

Review Initiated by	Head
Last Review	Spring 2025
Next Review	Spring 2026

SAINT CHRISTINA'S SCHOOL: STAFF BEHAVIOUR POLICY (CODE OF CONDUCT)

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is available on request from the School Office.

This Policy can be found in the Policy Library in SharePoint and is publicly available on the School website and on request a copy may be obtained from the School Office.

1. Legal Status:

- 1.1. This policy complies with Regulation 3 paragraphs 7(a) and (b) and 8 (a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, the statutory framework for Early Years provision and other relevant and current regulations and any other guidance concerning safeguarding children to which Schools are obliged to have regard.
- 1.2. This document has regard to *Keeping Children Safe in Education Statutory guidance for schools and colleges* (KCSIE) (DfE, 2024) and *Working Together to Safeguard Children* (WT) (HM Government, 2023).
- 1.3. The Children Act 1989 and 2004 along with Section 157/175, Education Act (2002)
- 1.4. Contract of Employment, Teachers' Standards (Guidance for school leaders, school staff and governing bodies)

2. Applies to:

- 2.1. Whole School, including the Early Years Foundation Stage (EYFS), along with all activities provided by the school, inclusive of those outside of the normal school hours;
- 2.2. All staff (teaching and support staff), pupils on placement, the Governors and volunteers working in the school.

3. Related Documents:

- Employment Policies; Whistleblowing Policy; E-Safety Policy,
- Safeguarding Children – Child Protection Policy and Safer Recruitment Policy; Anti-Bullying;
- Supervision of Children; Behaviour and Discipline Policies; Preventing Extremism and Radicalisation Policy
- Spiritual, Moral, Social and Cultural (SMSC) Development
- Health and Safety and Risk Assessment Policy
- Pupil Behaviour and Sanctions

4. Monitoring and review:

- 4.1. This policy is subject to continuous monitoring, refinement and audit by the Headteacher. The Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Equal Opportunities

At Saint Christina's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy / maternity or marriage / civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

5. Introduction

- 5.1. All staff at Saint Christina's School have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the children in our schools and in our care. All staff 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. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Our Staff Code of Conduct covers staff/pupils relationships and communications including the use of social media.
- 5.2. Our Staff Code of Conduct applies to school trips, and trips that involve an overnight stay away from the 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.

6. Preamble:

- 6.1. 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.
- 6.2. Discussion of the procedures set out in this document forms a vital part of our induction procedures. We make it clear in induction and other training, and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within the School and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the School. The Safeguarding & Child Protection Policy provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training. The Headteacher and Designated Safeguarding Lead should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures.
- 6.3. It is important that all adults working with pupils understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with our pupils in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:
 - keep our pupils safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
 - assist adults working with pupils to work safely and responsibly and to monitor their own standards and practice;
 - support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;

- support the School in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with pupils and reduce the incidence of positions of trust being abused or misused. (Please refer to the Allegations Against Staff Protocol)

6.4. **'Unsuitability'**: The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with our pupils. Adults whose practice deviates from this guidance and/or their professional or employment- related code of conduct may bring into question their suitability to work with pupils in any capacity.

6.5. This means that adults should:

- have a clear understanding about the nature and content of this document;
- discuss any uncertainties or confusion with the Headteacher and
- understand what behaviours may call into question their suitability to continue to work with pupils and young people.

7. Responsibilities

- 7.1. All staff at Saint Christina's School have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the children in our Schools and in our care.
- 7.2. All staff 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 presentation, attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- 7.3. All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Our Staff Code of Conduct covers staff behaviour, pupil relationships and communications including the use of social media.

7.4. This means that staff should:

- a) understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- b) always act, and be seen to act, in the child's best interests;
- c) avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- d) take responsibility for their own actions and behaviour

8. General conduct

- 8.1. School property: Staff must take proper care when using School property and must not use School property for any unauthorised use or for private gain.
- 8.2. Use of premises: Staff must not carry out on School premises any work or activity other than pursuant to the terms and conditions of employment without the prior permission of the Headteacher.

- 8.3. Behaviour of others: staff should be aware that their behaviour may raise concerns if deemed inappropriate. Such concerns will be given careful consideration as to whether they constitute a potential risk to pupils at the School.
- 8.4. Alcohol and drugs: No member of Staff should drive a School vehicle or be on duty supervising pupils whilst under the influence of alcohol, drugs or any other substance which may impair judgment. Additionally, Staff must not have used any of these within the previous 24 hours if driving pupils or any School vehicle.
- 8.5. Alcohol and drug testing: The School reserves the right to ask members of Staff to undertake an appropriate test if there is reason to believe that they are under the influence of alcohol, drugs and/or any other substance which may impair judgment. Any unreasonable refusal by a member of Staff to undergo the appropriate test is likely to lead to disciplinary action.

