enjoy these social events, it is up to individual employees to ensure that their behaviour is acceptable. Specifically:

- Improper or unacceptable behaviour which causes offence to others or could bring the School's name into disrepute is not acceptable

3.4 This principle is in place for the benefit of all employees and to ensure that everyone can enjoy work-related social events in a friendly, welcoming and pleasant atmosphere.

### **4. CONDUCT IN RELATION TO THE SCHOOL**

4.1 In line with the published professional standards for teachers, all members of staff are required to act with honesty and integrity to maintain high standards of ethics and professional behaviour.

4.2 Any form of sexual harassment in the workplace is completely unacceptable and will not be tolerated by the School. Sexual harassment is defined as unwanted conduct of a sexual nature. It has

the purpose or effect of violating the dignity of a member of staff, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Something can still be considered sexual harassment even if the alleged harasser did not intend for it to be. It also does not have to be intentionally directed at a specific person.

4.3 Sexual harassment includes:

- written or verbal comments of a sexual nature, such as remarks about an employee's appearance, questions about their sex life or offensive jokes
- displaying pornographic or explicit images to another colleague/sending emails with content of a sexual nature
- unwanted touching and physical contact/sexual assault

Some forms of sexual harassment are a criminal matter as well as an employment matter. Criminal matters must be reported to the Police, in addition to the complaint being investigated by the School.

4.4 Staff should make sure that they do not disclose confidential information to anyone who has no right to receive it and do not say or write anything that would constitute a breach of confidence. Confidential information relating to employment or the school should only be communicated on a need to know basis or with the specific permission of the Head Teacher.

4.5 Use of materials and equipment provided by the school should not be used for purposes unconnected with employment. Staff should always use funds to the best advantage of the school, community and students and adhere to high standards of probity in their use.

4.6 Staff should not solicit or accept any gift, loan, fee, hospitality or other reward which influences the way in which they carry out their duties. They should not influence or be influenced unfairly in the way they carry out their duties by ties of kinship or friendship, or by some other association or loyalty.

4.7 Care should be taken to avoid any conflict of interest between activities outside the school and professional responsibilities. Staff should not undertake work or engage in activities in their own time through which they seek to exercise unfair advantage by virtue of their position. In no case should outside activities bring the school into disrepute.

4.8 Staff should not, without authority, undertake activities unconnected with their professional role during working hours.

4.9 Staff in full-time employment should inform the Head where they are undertaking paid work which may impinge on their normal duties, including activities such as lectures, private tuition, publications, press articles or radio/TV appearances. Where work is undertaken in the employee's own time any fees paid may be retained by the employee. However, where the event, or preparation for it, takes place in working time and/or involves the use of school resources, it is necessary to seek approval to use such resources and agree the proportion of any fee to be paid to the school for such use.

4.10 Staff should not take on private tuition of any pupils that they teach, and any other private tuition of pupils at the School should only be undertaken with prior permission from the Head Teacher.

4.11 In addition to financial interests, staff should exercise professional judgement in disclosing to the Head or their line manager any non-financial interests which may conflict with the interests of the school or the Local Authority. Such disclosure will depend upon circumstances (e.g. in making appointments) and may include personal acquaintances, membership of voluntary or other organisations or any official position or public appointment.

## **5. EQUALITY AND DIVERSITY POLICY**

5.1 Ealing Council's equality and diversity policy provides a framework to ensure that the school meets its statutory obligations and policy objectives to protect people from harassment, unfair discrimination or being treated unfairly: when applying for a job (by helping to make sure that we appoint the best applicants to vacant posts); as a school employee or; as clients and customers seeking or receiving Council services. The policy provides a means to ensure that we positively promote equality of opportunity in all areas of the school's activities as an employer and provider of services. The school may adapt the council policy or have one of its own.

5.2 The school therefore expects all of its employees to play a part in making sure that it meets its statutory obligations, ensures that the school is a pleasant place to work and provides high quality services fairly and equitably to the whole community. All employees are responsible for acquainting themselves with the terms of the policy.

5.3 All employees are required to treat colleagues and the public in a fair and equitable way, avoiding unfair discrimination in any form and anything that would demean distress or offend other people. Remember that your colleagues may have different values to you and may be offended or feel harassed by behaviour that you think is acceptable.

