



Staff Code of Conduct Policy

Empathy, Respect, Forgiveness and Responsibility

Committee Responsible:	Full Governing Body
Approved Date:	September 2020
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Mission Statement

At The King's CE School

we believe that everyone is unique and created in God's image.

We enable all to achieve their God-given potential;

to grow, learn and aspire;

to transform their lives and the lives of others

and to journey in faith without limits

within a unified, respectful and harmonious community.

'Aspire, Believe and Achieve Together'

Aspire to be the best that we can be... Believe that anything is possible... Achieve beyond what we ever imagined...

- Learn and worship in the name of God – Father, Son and Holy Spirit – revealed in the life, death, and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- Believe in themselves and become successful adult – developing their vision, faith, ambition and aspirations.
 - Develop a resilience and inner strength to overcome life challenges.
 - Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
 - Develop thinking skills and transferrable skills, working in partnership to become life-long learners.

Introduction

Our School Code of Conduct has been created using “Guidance for safer working practice for those working with children and young people in education settings – May 2019,’ Our Code of Conduct should be read in conjunction with the guidance.

Adults have a crucial role to play in the lives of children. This guidance has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Staff and adults at The King’s CE School, should understand that their own behaviour and the manner in which they conduct themselves with their colleagues, pupils, parents and other stakeholders, sets an example.

The King’s CE School expects all of its pupils and students to receive the highest possible quality of teaching and care within a positive and respectful environment.

We expect all staff to demonstrate consistently high standards of personal and professional conduct at all times. All staff must have regard for the need to safeguard pupils’ well-being in accordance with statutory requirements. All staff should treat pupils with dignity and build positive relationships rooted in mutual respect.

All staff employed under Teacher’s Terms and Conditions of Employment have a statutory obligation to adhere to the ‘Teachers’ Standards 2012’.

This document applies to all staff members who are:

- Employed by The King’s CE School, including the Principal
- Supply staff
- Agency and third-party staff
- Volunteers

All staff must have proper and professional regard for the ethos, policies and practices of our school

This Code of Conduct should be read and adhered to in conjunction with the following school policies:

- Safeguarding and Child protection Policy
- Health and Safety Policy
- Data Protection Policy
- Equality and Diversity Policy
- Student medical needs Policy
- Whistleblowing Policy

- Acceptable use of Technology/ICT and Social Media Policy

Underpinning principles

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teacher Regulation agency (TRA)
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and the procedures of the Multi -agency Partnership.

Responsibilities and duty of care

Staff should:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached

- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour
- make a positive contribution to the wider life and ethos of the school, to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- respond positively to advice and feedback from colleagues and conversely, any advice and feedback given should be done so in a supportive and constructive manner.
- Comply with all reasonable requests, made by the Principal, commensurate with role and responsibilities. Where appropriate, members of the Management Team may also make reasonable requests, acting on instruction of the Principal, and staff are therefore expected to fulfil these requests.
- avoid making arrangements to visit schools for vacant positions within school time without PRIOR consent of the Principal. Such consent will not be unreasonably withheld, but may not be given in such absence will affect the smooth running of the school
- employment references MUST NOT be given to any external organisation by anyone other than the Principal. All requests must be made to the Principal in writing. If staff are requested to give personal references, the content must be confined to personal attributes or personal experiences and they must not contain any information relating to the employment of the individual or their professional capabilities, skills or knowledge. Personal references must not be provided on School headed paper.

The Principal will promote a culture of openness and support by:

- ensuring that systems are in place for concerns to be raised
- ensuring that adults are not placed in situations which render them particularly vulnerable
- ensuring that all adults are aware of expectations, policies and procedures

Governors will:

- ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored

Making professional judgements

Where no specific guidance exists staff should:

- discuss the circumstances that informed their action, or their proposed action, with the school's Designated safeguarding Lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with the Head teacher or designated safeguarding lead
- always record discussions and actions taken with their justifications
- record any areas of disagreement and, if necessary refer to another agency, the LA, Ofsted, Teacher Regulation Agency (TRA) or other Regulatory Body

Power and positions of trust and authority

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 power to intimidate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.

Confidentiality

The storing and processing of personal information is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018.