9. Whistleblowing: (Please refer to our Whistleblowing Policy.)

- 9.1. The term ‘whistleblowing’ is considered as the confidential raising of problems or concerns within an organisation by a member of staff. This is not “leaking” information but refers to matters of impropriety e.g. a breach of law, School procedures or ethics. Nor is whistleblowing the raising of a grievance within the School (which would be dealt with under the staff grievance procedures). All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff to the Headteacher.

10. Safeguarding: (Please refer to the Safeguarding and Child Protection Policy)

- 10.1. All staff are required to know and understand the School’s safeguarding and child protection policies and procedures. The School will facilitate this on an annual basis and require staff to sign to say that this is the case. They will also be required to confirm that they have read and understand Part One and Annex B of the prevailing KCSIE legislation (currently 2024).
- 10.2. Safeguarding is the responsibility of all who work, volunteer or learn in our School and are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Simon Hirst or Deputy Designated Safeguarding Lead (Deputy DSL) Louise Ellisdon, Dan Burke, and Deputy Designated Safeguarding Lead (with EYFS responsibility), Fran Randle. Saint Christina’s School recognises it is an agent of referral and not of investigation. Any person may make a referral including whistle blowing) to external agencies such as the Local Safeguarding Children Board or Local Authority Designated Office (LADO).
- 10.3. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our School and to external agencies where necessary. This is one part of the way in which we establish in our School, a positive safeguarding culture. The School provides immunity from retribution or disciplinary action against such staff for “Whistleblowing” in good faith. At all levels, including newly appointed and ancillary staff, have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.
- 10.4. The staff and Governors of the School seek to run all aspects of School business and activity with full regard for high standards of conduct and integrity. If members of School staff, parents, Governors or the School community at large become aware of activities which give cause for concern, the School has this whistleblowing policy, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the

School's disciplinary procedure. The School is committed to tackling fraud and other forms of malpractice and treats these issues seriously.

- 10.5. **Concerns that do not meet the harm threshold (Low level concerns):** Saint Christina's promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. All concerns about adults working with children (including those that do not meet the harm threshold) should be reported to the appropriate person who is the Headteacher or if the concern is about the Headteacher then the Chair of Governors. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct (including inappropriate conduct outside of work) and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to: being over-friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, using inappropriate sexualised, intimidating or offensive language. The purpose of this is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff. Records of low level concerns are reviewed on a regular basis and further action then taken as required through the school's disciplinary procedures or reporting to the LADO as required.
- 10.6. **Low level concerns should be reported to the Headteacher unless they are about the Headteacher, in which case they should be reported to the Chair of Governors.**
- 10.7. Concerns about a contractor or someone who is not part of the School's own workforce (e.g. a Supply Teacher) should also be reported to the Headteacher who will take a note of the concern and pass it on to their employer so that patterns of inappropriate behaviour can be identified.
- 10.8. **Record-keeping. Where a Low-Level Concern is raised the following records should be kept:**
- Details of the concern
 - The context in which the concern arose
 - Evidence collected by the DSL where the concern has been raised by a third party e.g. a parent
 - The decision categorizing the type of behaviour
 - Action taken
 - The rationale for decisions and the action taken
 - The name of the individual sharing the concerns – respecting a wish to remain anonymous so far as is possible.
- 10.9. **Learning lessons:** Saint Christina's will always want to learn from any such situation and will want to consider whether or not there are wider cultural issues within the School which allowed such behaviours to occur. It will consider whether policies or training need to be revised and implemented to minimise the possibility of any repetition.
11. **Behaviour Management of Pupils including Physical Intervention** (please refer to the Behaviour Management and Pupil Contact Policies)
- 11.1. Where pupils display difficult or challenging behaviour, adults should follow the school behaviour and discipline policy using strategies appropriate to the circumstance and situation. Saint Christina's School does not use corporal punishment and it is unlawful to administer corporal punishment. The law and guidance for

schools states, however, that adults may reasonably intervene to prevent a child (please refer to the pupil contact policy) from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

12. Physical Restraint: (Please refer to the Pupil Contact Policy)

- 12.1. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Advice received from the Department of Education 2011 which incorporates previous advice including the use of force to control or restrain pupils (2010, section 93 of the Education and Inspections Act 2006), Teachers in Saint Christina's School do not hit, push or slap children or use any form of corporal punishment.
- 12.2. Staff only intervene with physical restraint, such as holding, to prevent physical injury to the child, other children or adults and/or serious damage to property. The actions that we take are in line with government guidelines on the restraint of children. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) should be brought to the attention of the Headteacher and recorded in the child's personal file. The child's parents are informed on the same day.
- 12.3. Staff should ensure that they have read and understood the Pupil Contact and the Pupil Search Policies as these reflect the current guidance around appropriate physical contact with pupils.

