

Staff Code of Conduct

ISSR Part 3, Paragraph 7a

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STAFF CODE OF CONDUCT

St Joseph's College prides itself on the quality of the teaching and pastoral care provided to each of its pupils, from EYFS across to Sixth Form, including Boarding. *The Governing body has ultimate responsibility for meeting all the College's regulatory requirements, which they delegate to the Principal, supported by the Senior Leadership team. In line with good practice and as part of the Governors' due diligence, the Board of Governors' reviews this policy annually.*

St Joseph's College, as an aware employer, is committed to safeguarding and promoting the well-being of children and young people as its number one priority. Robust recruitment, selection and induction procedures operate throughout the College and extend to organisations and services linked on its behalf.

Introduction

College staff, including teaching, support, peripatetic, volunteers, agency and contract staff must always act in a professional manner, maintaining clear professional boundaries and ensuring that their actions and their vigilance both promote and ensure pupils' safety and well-being including in EYFS and Boarding.

Staff must ensure that their behaviour and actions do not, even inadvertently, place themselves at risk of allegations of harm or abuse (emotional, neglect, physical or sexual) to a pupil. All pupils must be treated equally and with respect, with due regard for the 9 protected characteristics as specified in the Equality Act 2010.

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 (including pupils over the age of 18) cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. A position of trust should never be used to intimidate, threaten, coerce or undermine a pupil¹

Purpose and application of the Code of Conduct for staff

Relationships with fellow staff, employees, governors, contractors, visitors, volunteers, students and their parents, guardians or carers should be reasonable and mutually respectful at all times. This Code has been formulated in order to maintain this balance. This Code takes into account Keeping Children Safe in Education (September 2019) the DFE Teachers' Standards (Part one and two) – See appendix A, and the College's Safeguarding Policy

1. The **purpose** of the Code is to:
 - confirm and reinforce the professional responsibilities of staff (both teaching and non-teaching)
 - clarify the legal position in relation to sensitive aspects of staff / student relationships
 - set out the expectations of standards and behaviour to be maintained within the school by all College staff
 - help adults establish safe practices and reduce the risk of false accusations or improper conduct.
2. **Application:** The Code of Conduct applies to all staff working in the school, whether paid or unpaid, whatever their position, role or responsibilities and staff includes employees, governors, visiting music & sports staff, contractors, and volunteers.

¹ ISSR Part 3 paragraph 7a

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3. 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 unless there is a good reason not to follow it in a particular case. The school also has a duty of care to its staff, parents, guardians or carers and students and the implementation of the practices in this Code will help to discharge that duty

Guiding principles

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

- taking all reasonable steps to ensure the safety and well-being of pupils under their supervision;
- using professional expertise and judgment for the best interests of pupils in their care;
- demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;
- raising concerns about the practices of teachers or other professionals where these may have a negative impact on students' learning or progress, or may put students at risk;
- being familiar with the College's safeguarding procedures;
- knowing the identity of the College's Designated Safeguarding Leads;
- being aware that they are in a position of trust (i.e. the adult is in position of power or influence over the student 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 students.

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

- acting appropriately and in accordance with this Code of Conduct, towards all pupils, parents, guardians or carers and colleagues;
- complying with the school's Anti-bullying, Equal Opportunities policies and this Code of Conduct;
- addressing issues of discrimination and bullying whenever they arise;
- helping to create a fair and inclusive school environment.

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

- developing productive and supportive relationships with colleagues;
- exercising any management responsibilities in a respectful, inclusive and fair manner;
- complying with all school policies and procedures
- participating in the school's development and improvement activities;
- upholding the school's reputation and standing within the local community and building trust and confidence in it

Additional principles for teachers

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

- meeting the professional standards for teaching applicable to their role and position within the school;

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- reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;
- helping pupils to become confident and successful learners;
- establishing productive relationships with parents, guardians or carers by:
 - ✓ providing accessible and accurate information about their child's progress;
 - ✓ involving them in important decisions about their child's education;
 - ✓ complying with this Code.

Teachers should maintain public trust and confidence in the school by:

- demonstrating honesty and integrity at all times;
- understanding and upholding their duty to safeguard the welfare of children and young people;
- maintaining reasonable standards of behaviour whether inside or outside of normal school hours and whether on or off the school's site;
- maintaining an effective learning environment

Guidance on staff / student relationships

Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as 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 adults working in this school, and not just teachers.

Forming inappropriate relationships with children or young people who are students or pupils at another school may also 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.

General guidance: You should be aware of the general guidance that will apply in all cases. In particular you:

- 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
- must be familiar with procedures for handling allegations against staff
- must be aware of the school's child Safeguarding procedures
- must seek guidance from the Designated Safeguarding Leads if you are in any doubt about appropriate conduct
- 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 appropriate Designated Safeguarding Lead.