School Leaders should:

- ensure that all staff who need to share 'special category personal data' are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk

Staff:

- need to know the name of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) and be familiar with the school's and Multi-agency Partnership child protection procedures and guidance:
- are expected to treat information they receive about pupils and families in a discreet and confidential manner
- should seek advice from a senior member of staff or Designated or Deputy Designated Safeguarding Lead (DSL – Mr Sutton, DDSL – Mrs Badger) if they are in any doubt about sharing information they hold, or which has been requested of them
- need to be clear about when information can/ must be shared and in what circumstances
- need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported
- need to ensure that where personal information is recorded electronically that systems and devices are kept secure

Child Protection and Safeguarding

The Designated Safeguarding and Child Protection Lead is Phillip Sutton (Vice Principal).

- All Staff should be aware of child protection procedures including procedures for dealing with allegations against adults. Staff who are the subject of an allegation should contact their trade union or professional association. Staff are responsible for recording any incident

and passing on any information where they have concerns about any matter pertaining to the welfare of any individual or child to the Designated Safeguarding Lead.

- All staff have a duty of care to keep young people safe and to protect them from sexual, physical, neglect and emotional harm. Children have a right to be safe and to be treated with respect and dignity. Staff should understand their responsibilities and always act in the child's best interests. They should work and be seen to work in an open and transparent way. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intervention.
- Staff are not permitted to visit the home of a student unless pre-arranged and the Principal/Designated Safeguarding Lead are informed. Staff must then be accompanied by another adult at all times. The Designated Safeguarding Lead must log the appointment.

School Policies and KCSIE

All staff should observe all policies. It is the responsibility of staff to familiarise themselves with these. Keeping Children Safe in Education (KCSIE), and any other policy required by legislation, will require staff to acknowledge they have read them. Copies may be found on the VLE.

Attendance and Punctuality

All Staff are expected to strive for 100% attendance and punctuality including INSET days, except for sickness, approved leave of absence, or where punctuality is concerned, unforeseen or circumstances outside of the individual's control.

- In all cases of absence, staff should contact James Ludlow on 07903099005 between 7-8am. It is not acceptable to send an email, a text or leave an answerphone message on the switchboard number. Unless you are seriously ill or incapacitated it is unacceptable to have a friend or relative call on your behalf.
- Either then or as soon as possible, work should be set in good time for the classes to be missed. Work (including the setting of extended learning) should be emailed into cover@kingswolverhampton.co.uk and to the relevant Head of Faculty or Curriculum Team Leader. In the event of a teacher being unable to set work, the Curriculum Team Leader or Head of Faculty will be expected to set appropriate work.
- If your absence continues, you or your representative must contact the above named persons on every day of absence thereafter, to update on your continuing absence, unless a medical certificate is provided. See 'Contact during absence', for how this will be managed thereafter.
- Text messaging or e-mailing are not considered appropriate forms of communication for notification or update of absence.
- In cases of extended periods of sickness the Principal will discuss and put in place suitable arrangements for keeping in touch with the employee who is absent or, where this is not practicable, an appropriate representative of the employee, i.e. a family member, or union representative, may be elected.
- Where absence arises from an incident at work, details should be reported through the school's incident reporting procedures.

- All staff are also required in all cases of absence, if the employee is well and able, to discuss any activities that need to be picked up in their absence/work set or lesson plans, with the Principal at the earliest opportunity, particularly for long-term absence.

Conduct outside of work

Staff:

- must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable and could result in dismissal.
- must exercise caution when using information technology and be aware of the risks to themselves and others (see 'acceptable use of Technology/ICT and Social Media Policy').
- may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance. Staff must inform the Principal of any work that they are undertaking outside school

Standards of Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the public and those with whom they work.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity or action by another relevant regulatory body.

Staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
- make, or encourage others to make sexual remarks to, or about, a pupil
- use inappropriate language to or in the presence of pupils
- discuss their personal or sexual relationships with or in the presence of pupils
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

Staff should:

- inform the Principal or specified person of any cautions, convictions, or relevant orders accrued during their employment, and / or if they are charged with a criminal offence
- be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children

School Leaders should:

- have a clear expectation that staff will discuss with managers any relationship / association (in or out of school or online) that may have implications for the safeguarding of children in school
- create a culture where staff feel able to raise these issues
- safeguard their employees' welfare and contribute to their duty of care towards their staff
- identify whether arrangements are needed to support these staff
- consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming into school where a potential risk to children has been identified)

Schools must not:

- ask intrusive questions of staff regarding those they live with or have relationships / associations with.

Driving on the School site

Staff should take due care and attention when driving on the school site. The main entrance often has students walking around and staff should ensure they drive at the appropriate speed as indicated by the speed signs.