13. Punishments that are humiliating or degrading must not be used.

- 13.1. The following sanctions / punishments will *never* be used: -

- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone with parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- Withholding of any aids or equipment needed by a child.

Staff should:

- not use force as a form of punishment;
- try to defuse situations before they escalate;
- inform parents of any behaviour management techniques used;
- adhere to the School's behaviour management policy and
- be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action.

14. Action taken in self-defense or in an emergency:

- 14.1. The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.

15. Physical Contact with Children: (Please refer to the Pupil Contact Policy)

- 15.1 Guidelines about appropriate contact with children are outlined within the Pupil Contact Policy which reflects the guidance issued by the Government.
- 15.2 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. A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the School's incident book and, if appropriate, a copy placed on the child's file.
- 15.3 Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary. The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each pupil. Pupils with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.
- 15.4 It is recognised that some pupils may seek inappropriate physical contact. It is the responsibility of the staff member to sensitively deter the pupil and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/ carer.
- 15.5 Some staff working in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with pupils, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a pupil so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary
- 15.6 This means that staff should:
- treat children with dignity and respect and avoid contact with intimate parts of the body;
 - always explain to a child the reason why contact is necessary and what form that contact will take;
 - consider alternatives, where it is anticipated that a pupil might misinterpret any such contact;
 - be familiar with and follow recommended guidance and protocols;
 - conduct activities where they can be seen by others and
 - be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.
 - have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct and
 - ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.
 - be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
 - be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour;

- avoid shouting at children other than as a warning in an emergency/safety situation;
- always seek to defuse situations and avoid the use of physical intervention wherever possible;
- where physical intervention is necessary, only use minimum force and for the shortest time needed;
- not use physical intervention as a form of punishment;
- never touch a child in a way which may be considered indecent;
- always be prepared to report and explain actions and accept that all physical contact be open to scrutiny;
- not indulge in horseplay;
- always encourage children, where possible, to undertake self-care tasks independently;
- work within Health and Safety regulations;
- be aware of cultural or religious views about touching and always be sensitive to issues of gender and
- understand that physical contact in some circumstances can be easily misinterpreted.

15.7 The School will:

- ensure the school has a compliant physical intervention policy which staff understand, detailing when and how physical interventions should be recorded and reported staff understand, and
- ensure that staff are provided with appropriate training and support

16. Positions of Trust and Ethical Conduct.

16.1 As a result of our knowledge, position, and/or the authority invested in their role, all our staff are in positions of trust. A member of staff can be described as in a position of power or influence because of their role. It is vital for all staff to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Staff are expected to ensure that while there is an unequal balance of power, staff have a responsibility to ensure that this is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. We expect all staff to report and record any incident with this potential. Staff should not:

- use their position to gain access to information for their own advantage and/or a pupil's or family's detriment;
- use their position to influence and promote a particular political view or ideology with regard to their responsibilities around extreme views and Prevent;
- use their power to intimidate, threaten, coerce or undermine pupils or
- use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.

17. Intimate Care. (Please refer to the Intimate Care Policy)

17.1 Some job responsibilities with children may necessitate contact with children. For example assisting young children with toileting, or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the pupil's care plan specifies the reason for this. Any vulnerability, including those that may arise from a physical or learning difficulty should be considered

when formulating the individual pupil's care plan. The views of parents, carers and the pupil, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

17.2 Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, there needs to be an appropriate level of supervision in order to safeguard pupils, 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 young people concerned and sensitive to the potential for embarrassment. All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required.

17.3 Staff should:

- adhere to the School's intimate care guidelines or code of practice;
- make other staff aware of the task being undertaken;
- explain to the child what is happening before a care procedure begins;
- consult with colleagues where any variation from agreed procedure/care plan is necessary;
- record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers;
- avoid any visually intrusive behaviour;
- where there are changing rooms announce their intention of entering and
- always consider the supervision needs of the pupils and only remain in the room where their needs require this.

17.4 Staff should not:

- change or toilet in the presence or sight of pupils;
- shower with pupils;
- assist with intimate or personal care tasks which the pupil is able to undertake independently

17.5 This means that Saint Christina's School will:

- have written care plans in place for any pupil who could be expected to require intimate care;
- ensure that pupils are actively consulted about their own care plan

18. Sexual Contact. (see Safeguarding and Child Protection Policy and Allegations Against Staff Policy)

18.1 All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children/ young people and the adults who work with them is illegal and a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable. The School will not tolerate any breach of trust in this regard and has a legal as well as moral responsibility to deal with any matter robustly with the appropriate authorities.