5.4 The school takes these commitments very seriously and any deliberate act of discrimination or other serious breach of the policy by school employees will be considered as an act of gross misconduct and will result in disciplinary action, possibly leading to dismissal.

Some examples of unacceptable behaviour are:

- displaying offensive sexist or racist material or wearing T-shirts or other clothing, badges or tattoos which convey an offensive message
- making racist comments
- persistent swearing, rudeness or non-verbal behaviour which intimidates or offends others
- making sexually suggestive or sexist remarks
- asking for "dates" after being refused
- pestering colleagues with personal matters
- making negative comments about a person's disability

5.5 You must not harass or discriminate against people you meet in the course of your work, particularly on grounds of:

- age
- disability
- gender (including transgender)
- HIV status
- marital status
- nationality

- political beliefs
- race/ethnicity
- religious beliefs or non belief
- sexual orientation

## **6. DRESS AND APPEARANCE**

6.1 Staff must ensure that they dress as appropriate to professional role and promoting a professional image

6.2 Staff should dress in a way that is not offensive, revealing or sexually provocative.

6.3 Staff should dress in a way that is absent from political or other contentious slogans.

## **7. USE OF MOBILE PHONES, SOCIAL MEDIA, TECHNOLOGY AND DATA**

7.1 All members of staff should be aware that the contents of any email sent may be made available to a parent, another colleague or to Senior Leaders, Governors and the Proprietor. Therefore, care should be taken to ensure that there is no content included in an email that the sender would not be willing to show to a wider audience.

7.2 Staff should not use their mobile phone for personal use during directed teaching time or in parts of the school shared by pupils during their non-contact time. When staff are working in classrooms or teaching children, mobile phones should be turned off or switched to silent. Members of staff working with Early Years should ensure that their mobile phones are in a locked drawer or otherwise securely stored away when children are present.

7.3 When taking photographs or video footage of pupils taking part in school related activities for the website or classroom displays, members of staff should use a school device as opposed to a personal device.

7.4 All contact with children should be on a professional basis and members of staff should be prepared for their mobile devices to be open to scrutiny upon request from the Head.

7.5 Members of staff are forbidden to use social media for purposes of contact with any child. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. E-mail, text communications or use of social media such as Facebook, Twitter, You Tube, chat-rooms, forums, blogs, websites, or gaming sites between an adult and a child outside agreed protocols may lead to disciplinary and/or criminal investigations.

7.6 Staff are required to keep a 'professional distance' from the parent body in this respect and are strongly advised NOT to enter social media exchanges with any parents.

7.7 Staff should avoid becoming personally involved with pupils and their families on extra-curricular activities. This could lead to accusations of favouritism or undue pressure being applied by the family.

7.8 Staff are reminded that the social media security settings of their own accounts should be considered to prevent 'browsing' parents and/or children scrutinising their online activity.

7.9 Email contact with children: there may be occasion when email is used between home and school for children/teacher (e.g. submitting homework tasks). If this is the case, the staff member must inform a senior member of staff and copy that staff member and the child's parent in on any email correspondence. The level of communication in these instances must be kept to a minimum.

7.10 Further guidance in relation to eSafety can be found in our eSafety Policy and Acceptable Internet Use Policy.

7.11 In line with the General Data Protection Regulations (GDPR), all members of staff have a duty to ensure that data relating to pupils, parents, staff or otherwise associated with the School, is not released to third parties either by intention or by mistake. This includes electronic data and printed data. Staff should take care to lock computers when not in use, ensure that personal USB drives are password protected and shred paper documents that contain confidential data which are no longer required.

7.12 In accordance with the GDPR Act 2018, we obtain parental permission to take photographs or to film children. Where children's images are used in the public domain (e.g. on the school website, Twitter or Facebook page) the child's name must not appear unless specific permission has been granted by the parents of the child.

In addition to the Code of Conduct, staff must comply with the policies and procedures for:

- Safeguarding and child protection
- Whistleblowing procedures (see Appendix 1)
- Behaviour and anti-bullying policies
- e-safety and Acceptable Internet Use

## **8. LOW-LEVEL CONCERNS ABOUT MEMBERS OF STAFF**

8.1 A low-level concern is a behaviour towards a child by a member of staff that does not meet the harm threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- being over-friendly with children
- having favourites
- taking photographs of children on a personal device
- engaging in 1-to-1 activities where they can't easily be seen
- humiliating pupils

8.2 Low-level concerns can include inappropriate conduct inside and outside of work.

8.3 All staff should share any low-level concerns they have using the reporting procedures in Staff Safe. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

8.4 All reports will be handled in a responsive, sensitive and proportionate way.

8.5 Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

8.6 This creates and embeds a culture of openness, trust and transparency in which our values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

8.7 Reporting and responding to low-level concerns is covered in more detail in our child protection and safeguarding policy.