Health and Safety Law

All staff members must follow the Health and Safety Law as displayed in staff room and main reception. All staff are legally required to follow these four statements:

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What you must do:

- 1. Follow the training you have received when using any work items your employer has given you.*
- 2. Take reasonable care of your own and other people's health and safety.*
- 3. Co-operate with your employer on health and safety.*
- 4. Tell someone (your employer, supervisor, or health and safety representative) if you think the work or inadequate precautions are putting anyone's health and safety at serious risk.*

Dress and Appearance

All staff members are expected to dress in a manner that **reflects their professionalism**. All members of staff are models for the students in the school and have a **responsibility to model high expectations** including appropriate dress and appearance. Clothing should be **smart and professional** in appearance:

- All trousers worn **MUST** be smart, and tailored if appropriate. No casual pockets. Shorts are not appropriate.
- Hairstyles must be professional. Excessively highlighted or 'two-tone' hair is not acceptable. Hair tones should appear natural.
- False eyelashes are not appropriate and should not be worn.
- Jewellery and nails must comply with Health and Safety requirements.
- Casual clothes should not be worn during school sessions, unless appropriate for extra-curricular activities or visits and CPD/Training.
- Where rules apply to children for safety reasons (e.g. jewellery, footwear etc.), staff are expected to set the example for children and comply with the rules.
- Unsuitable clothing includes denim jeans, casual wear, combat trousers, shorts, leggings, skimpy tops.
- Offensive badges, insignia or slogans **MUST NOT** be worn.
- Bare midriffs, and/or underwear showing is unacceptable
- Tattoos should be small and discreet and covered at all times where possible
- Excessive pairs of earrings should not be worn

In addition to the above dress code, staff are expected to maintain impeccable personal hygiene.

Any concerns should be discussed with the Principal in the first instance e.g. exception on the grounds of religious beliefs / medical. Where uniform/personal protective equipment (PPE) is provided the employee has a duty to wear any clothing provided in the interest of their safety and that of others, and to take reasonable care of the clothing/footwear.

Staff in specialist areas (i.e. PE, workshops and laboratories) should wear appropriate clothing for the conditions they work in, complying with all health and safety requirements including protective clothing where necessary.

All footwear must have regard to health and safety considerations. Steps should be taken to reduce the risk of:

- Greater chance of injury if something is dropped on the staff member's foot
- Greater chance of injury through spillages
- Feet being easily cut in open footwear or when barefoot
- Inadequate protection if students or other adults step on the staff member's feet

The footwear of school staff must be suitable for walking on a number of different surfaces during the school day and give a professional impression. Flip-flops or sliders are not acceptable. On the grounds of Health and Safety **enclosed** shoes are considered appropriate (or trainers when teaching PE).

The school fully respects the wearing of specific items of clothing reflecting cultural and religious beliefs and to accommodate any specified medical requirement.

Energy Drinks/Sweets/Chewing Gum

Students are not allowed to drink energy drinks, eat sweets or chew gum. Staff should have regard for this and lead by example demonstrating health awareness to young people to ensure that they do not partake in these activities in view of students

Gifts, rewards, favouritism and exclusion

Staff should:

- be aware of and understand their organisation's relevant policies, e.g. rewarding positive behaviour
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded
- only give gifts to a pupil as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally
- ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils

Infatuations and 'crushes'

Staff should:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff
- always maintain professional boundaries

Senior managers should:

- put action plans in place where concerns are brought to their attention

Safe Practice in Relation to Email, Text Messaging and Contact with Students via the Internet

With regard to specific issues raised by electronic communication with students, the following guidance should be followed:

- School computer equipment, mobile phones, etc. must be used by staff only for agreed activities in connection with school business (e.g. a school trip) and with specific approval of Senior Managers in individual cases.
- Personal phones and home computers should not be used to communicate directly with a student unless this has been specifically agreed as appropriate by a senior member of staff. All users read and sign an Acceptable Use Agreement to demonstrate that they have understood the school's ESafety Policy. Network users are reminded of this agreement prior to each log in via a digital display of the AUP appearing on the screen.
- Any communication, whether initiated by the student or the member of staff must be solely for the purposes of carrying out the worker's professional duty; e.g. re-arranging a meeting at short notice, confirming a homework deadline, etc. or through a recognised secure medium. These arrangements, if required, should be sanctioned by a Senior Manager.
- Any arrangement to communicate electronically with students should be specifically agreed with parents in advance.
- School staff should, under no circumstances, use electronic communication in order to contact, or respond to contact from, a student for reasons other than their defined professional responsibility. Examples of inappropriate conduct might include: participating in chat rooms with students, text-messaging about matters unconnected with school, the promotion of non-school activities such as outside clubs and organisations, or sending emails that are not directly related to the teacher-student relationship and specifically relating to school business.
- Where staff have personal friendships with families who also have children at their schools, care must be taken at all times to distinguish between personal and professional contacts. There is usually no legitimate need for staff to give out personal contact details, home or personal phone numbers, private email addresses, etc. but this might be an exception. In all such cases, it must be clear that both Senior Managers and parents of the young person have given their consent to any contact beyond the strictly professional.