18.2 **It is an offence for anyone to apply for a role within a School if they are barred from engaging in regulated activity relevant to children.**

18.3 Staff must not:

- have sexual relationships with pupils;

- have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, inappropriate physical contact;
- make sexual remarks to, or about, a child / young person or share / show inappropriate material with children, and
- discuss their own sexual relationships with or in the presence of pupils.

18.4 Any sexual activity between an adult and the child or young person with whom they work is a criminal offence and will always be referred to the appropriate authorities in line with the School's statutory responsibilities. All children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not.

18.5 Sexual activity does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material (see the Safeguarding and Child Protection Policy).

18.6 There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

18.7 Staff should:

- ensure that their interactions with pupils clearly take place within the boundaries of a respectful professional relationship;
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

19. Guidance for staff on conduct with Pupils, inclusive of working alone with pupils

19.1 These guidelines are designed to encourage an atmosphere of trust in which all colleagues can conduct their professional lives with confidence. The School recognises the need for, and the desirability of, friendly and respectful social and professional rapport between staff and children. Happy relations in the School are essential.

19.2 Staff must conduct themselves professionally in their relationships with pupils, parents and staff and must not behave in a way that could bring the School into disrepute or risk allegations being made. Members of staff and volunteers need to be aware that actions can be misconstrued as unprofessional conduct, with a potentially damaging effect on careers. Working alone with pupils may include: musical instrument tuition, 1:1 coaching, pupil counselling, conveying a pupil by car, engaging in should be adhered to carefully: inappropriate electronic communication with a pupil and so on.

19.3 To avoid misunderstandings the following should be adhered to carefully:

- Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. It is recognised that, depending on the age of the children within the School, such activity is appropriate and necessary (Please refer to the **Intimate Care Policy**). However, staff should be aware that what is appropriate in the Nursery setting will not translate to the older children within our setting who have a greater need for privacy.
- Members of staff should not be in children's changing areas unless they are accountable to another member of staff. This means that another member of staff is aware of the situation and able to be either

physically present or within the area. This is to ensure that both child and adult is protected within a potentially vulnerable situation.

- No member of staff should ever be behind a locked door with a child.
- One-to-one meetings should, wherever possible, take place in public or semipublic places such as classrooms or offices. The door should be open and another member of staff aware of the meeting. If it is necessary for the door to be closed, the exchange must be within sight of the visibility panel and another colleague informed. In practice, colleagues are advised to ensure they are accompanied in this eventuality.
- When in a private meeting with a child or one-to-one session as occurs with Therapists, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured so that you can be seen clearly. In reality, there is no reason why the door may not be open in many sessions.
- 1:1 Music / LAMDA lessons: These subjects are often delivered on a 1:1 basis. Pods allowing for full visibility have been installed within the Music Department. Staff should be aware of the need to maintain a sensible distance from the children and, mindful that sometimes techniques need to be demonstrated on an instrument, for example, should be aware of the **Pupil Contact Policy**. Where the pods are not used (e.g. LAMDA lessons in a classroom), doors should be propped open and another member of staff be made aware that the lesson is being conducted. Staff should never put themselves at risk. If a change of venue would be appropriate to allow for greater visibility then this should be considered with the Deputy Head. This advice applies to all 1:1 teaching / coaching / therapy whether or not Music or Drama.
- Ensure that unnecessary contact with children is, where possible, avoided. Where physical contact may be appropriate bear in mind that what may be appropriate to comfort a very small child is not necessarily appropriate for a Year 6 child. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children e.g. falling in the playground, teaching musical instruments, sport etc., (see Pupil Contact Policy), staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.
- Staff should take great care that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence.
- Staff must not be party to gossip about colleagues or children.
- Personal or academic Information on children should be kept confidential and away from other children or parents.

19.4 The highest level of confidentiality should be maintained at all times in relationships with both adults and children. Staff, however, should make it clear that there are certain circumstances (e.g. where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the child can be protected. If a child asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed.