8.8 Our procedures for dealing with allegations will be applied with common sense and judgement.

## **Appendix 1: Whistleblowing Procedure**

### **1. PURPOSE OF THE CODE**

1.1 This code provides information to help staff (which includes the Head Teacher, Governors, teaching and support staff, including temporary staff and all volunteers who do not fall under visitor procedures, hereafter 'staff') to understand the role of whistleblowing. It is hoped and expected that concerns about poor, inappropriate or unsafe workplace practice, including unacceptable conduct and attitudes towards children, will be raised promptly and handled effectively through the school's standing procedures, yet the whistleblowing code provides another route way for such concerns to be raised and heard. The legal framework under which staff may raise concerns is laid out in the Public Interest Disclosure Act (1998) and the Enterprise and Regulatory Reform Act (2013). This code aims to support staff in appropriately reporting any concerns in these areas.

1.2 This code is intended to support the School's aims to promote a culture of safety and of raising concerns, of valuing staff and of reflective practice. Furthermore, it is intended to provide transparency and accountability in relation to how concerns are received and handled. For these reasons, all staff will be made aware of this code through the Staff Code of Conduct and new staff will be informed of the procedures as part of their induction.

1.3 The primary area of concern relates to children's welfare and safeguarding. In such cases this document should be read in conjunction with the Safeguarding Policy and Procedures.

1.4 The key principles of which staff should be aware are laid out in statutory guidance: Keeping Children Safe in Education (2023) (KCSIE) which all members of staff should read and sign to confirm that they have understood the contents.

### **2. WHEN TO USE THE CODE**

2.1 In general, whistleblowing concerns relate to wrongdoing, fraud or misconduct at work. Where the concerns relate to children's welfare and safeguarding, staff should also be aware of and follow the guidance set out in the Safeguarding Policy concerning the procedure to be followed in the event of an allegation against a member of staff or volunteer of abuse.

2.2 The whistleblowing procedures and this code may be used by anyone employed by the School in a paid or voluntary capacity who believes they have reason to suspect that one or more person(s) involved with the school might have committed:

- a crime or other unlawful act or miscarriage of justice
- a discriminatory act or other substantive breach of the School's Equal Opportunities Policy

- substantive breach of the School's Health and Safety Policy; damage to the environment or property
- unauthorised use of School funds or other fraud
- any other act constituting possible gross misconduct (see the School's disciplinary procedure)
- inappropriate or harmful conduct towards a child (or children), including but not confined to:
  - bullying, humiliation, or any other kind of abuse
  - contravening health and safety guidelines in place to protect children
  - serious breaches of the Staff Code of Conduct
  - professional practice that falls short of normally accepted standards
  - compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention or
  - they have concealed or are attempting to conceal any of the above

The list above is intended to be indicative rather than exhaustive; there may be evidence of other kinds of behaviour not explicitly outlined above which justifies whistleblowing.

### **3. REASONS FOR WHISTLEBLOWING**

3.1 In terms of children's welfare and safeguarding, all staff have a responsibility to provide a safe environment in which children can learn. All teachers share responsibility for safeguarding children's wellbeing and maintaining public trust in the teaching profession as part of their professional duties. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime.

3.2 More widely, it is important that wrongdoing, fraud or misconduct are confronted. Apparently minor incidents may escalate with serious consequences. Reporting concerns deters any suggestion of collusion in poor practice and ensures that the School is able to address problems promptly and openly.

3.3 Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned. Those who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the welfare of the whole school community.

### **4. BARRIERS TO WHISTLEBLOWING**

4.1 All staff should be aware that children's welfare is paramount, and that in cases relating to children's welfare and safeguarding other considerations should not apply.

4.2 In terms of whistleblowing regarding other issues, individuals may worry that they have insufficient evidence to raise a concern; that they will set in train an unstoppable chain of events; that there will be adverse repercussions for their career; that they may suffer harassment or victimisation; or that their suspicion or concern might be misplaced.