Appropriate use of school email system

- Staff should not use the school email system to promote services or personal interests without prior permission by the principal.

Physical Contact

Staff should:

- be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described

- never touch a pupil in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- always allow/encourage pupils, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed pupil is age appropriate
- always tell a colleague when and how they offered comfort to a distressed pupil
- establish the preferences of pupils
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- always explain to the pupil the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender

Other activities that require physical contact

Staff should:

- treat pupils with dignity and respect and avoid contact with intimate parts of the body
- always explain to a pupil the reason why contact is necessary and what form that contact will take
- seek consent of parents where a pupil is unable to give this e.g. because of a disability
- 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
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact

Intimate / personal care

Education settings should:

- 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

Staff should:

- adhere to their organisation's intimate and personal care and nappy changing policies
- make other staff aware of the task being undertaken
- always explain to the pupil 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
- always consider the supervision needs of the pupils and only remain in the room where their needs require this

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.

Behaviour management

Staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour
- follow the establishment's behaviour management policy
- behave as a role model
- avoid shouting at children other than as a warning in an emergency/safety situation
- be aware of the legislation and potential risks associated with the use of isolation and seclusion comply with legislation and guidance in relation to human rights and restriction of liberty.

The use of control and physical intervention

Staff should:

- adhere to the school or setting's physical intervention policy
- 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

Staff should not

- use physical intervention as a form of punishment

Sexual Conduct

Staff should:

- not have any form of sexual contact with a pupil from the school or setting
- avoid any form of touch or comment which is, or may be considered to be, indecent

- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a pupil
- not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role

One to one situation

Staff should:

- ensure that wherever possible there is visual access and/or an open door in a one to one situation
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved

Home visits

Staff should:

- agree the purpose for any home visit with their manager
- adhere to agreed risk management strategies
- avoid unannounced visits wherever possible
- ensure there is visual access and/or an open door in a one to one situation
- always make detailed records including times of arrival and departure
- ensure any behaviour or situation which gives rise to concern is discussed with their manager

Transporting pupils

Staff should not transport students in their own vehicle. The only exception is in an emergency or where the child is at risk in which case 2 adults must be present in the car and the driver must have their business insurance and vehicle documents registered on the school record. The driver should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded, seat belts are worn. All details have to be registered with the Strategic Business Director in advance.

Educational Visits

Organisers must conduct risk assessments and adhere to Health and Safety guidelines. Full consultation must be made with the Educational Visits Co-ordinator. Staff/child ratios should be considered and where overnight stays are involved, the gender mix should be carefully organised.

No students of the opposite sex should be allowed to enter the bedroom area of another student. On residential trips staff must not smoke and no alcohol should be consumed when on duty. On residential trips staff retain the duty of care responsibility 24/7. For all educational visits parental consent must be obtained as per the schools Education Visits procedures.

First Aid and Medication

- Named individuals are trained to undertake first aid responsibilities, including paediatric first aid if relevant
- training is regularly monitored and updated
- refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions that adults should:
- adhere to the school or setting's health and safety and supporting pupils with medical conditions policies
- make other staff aware of the task being undertaken
- have regard to pupils' individual healthcare plans
- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities
- explain to the pupil what is happening.
- always act and be seen to act in the pupil's best interest
- make a record of all medications administered
- not work with pupils whilst taking medication unless medical advice confirms that they are able to do so
- first aid should only be administered by trained members of staff, the list can be obtained from Student Services and Reception.

Mobile Phones, Photography, videos and other images

Staff, Students, Governors and Visitors are not permitted to use personal digital equipment, such as mobile phones and cameras, to record images of students, including when on field trips or enrichment activities, without the express permission of the Principal. When permission has been given, images taken must then be transferred immediately to the School system.

For safeguarding reasons, staff should only use personal mobile phones in designated areas such as the staff room or work areas and not in corridors or classrooms.