Behaviour giving particular cause for concern: You should take particular care when dealing with a student who:

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- appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection
- appears to hold a grudge against you
- acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasize, or one whose manner with adults is over-familiar
- may have reason to make up an allegation to cover the fact that s/he has not worked hard enough for public examinations
- Appears to have developed or who has a 'crush' on you

Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the relevant Designated Safeguarding Lead under the College's Safeguarding policy and procedures.

Record keeping

Comprehensive records are essential. Any incident involving children that could give cause for concern, whether contemplated in these guidelines or not, should be recorded, with justifications for any action taken to the relevant member of staff. There are statutory duties to report on suspected cases of FGM or if staff suspect a student is at risk of radicalisation/being drawn into terrorism – the Prevent Duty.

Good order and discipline

Teaching staff and other staff in charge or control of students must maintain good order and discipline at all times when students are present on school premises and whenever students are engaged in authorised school activities, whether on school premises or elsewhere.

General conduct

Always follow the College's ID security procedures, including wearing the staff ID badge on the official College staff lanyard. Ensure visitors are signed in and out and challenge visitors seemingly having no business on the premises

- Ensure whilst at work and when supervising pupils on or off the school campus, that you are not under the influence of alcohol, medication or any other substance which may affect your ability to care for children and your ability to make appropriate and safe judgments
- Ensure that your own personal medication on the College premises is securely stored and out of reach of children at all times
- No form of corporal punishment is to be used as it is prohibited and illegal
- Under the Sexual Offences Act 2003, it is a criminal offence for any member of staff to have a sexual relationship with a pupil, even when that pupil is over the age of consent as this is an abuse of a position of trust
- Ensure that you do not gossip or share information about pupils inappropriately

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.

Use of premises

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You must not carry out on school premises any work or activity other than pursuant to your terms and conditions of employment without the prior permission of the Principal.

Behaviour of others

You should be aware that the behaviour of your partner or other family members may raise concerns. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the school.

Meetings with students

One-to-one meetings: If you are teaching one student, or conducting a one-to-one meeting or teaching session with a student, you should take particular care in the following ways:

- when working alone with a student is an integral part of your role, you must following the College's 1-1 risk assessment
- use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open and inform a colleague that the lesson /meeting is taking place
- arrange the meeting during normal school hours when there are plenty of other people about
- do not continue the meeting for any longer than is necessary to achieve its purposes
- avoid sitting or standing in close proximity to the student, except as necessary to check work
- avoid using "engaged" or equivalent signs on doors or windows
- avoid idle discussion
- avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact and self-report to your line-manager and the DSL
- avoid any conduct that could be taken as a sexual advance
- report any incident that causes you concern to the Designated Safeguarding Lead under the school's child protection procedures, and make a written record (signed and dated)
- report to the Vice Principal – Pastoral, any situation where a student becomes extremely distressed or angry

Pre-arranged meetings

Pre-arranged meetings with students outside school should not be permitted unless approval is obtained from their parents, guardians or carers and the Principal/Vice Principal. If you are holding such a meeting, you should inform colleagues before the meeting.

Home visits

In some circumstances home visits are necessary. You should:

- discuss the purpose of any visit with senior colleagues and adhere to any agreed work plan / contract
- 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
- not visit unannounced if this can be avoided

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- leave the door open where you will be alone with students
- keep records detailing times of arrival and departure, and work undertaken
- ensure that any behaviour or situation that gives rise to a concern is reported and actioned
- discuss with your manager anything that gives cause for concern and refer to other agencies if felt appropriate
- have a mobile telephone and an emergency contact.

Language and appearance

Language

You should use appropriate language at all times and:

- avoid words or expressions that have any unnecessary sexual content or innuendo avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, e-mails etc)
- avoid any form of aggressive or threatening words
- avoid any words or actions that are over-familiar, do not engage in 'banter'
- not swear, blaspheme or use any sort of offensive language in front of students
- avoid the use of sarcasm 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 Policy
- be aware that some parts of the curriculum may raise sexually explicit subject matters. 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.
- not use nicknames - nicknames should not be used between staff and students in order to maintain the appropriate professional relationships. Staff should expect and insist that students address them by their surname and title eg Mrs Clarke, Dr Hine

Dress

You are expected to dress appropriately in a manner which is conducive to the working environment of a school. Dress must not be offensive, distracting, revealing, or sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed.

Unless uniform is provided, men should wear a shirt and tie with either a suit or smart trousers. Ladies should be smartly dressed. Open toed shoes/sandals should not be worn to school.

Tattoos should not be visible and there should be no facial piercings. Men should be clean shaven or have a groomed beard.