19.5 If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Designated Safeguarding Lead immediately.

19.6 **Staff:**

- Will at no time travel unaccompanied outside of the School with children.
- Will inform another adult of where they are and that they are meeting a pupil;
- Should ensure that a meeting is arranged during normal School hours when there are plenty of other people about and will ensure that any meeting lasts for no longer than is necessary to achieve its purpose;
- Will avoid sitting or standing in close proximity to the pupil, except as necessary to check work;

- Will avoid using "engaged" or equivalent signs on doors or windows or create any barrier to the meeting being open, visible and known as outlined in paragraph 18.3;
- Will avoid idle discussion and gossip – aside from anything else, it is unprofessional;
- Will avoid all unnecessary physical contact (**see Pupil Contact Policy**);
- Will avoid any conduct that could be taken as a sexual advance (**See Safeguarding and Child Protection Policy**);
- Must report any incident that causes you concern to the Designated Safeguarding Lead in accordance with the School's Child Protection Policy, and make a formal written record in line with School Policy and Procedure (**See Safeguarding and Child Protection Policy**). Staff should be aware of the need to report any behaviour or activity, including low-level concerns or 'nagging feelings' about something that might have been said or done, that might give any cause for concern in line with KCSIE 2024 and as articulated within the Safeguarding and Child Protection Policy and paragraph 10.5 in this policy (see **Whistleblowing Policy**). **It is essential that all concerns are reported.**
- Will report any situation where a pupil becomes distressed or angry to the Class teacher (immediate pastoral care) and the Designated Safeguarding Lead or, if they are not available, to the Headteacher or a Senior Member of Staff.

20. Making professional judgements.

- 20.1 There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a pupil which could contravene existing guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the pupils in their charge (see **Pupil Contact Policy** and **Pupil Search Policy**). An example of such a situation may be where a child may be about to place themselves in serious danger. These judgements should always be recorded and shared with a member of the senior leadership team. Adults should always consider whether their actions are warranted, proportionate, safe, and applied equitably.
- 20.2 In these situations, the adult involved will need to justify their actions to demonstrate that their intervention was reasonable. Staff should also be aware that **not** intervening in a situation may be construed as malpractice if a child is in direct danger of serious injury or death.

20.3 Staff should:

- Report the incident and provide (in due course) a written account of what occurred and the reasons for the action taken. This should be supplied to the Deputy Head or the Headteacher;
- They will then have the opportunity to discuss the circumstances that informed their action (or their proposed action) with the Deputy Head (DSL) or Headteacher. Within this discussion there will be an opportunity for the School to consider the outcomes from the intervention and a) provide advice, b) provide reassurance that the action taken was reasonable and c) take further action, as necessary, if it is deemed unreasonable or inappropriate;
- Records will be kept of the discussion and decisions made, advice given or actions taken
- As necessary, appropriate authorities – e.g. LADO, police – as appropriate and in line with School Policy

21. Gifts, Rewards or Favouritism.

- 21.1 The giving of gifts or rewards are part of our behaviour policy for supporting positive behaviour or recognising particular achievements. There may be specific occasions when staff may wish to give a child a personal gift. This is only acceptable practice where, in line with the agreed policy, and where a senior manager and parent/carer(s) have discussed the reasons for it and the action is recorded. Any gift should be openly given and not based on favouritism. Staff should remain alert at all times to the fact that the giving of gifts can be

misconstrued as a gesture to either bribe or groom a child. If a member of staff is concerned about the actions of a colleague in this regard, this constitutes a concern that should be reported to the Head or Deputy Head (DSL) whether or not you consider the concern to be low-level (see paragraph 10.5). (see **Whistleblowing Policy**)

- 21.2 Staff should apply the same professional standards to all members of our School community, regardless of gender or sexuality or any other protected characteristic under the Equality Act 2010.
- 21.3 Staff will take care in selecting children for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care is taken to ensure that no member of staff accepts any gifts that might be construed as a bribe by others, or lead the giver to expect preferential treatment. There are always occasions in School when children or parents wish to pass on a small token of appreciation such as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value.
- 21.4 **Staff must:**
- be aware of the School's policy on the giving and receiving of gifts;
 - ensure that gifts received or given in situations which may be misconstrued are declared;
 - generally, only give gifts to an individual young person as part of an agreed reward system;
 - where giving gifts other than as above, ensure that these are of insignificant value;
 - ensure that all selection processes which concern pupils are fair and that wherever practicable these are undertaken and agreed by more than one member of staff and
 - ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

22. Infatuations.

- 22.1 Occasionally a child or young person may develop an infatuation with a member of staff who works with them. Staff are required to deal sensitively with these situations and to maintain the dignity and safety of all concerned. Any unplanned contact of this nature or suspected infatuations or "crushes" must be reported to the Headteacher. Staff are not to disclose their personal telephone numbers, email address and so on to pupils. Such situations carry a high risk of words or actions being misinterpreted and they must ensure that their own behaviour is beyond reproach. A member of staff who becomes aware that a child or young person is developing an infatuation must discuss this with the Headteacher at the earliest opportunity so that appropriate action can be taken to avoid any hurt, distress or embarrassment from the child, family or staff member's perspectives. If staff have similar concerns regarding parents then this should also be passed onto the Headteacher. ***Concerns about the welfare of colleagues or children should be communicated to the Headteacher immediately.***
- 22.2 **Staff should:**
- report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with a member of staff and
 - always acknowledge and maintain professional boundaries.