Use of Images/Photos/Videos and ICT

Parents/Carers are asked to withdraw their consent for images of their children to be recorded and displayed (details can be obtained from student services), including photographs, in the following ways:

- School website, the prospectus, newsletters, screens, curriculum documents and local press releases. The photographs used will show School Visits, Trips, Enrichment Days, student success/celebration e.g. Year 11 Prom, celebration assemblies, sport team presentations, examination results day, charity events and so on
- Displays within the school
- External exhibitions

Staff should:

- abide by the establishment's acceptable use and e-safety policies
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate
- NOT take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care
- NOT make audio recordings of a child's disclosure

Overnight supervision and examinations

Where staff do supervise candidates overnight:

- a full health and safety risk assessment should have been undertaken
- all members of the household should have had appropriate vetting including, where eligible, DBS and barred list checks
- all arrangements should be made in partnership and agreement with the pupil and parents/carers
- arrangements involving one to one supervision should be avoided wherever possible.
- as much choice, flexibility and contact with 'the outside world', should be incorporated into any arrangement so far as is consistent with appropriate supervision whenever possible, independent oversight of arrangements should be made
- any situation which gives rise to complaint, disagreement or misunderstanding should be reported

- staff should have regard to any national or local guidance

Curriculum

Staff should:

- deliver well planned lessons
- take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to a clearly identifiable lesson plan

Staff should not:

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

Standards in the classroom

Teachers are accountable for students' attainment, progress and outcomes. They must be aware of students' capabilities and their prior knowledge, and plan to build on these.

They should be able to demonstrate knowledge and understanding of how students learn and guide them to reflect on the progress they have made and their emerging needs.

Staff:

- should set high expectations that inspire and motivate, and set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- are expected to establish a safe and stimulating environment for students, and should encourage students to take a responsible and conscientious attitude to their own work and study.
- must deploy support staff effectively and take responsibility for improving teaching through appropriate professional development. All staff must take responsibility for their own professional development, and continuously strive for improvement.
- must communicate effectively with parents with regard to students' achievements and well-being.
- must have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings. They should be able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- should demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever their specialist subject.
- teaching early reading, should demonstrate a clear understanding of systematic synthetic phonics, and if
- teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

- must plan and teach well-structured lessons, reflecting systematically on the effectiveness of lessons and
- approaches to teaching. They should develop understanding through effective use of lesson time and set extended learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- will be expected to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- should impart knowledge and promote a love of learning and children's intellectual curiosity.
- must adapt teaching to respond to the strengths and needs of all students, knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. They must have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these, whilst demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.

All classroom staff should have a clear understanding of the needs of all students, including:

- those with special educational needs or disabilities
- those of high ability;
- those with English as an additional language;
- those who are eligible for Pupil Premium;
- and be able to use and evaluate distinctive teaching approaches to engage and support them.

Teachers should make accurate and productive use of assessment, know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. They should make use of formative and summative assessment to secure students' progress and use relevant data to monitor progress, set targets, and plan subsequent lessons.

All classroom staff should give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Whistleblowing

Schools should:

- have a whistleblowing policy in place which is known to all
- include in the whistleblowing policy how to escalate concerns if they believe that safeguarding arrangements in the setting are not effective, or a child/ren are not being protected
- Ensure staff are familiar with the NSPCC Whistleblowing helpline (08000280285) or email help@nspcc.org.uk
- have, as part of their safeguarding and child protection policy, clear procedures for dealing with allegations against persons working in or on behalf of the school or setting

Staff should:

- escalate their concerns if they believe a child or children are not being protected
- report any behaviour by colleagues that raises concern
- report allegations against staff and volunteers to their manager, or registered provider, or where they have concerns about the manager's response report these directly to the (LA) Designated Officer (Paul Cooper 01902 550661)

Sharing concerns and recording incidents

Staff should:

- be familiar with their establishment's arrangements for reporting and recording concerns and allegations
- know how to contact the LA Designated Officer (LADO)

- take responsibility for reporting any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or setting

Education settings should:

- have an effective, confidential system for recording and managing concerns raised by any individual regarding adults' conduct and any allegations against staff and volunteers

Equality

Professional standards should always be maintained when dealing with both staff and students regardless of culture, disability, gender, language, race, religion and/or sexual identity. You must treat all children and adults equally and with respect.

Contact with the Media

Only designated persons by agreement of the Principal are entitled to communicate with the press, radio or television companies. No information about the school should be provided for publication without prior approval from the Principal.

All staff should be aware that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

The School reserves the right to change the policy at any time, without consultation, however staff will be notified of any change

This Policy does not form part of the Contract of Employment