The use of force or physical restraint

Physical restraint:

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- Avoid physical contact with pupils unless absolutely necessary. Any physical contact should be the minimum required for care, instruction or restraint and appropriate to the age of the child. The College has its own intimate care procedures for EYFS children and staff
- There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.
- A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.
- Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the CPO informed and, if appropriate, a copy placed on the pupil's file
- All forms or threats of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other staff who are authorised by the Principal to have control or charge of students, may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a student from doing, or continuing to do any of the following:
 - committing a criminal offence
 - injuring themselves or others
 - causing damage to property, including their own
 - engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Using reasonable force: There is no legal definition of "reasonable force". It will always depend on the circumstances. Note that:

- any use of force should be proportionate to the behaviour of the student involved and the seriousness of the harm prevented
- physical force could not be justified to prevent a student from committing a trivial misdemeanour
- any force should always be the minimum needed to achieve the desired result
- whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

You should inform the Principal or Vice Principal immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the student. The parents, guardians or carers should be informed the same day and the incident will be logged by the College.

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Physical contact in other circumstances

When physical contact may be appropriate: Physical contact with a student may be necessary and beneficial in order 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 student's needs, of limited duration and appropriate to the student's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Offering comfort to distressed students

Touching may be appropriate where a student is in distress and needs comforting. You should use your own professional judgement when you feel a student needs this kind of support and should be aware of any special circumstances relating to the student. For example, a child who has been abused may find physical contact particularly difficult.

Administering first aid

First Aid should only be administered by trained staff, or the School Nurse/Paramedic. 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 parents, guardians or carers should be informed. Staff should:

- adhere to the school's policy on administering first aid / medication
- comply with the necessary reporting requirements
- make other adults aware of the task that is being undertaken
- explain what is happening
- report and record the administration of first aid
- have regard to any health plans
- ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

Students' 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:

- avoid physical contact or visually intrusive behaviour when children are undressed
- announce yourself when entering changing rooms and avoid remaining unless required
- not shower or change, or use a toilet in the same place as children
- not assist with any personal care task which a student can undertake themselves.

Intimate care

The College has separate Intimate Care procedures for use in the Prep School.

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

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may seek inappropriate physical contact. Staff should sensitively deter the student and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with senior colleagues / the Principal and parents, guardians or carers.

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.

Code of conduct for contact outside school

You should avoid unnecessary contact with students outside school. You should:

- not give students your home address, home telephone number, personal mobile telephone number or personal e-mail address
- not send personal communications (such as birthday cards, text messages etc.) to children unless agreed with the Principal
- not make arrangements to meet students, individually or in groups, outside school other than on school trips authorised by the Principal/Vice Principal
- avoid contacting students at home unless this is strictly necessary, and you should keep a record of any such occasion
- not give a student a lift on your own in a vehicle except with permission from the Principal
- avoid inviting students (groups or individuals) to your home unless it has been approved by management. Residential staff should refer to the Boarding Staff Information Guide.
- report and record any situation which may place a child at risk or which may compromise the school's or your professional standing
- ensure that students do not see anything in your home or on social media that may cause embarrassment or that might become the subject of inappropriate gossip or rumour
- ensure that social contact with students, their parents, guardians or carers is always transparent and professional
- not link with current students on any form of social media, unless with the express permission of the Principal/Vice Principal

Social contact

You should be aware that if you meet children or parents, guardians or carers socially, such contact could be misinterpreted as grooming. Any social contact that could give rise to concern should be reported to the Principal.

Members of staff who are friends with parents, guardians or carers of students or who, for example, are voluntary workers in youth organisations attended by students, will of course have contact with those students outside school. However, members of staff should still respect the above advice wherever possible.

Scope of application of the Staff Code of Conduct 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

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school. There are separate, more detailed guidelines for school trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are pupils at another school.

Transporting students: There may be some situations when staff are required to transport pupils. You should:

- ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive
- be aware that until the student is passed over to a parent / carer, you have responsibility for that student's health and safety
- record the details of the journey
- record and be able to justify impromptu or emergency lifts
- 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.
- wherever practicable, you should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort

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. Except in an emergency, communication should only be made using school devices.

These rules apply to any form of communication including new technologies such as mobile telephones, web-cameras, social net-working websites and blogs. You should also ensure you comply with the College's ICT Acceptable Use Policy

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 student has a crush on you or on another colleague you should bring it to the attention of senior colleagues at the earliest opportunity. Suggestions that a student may have developed a crush should be recorded. Staff should avoid being alone with students who have developed a crush on them and if the student sends personal communications to the member of staff, this should be reported to the Principal and recorded.

Acceptable use of technology

Adults must establish safe and responsible online behaviours. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on school practices. Local and national guidelines on acceptable user policies should be followed.