23. Communication

- 23.1 All staff should ensure not to use any language to the children which may be offensive. Absolutely no swear words or words with a sexual connotation may ever be used. Any incidents of this will be treated as a disciplinary matter and action will be taken. Staff should avoid the use of sarcasm or derogatory words towards children.
- 23.2 **To each other as staff** – staff should be polite and professional, supportive and co-operative to each other. We expect our staff to work as a team. This means we need staff to be able to share information and ideas, be ready to be thoughtful and reflective about the education we provide, and readily responsive to instruction from the senior staff. We expect staff to refrain from any actions which may undermine another staff member's confidence or professional abilities, including bullying one another. At all times, staff should remember that we are all working with the best interests of the children in mind. Staff should conduct themselves in public at all times as a professional, whether at a School social occasion outside School hours or in School. At School social occasions, staff should be moderate in their behaviour, language and at external School related functions, in their consumption of alcohol. They should act as if on duty at all times when in contact with School parents, pupils and staff, remembering to address each other as Miss/Mr/Mrs etc when within earshot of parents and/or children. Whatever the occasion staff are expected to keep the academic and professional procedures and processes of the School confidential as required by the Headteacher at all times unless given clear and unequivocal permission to do otherwise.
- 23.3 **To Parents** – Staff must be polite to parents at all times. We expect staff to be ready to listen and help our parents and treat them as very important partners in our work of educating our pupils and their children. Parents must be treated with courtesy and respect and we should expect that back from them. Parents should be spoken to quietly about their children, and given the opportunity to speak in private, especially when anything of a sensitive nature is to be discussed. Parents should not be treated as personal friends and should be addressed by their title i.e. Mr/Mrs/Miss and not by their first names. This courtesy should be extended back to staff by the parents and anything else should be discouraged by example. They should not be told any professional confidences about the School, its staff or children.
- 23.4 Any incident of inappropriate behaviour by a parent should be responded to with a quiet statement to the parent that you will refer the issue to the Headteacher for discussion. Staff should never engage in private or public heated discussion with parents, particularly if they are angry. In this case, remove yourself physically from the situation and state you will refer this to the Headteacher.
- 23.5 **The School will:**
- have in place appropriate behaviour management policies, and
 - where appropriate, develop positive handling plans in respect of an individual child or young person.
- 24. Dress and Appearance.**
- 24.1 Staff should be dressed appropriately and smartly at all times and in line with the staff dress code. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation. Sports clothing should be worn for sporting occasions. This means that staff should wear clothing which:
- promotes a positive and professional image;
 - is appropriate to their role;

- is not likely to be viewed as offensive, revealing, or sexually provocative;
- does not distract, cause embarrassment or give rise to misunderstanding;
- is absent of any political or otherwise contentious slogans;
- is not considered to be discriminatory;
- is compliant with professional standards.

25. Confidentiality. (Please refer to the Data Protection Policy)

25.1 The storing and processing of personal information is governed by the Data Protection Act 2018 and the school recognises its responsibilities with regards to GDPR and the security of data kept regarding its pupils and staff. Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive or private information. They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other School). Information must never be used to intimidate, humiliate, or embarrass the pupil. In circumstances where the pupil's identity does not need to be disclosed, the information should be used anonymously. If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management.

25.2 This means that staff should:

- be clear about when information can be shared and in what circumstances it is appropriate to do so;
- are expected to treat information they receive about pupils in a discreet and confidential manner;
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them and
- Concerns or allegations around a problem or breach in this regard should be reported to the Bursar or the Headteacher

26. Use of Electronic Equipment Including Personal Mobile Phones and Cameras.

26.1 Personal cameras belonging to staff and volunteers are not to be used on the School premises or School grounds at any time. Cameras on staff-owned mobile devices should not be used on School premises or School grounds at any time. No images may be taken of the School or any pupils using mobile devices or personal cameras. Instead, only School cameras and devices may be used for official photographs under the direction of the Headteacher. These photographs must only be downloaded using the School's computers and not onto a personal, private computer. Personal mobile devices may be used in dedicated staff areas or in class and teaching rooms ONLY when the children are not present. Staff should not accept phone calls during a lesson or when they are with children. Phones and devices brought to School should be placed in a secure location where children may not see them or access them and should be turned off or set to silent.