These concerns are entirely understandable, but staff should be reassured that whistleblowing procedures address these issues.

4.3 The Public Interest Disclosure Act 1998 and subsequent amendments protect employees from reprisals for public-interest whistleblowing. Unions, solicitors or the local authority legal services can provide information about the legal position. In particular, a person making a disclosure is protected in law provided they:

- do so in good faith
- reasonably believe that the information disclosed, and any allegation contained in it, are substantially true

## **5. CONFIDENTIALITY AND ANONYMITY**

5.1 In terms of children's welfare and safeguarding, the principles of confidentiality are laid out in the Safeguarding Policy. Child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that any information released into the public domain does not compromise evidence.

5.2 In other whistleblowing cases all concerns will be treated in confidence to the extent possible, but absolute confidentiality cannot be guaranteed in all eventualities.

5.3 Staff may raise concerns anonymously. However, this carries additional risks. It is harder to investigate anonymous concerns; it is easier to get protection under the Public Interest Disclosure Act if the concerns are raised openly; and it does not stop others from successfully guessing who raised the concern. Usually, the best way to raise a concern is to do so openly. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

5.4 The school will fully support staff and do all it can to protect them from any adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

## **6. REPORTING PROCEDURE**

6.1 It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was in his or her care. You may raise your concern verbally or in writing.

6.2 If the concern is in the realm of children's welfare and safeguarding, staff should follow the procedures laid out in the Safeguarding Policy. This states that all allegations, complaints, concerns or suspicions against staff or volunteers including any made against the DSL should be reported directly to the Head Teacher, or in her absence, to the Governor with responsibility for Safeguarding. Allegations, complaints, concerns or suspicions pertaining to the Alternate DSL should also be reported to the Governor with responsibility for Safeguarding.

6.3 All allegations, complaints, concerns or suspicions about the Head Teacher should be reported to the Governor with responsibility for Safeguarding without the Head Teacher being informed.

6.4 Where the matter includes concerns about a child, the Head Teacher (or Governor with responsibility for Safeguarding) will also inform the Designated Safeguarding Lead (DSL), or, if the DSL is the subject of the allegation, the Alternate DSL.

6.5 If at any point there is a risk of immediate or serious harm to a child a referral should be made to Children's Social Care immediately (see contact details in the Safeguarding Policy). Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

6.6 Issues relating to wrongdoing, fraud or misconduct may be addressed to the relevant line manager or Head of Section in the first instance. If there are concerns about doing so, or about the process of any investigation once raised, staff should follow the School's reporting hierarchy as laid out above to take the matter further.

6.7 If the staff member cannot tell any member of the School's reporting hierarchy, they should contact a relevant prescribed person or body. A list of prescribed persons can be accessed at: <https://www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2>

6.8 A staff member should only tell a prescribed person or body if they think the employer:

- will cover it up
- would treat them unfairly if they complained
- has already been told and has failed or refused to address the matter appropriately

6.9 Staff members who decide to blow the whistle to a prescribed person rather than within the School must make sure that they approach the most appropriate person or body for the issue. To assist with this decision, the list of prescribed persons linked above also provides a brief description about the matters that can be reported to each prescribed person or body.

## **7. PROCESS AND OUTCOME**

7.1 In cases involving the safety and welfare of children, the Head Teacher will proceed in accordance with the procedures given in the Safeguarding Policy.

7.2 In cases of fraud, theft or other criminal activity not involving the safety and welfare of children, Action Fraud and/or the police will be informed by the Head Teacher or one of the Governors and, where the police judge that the incident meets the threshold for a criminal investigation, the matter will not be investigated by the School until after any police investigation has concluded.

7.3 When whistleblowing directly to the Head Teacher or one of the Governors, it should be noted that a friend, colleague or union representative may accompany a whistleblower to the meeting if desired. Whistleblowers should ensure the Head Teacher or Governor informs them of proposed action and sets a date for a second meeting.

7.4 Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and initial feedback should be provided within 10 working days. The timescale for

subsequent feedback should then be agreed. If there is a need for mediation or dispute resolution, this should be handled carefully and fairly by the appropriate person dealing with the whistleblowing allegation.

7.5 The whistleblower should ask for clarification about confidentiality and ensure their wishes regarding the protection of their identity are recorded.

The NSPCC Whistleblowing Helpline is available to staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)