Staff should also:

- ensure that your own personal social networking sites are set as private
- ensure that current students are not approved contacts
- never use or access social networking sites of students and do not use internet or web-based communication channels to send personal messages to students
- check what others may have posted about you on social media sites
- ensure they do not post information or images about current pupils
- ensure they do not post anything that directly or indirectly lowers your reputation or that of the College
- ensure they do not share compromising material

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The group leader on all trips and visits involving an overnight stay should take a College mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any College mobile phone numbers that they may have acquired during the trip

Boarding staff will use a school mobile with permanently stored pupils' contact numbers in it.

Communicating outside the agreed protocols: E-mail or text communications between an adult and a student outside agreed protocols may lead to disciplinary and / or criminal investigations. This also includes communications through internet based websites. If you are unsure you must seek advice from a member of the SLT.

Use of personal mobile phones in College

- Staff should have their phones on silent or switched off and out of sight (eg in a drawer, handbag) during class time.
- Mobile phones should not be used in a space where children are present (eg classroom, corridor, playground).
- Use of phones (including receiving/sending texts and emails) should be limited to non-contact time when no children are present e.g in office areas, staff room, empty classrooms.
- Staff are not, at any time, permitted to use recording equipment on their personal mobile phones, for example: to take recordings of children, or sharing images. Legitimate recordings and photographs should be captured using school equipment such as cameras, iPads or school phones.
- Staff should report any usage of mobile devices that causes them concern to the Principal.

Code of conduct for photographs and videos

Permission required: Staff should be aware of the appropriateness of taking photographs and videos of any students and must always use school devices. Photographs and video footage taken during the course of your employment is the property of the school. In all cases, staff must follow the guidelines below:

- the purpose of the activity should be clear as should what will happen to the photographs or videos. You must be able to justify images in your possession
- all images should be made available in order to determine acceptability
- images should not be made during one-to-one situations
- ensure that the student is appropriately dressed
- ensure that the student understands why the images are being taken and has agreed to the activity
- only use equipment provided or authorised by the school
- if an image is to be displayed in a place in which the public have access it should not display the student's name. Similarly where a student is named (in a school prospectus, for example) the name should not be accompanied by a photograph or video
- all images of children should be stored securely and only accessed by those authorised to do so
- images must not be taken secretly.
- images/videos must only be uploaded on to school devices.

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Appropriate material

You must ensure children are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and you must not use school property to access such material. You should not allow unauthorised access to school equipment and should keep your computer passwords safe. If you discover material that is potentially illegal, you must isolate the equipment and contact the Designated Safeguarding Lead under the school's child protection procedures immediately. Students must not be exposed to unsuitable material on the internet and staff should ensure that any film or material shown is age appropriate.

Gifts and rewards

Before accepting or giving any gifts or rewards, Staff must familiarise themselves with the College's Anti-Bribery and Corruption Policy. If you receive a gift from a student or parent you should:

- declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £100. The Principal may in her absolute discretion require you to decline the gift
- 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.

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

- it should only be provided as part of an agreed reward system
- in all cases except the above, the gift or reward should be of little monetary value and should be discussed and agreed with the Principal and the parent or carer
- selection processes should be fair and where possible should be agreed by more than one member of staff
- gifts should be given openly and not based on favouritism

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.

Sexual contact

Under section 16 of The Sexual Offences Act 2003, it is an offence for a person aged 18 or over (e.g. staff member) 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. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

Staff must not:

- have any type of sexual relationship with a student or students
- have sexually suggestive or provocative communications with a student
- make sexual remarks to or about a student
- discuss their own sexual relationships in the presence of student.

Sexual relationships or contact with students, or encouraging a relationship to develop in a way which might lead to a sexual relationship is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution.

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Smoking

The school is a no smoking site. Smoking, including e-cigarettes is not therefore permitted anywhere on site. If staff leave site to smoke during break times they must ensure that they minimise the odour of smoke before returning to work.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them something serious in relation to the child or school. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Whistleblowing

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Principal and in her absence, or where the concern relates to the Principal, to the Chair of Governors. Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

Consequences of breaching this policy

It is in your interests to follow this policy so as to maintain standards of behaviour and your own professional reputation. A breach of this policy may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.

Termination of employment

If the school ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible 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.

Resignation

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her 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 will be made to the Disclosure and Barring Service as soon as possible if the criteria for a referral are met.

Where a teacher has been dismissed, or would have been dismissed had s/he not resigned, separate consideration will also be given as to whether a referral to the TRA (Teachers Regulation Agency) should be made.

References:

College Safeguarding Policy
Keeping Children Safe In Education – September 2019
Working Together To Safeguard Children – February 2019
DfE National Minimum Standards for Boarding – March 2015
DfE EYFS Statutory Framework - February 2018
The Sexual Offences Act 2003
DFE Teaching Standards - July 2011 (introduction updated June 2013)

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Appendix A

DFE Teachers' Standards

Preamble:

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

STAFF CODE OF CONDUCT

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
 - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.