26.2 The EYFS has its own regulations around mobile phones and cameras (see the Safeguarding and child Protection Policy). EYFS staff may not take any personal electronic devices into the EYFS setting and will secure any personal devices in staff allocated lockers outside of the EYFS setting. Staff must not take images of children using personal mobile telephones, cameras or any other digital device. This applies to the whole school setting as well as the EYFS. Images may only be taken using school devices and for an approved and legitimate purpose e.g. to record pupil achievement / progress.

27. Inappropriate material. (Please refer to the Online safety Policy)

- 27.1 Staff must ensure pupils are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and staff must not use School property or the School network to access such material. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material on either staff or pupil electronic equipment that is potentially illegal or inappropriate, you must immediately isolate the equipment and contact the Designated Safeguarding Lead in accordance with the School's Child Protection Policy. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.
- 27.2 Pupils must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate. 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, making and storing indecent images of children is illegal. This will lead to criminal investigation and the individual being barred from working with pupils, if proven.

27.3 Staff should:

- abide by the school's Online Safety Policy and AUP.
- ensure that children cannot be exposed to indecent or inappropriate images
- communicate and role-model safe online practice when using the internet in class
- ensure that any films or material shown to children are age appropriate

28. Communication with Pupils (including the Use of Technology)

- 28.1 Communication with pupils in both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chatrooms, forums, blogs, websites, gaming sites, digital cameras, videos, webcams and other handheld devices.
- 28.2 Staff should not contact pupils or parents of pupils from their personal mobile phone or give their mobile phone number to pupils or parents of pupils. Instead, a School telephone should be used. Also, staff should avoid storing pupils' or parents of pupils' telephone numbers on their mobile phones, send to or accept from colleagues, pupils or parents of pupil's texts or images that could be viewed as inappropriate. The School staff should also be alert to the possible risks that might arise from social contact with pupils outside of Saint Christina's School.

29. Social Media.

- 29.1 Staff must not have any images of School children or parents on their personal pages on social media. Staff must not accept children as "friends" or "contacts" on these sites and must ensure the highest privacy controls are used at all times on their personal pages on such sites, checking regularly for updates. Staff should not make reference to the School on any personal electronic communications or social network including 'job status'. Staff should only engage in electronic communication via the School email network and not through

other inappropriate methods such as networking sites, blogging, chat rooms and private email. Failure to do so is a disciplinary matter.

- 29.2 Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'. Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to the Head or Deputy Head. The child should be firmly and politely informed that this is not acceptable.
- 29.3 We advise all our staff to carefully restrict Social Media profiles to ensure they cannot be contacted by parents and pupils, this could involve removing their last name from their page.
- 29.4 Inappropriate adult behaviour which must be avoided also includes:
- talking about sex lives particularly in front of children which is not permitted;
 - being alone with children in a group setting for unusually long periods of time without good reason;
 - showing unusual interest in one specific child;
 - inappropriate use of mobile phones where phone calls or texts take attention away from supervising children;
 - staff should not use social networking pages at School on either School or personal devices.

30. Transporting Pupils.

- 30.1 In certain situations e.g. out of School activities, staff or volunteers may agree to transport pupils. Saint Christina's has a designated member of staff to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one member of staff additional to the driver acting as an escort.
- 30.2 Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.
- 30.3 It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the Head or Senior Leader and has been agreed with the parents/carers. There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded.
- 30.4 **This means that our staff should:**
- ensure they are fit to drive free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive;
 - be aware that the safety and welfare of children is their responsibility until they are safely passed over to a parent/carer;

- record details of the journey in accordance with agreed procedures;
- ensure that their behaviour is appropriate at all times;
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven and
- ensure that any impromptu *or emergency arrangements of lifts are recorded and can be justified if questioned.*

31. First Aid and Administration of Medication. (Please refer to the First Aid Policy)

31.1 Health and safety legislation places duties on all employers to ensure appropriate health and safety policies and equipment are in place and an appropriate person is appointed to take charge of first-aid arrangements. Any employee 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.

31.2 This means that Saint Christina's School should:

- ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention;
- ensure there are trained and named individuals to undertake first aid responsibilities;
- ensure training is regularly monitored and updated and
- always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication

31.3 In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents, pupils should be encouraged to self-administer medication or treatment. If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead. Parents should always be informed when first aid has been administered. Staff must:

- adhere to the School's policy for administering first aid or medication;
- comply with the necessary reporting requirements;
- make other adults aware of the task being undertaken;
- explain to the child what is happening;
- always act and be seen to act in the child's best interests;
- ensure that where staff are taking any medication, that they are fit to work with children if required;
- report and record any administration of first aid or medication;
- have regard to any health plan which is in place and
- always ensure that *an appropriate health/risk assessment is undertaken prior to undertaking certain activities.*

32. Home Visits.

32.1 When this instance occurs, the purpose of any visit must be discussed with a member of the senior leadership team and wherever possible, two members of staff School should visit.

32.2 A Home Visit before a child joins the School in Nursery is part of the formal transition process and planned with Senior Leaders. Such visits will always involve two members of staff.

32.3 Ensure that the home visit is planned and discussed with the parent of the pupil so as to not arrive unannounced. Staff should inform another member of staff and keep a clear record of the time, location and expected of their visit, ensuring there are clear themselves on the location and where deemed appropriate, inform a member of staff when the home visit is finished.

32.4 Staff must ensure they have a mobile phone with them when making a home visit so that they may contact a member of staff as required. Where any behaviour or situation gives rise to a concern, that it is reported and actioned. If no adult is at home when staff arrive, do not enter the house. Instead consider whether there is a safeguarding concern and take appropriate action. Staff should, wherever possible, meet with parents at the School.

33. Curriculum content. (Please refer to the Curriculum, PSHE and RSE Policies)

33.1 Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama. Care should also be taken to comply with the school's policy on spiritual, moral, social, cultural (SMSC) which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the RSE policy.

33.2 Staff should:

- take care when encouraging pupils to use self-expression, not to overstep personal / professional boundaries;
- have clear written lesson plans and
- be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.

33.3 Staff should not:

- enter into or encourage inappropriate discussions which may offend or harm others;
- undermine fundamental British values or express any prejudicial views and
- attempt to influence or impose their personal values, attitudes or beliefs on pupils.

34. Political Influence.

34.1 All adults who work with children and young people must be alert to the position they are in to influence young people politically. However, they have an important and necessary responsibility to assist them to become politically aware and respect a set of attitudes which can be referred to as British Values. It is acceptable for political ideas to be discussed within a learning context, but it is not acceptable to set out to influence a child to hold a particular set of political beliefs that sit outside of the British Values that Schools are required to actively promote.

34.2 **The Prevent Initiative:** (Please refer to both our Child Protection Policy and our Prevent Duty Policy). All adults who work with children and young people must be familiar with the Prevent Initiative (the School provides

training every two years) and with the terms intolerance, extremism, fundamentalism and radicalisation. All adults who work with children and young people must be alert to them displaying racial or religious intolerance, homophobia and misogyny particularly when linked to expressions of religious or political belief. Staff must:

- be aware of the government's Prevent Initiative;
- discuss with the Headteacher if they are concerned in any way about an individual pupil showing signs of political or religious radicalisation or of being influenced by others in this way and
- discuss with the Headteacher if they are concerned in any way about an individual pupil showing signs of religious, political or racial intolerance, *misogyny, misandry or homophobic views*.

34.3 Definitions used in this Code of Conduct are as follows:

- 'Fundamental British values' It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- 'Parents' is intended to include carers, guardians and other adults acting in loco parentis.
- 'Pupils' is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in post-16 education.
- 'School' means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained Schools and non-maintained special Schools. Use of the standards in academies and free Schools depends on the specific establishment arrangements of those Schools. Independent Schools are not required to use the standards, but may do so if they wish.
- 'staff' means all adults, paid or unpaid working in our school – inclusive of volunteers.
- 'Special educational needs and Disabilities', as defined by the Department for Education.
- 'Statutory frameworks' includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

Appendix 1 – Social contact with parents and pupils outside of the workplace

- A1.1 It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, remember that their discussions with friends parents or non-parents of the school must ensure confidentiality, and not discuss matters relating to the school or pupils. Staff must not post anything onto social networking sites that could be construed to have any impact on the organisation's reputation. (We advise all our staff to carefully restrict their social media profiles to ensure they cannot be contacted by parents and pupils, this could involve removing their last name from their page). We explain to staff that although they are able to accept friendship requests from friends who may also be parents of pupils at the school, staff must be aware of the potential issues this could cause. Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the setting. If any of the above points are found to be happening, then the member of staff involved will face disciplinary action, which could result in dismissal. We also advise staff not to accept friend requests from pupils until graduates have been out of the school phase of their education for two to three years.
- A1.2 Staff should also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse. It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation. Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).
- A1.3 If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement. This also applies to social contacts made through outside interests or the staff member's own family. Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.
- A1.4 **Staff should:**
- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme
 - advise senior management of any regular social contact they have with a pupil which could give rise to concern
 - refrain from sending personal communication to pupils or parents unless agreed with senior managers
 - inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship
 - inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. tutoring.

Appendix 2 – Teachers Standards

A2.1 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.

A2.2 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.

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.

A2.3 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:
 - a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - c) showing tolerance of and respect for the rights of others
 - d) 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
 - e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - f) 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.
 - g) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.