

# **Staff Code of Conduct Policy**



**Leytonstone**  
SCHOOL

**Date Ratified by Governors: September 2023**

**Date to be Reviewed by Governors: September 2024**

## References:

- 1) The information provided in this Code of Conduct is taken and adapted from 'Guidance for safer working practice for those working with children and young people in education settings' Safer Recruitment Consortium (Oct 2015)
- 2) 'Teachers' Standards 2011 (updated in June 2013) – part 2
- 3) Data Protection Act 2018 and the General Data Protection Regulations (GDPR)
- 4) "Keeping Children Safe in Education" (2023)

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## 1. Definition

1.1 References made to 'child' and 'children' refer to children and young people under the age of 18 years.

However, the principles of this Code of Conduct apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean **any pupil** at the setting.

1.2 References made to employees, adults and staff refer to all those who work with pupils in this setting, in either a paid or unpaid capacity. This will also include, for example, governors, volunteers and those who are not directly employed by the school e.g. Local Authority staff, sports coaches, independent supply staff and agency staff.

1.3 Wherever the term 'parent' is used, this includes any person with parental authority of the child concerned e.g. carers, legal guardians etc.

1.4 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.

## 2. Objective and Scope

2.1 This Code of Conduct is designed to give clear guidance on the standards of behaviour all employees and other adults working with children in Leytonstone School are expected to observe.

2.2 School employees are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils within the school.

2.3 As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

2.4 The Code of Conduct will also assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them.

2.5 It is recognised that not all people who work with children at this school are paid or contracted employees.

The principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children including volunteers. This Code of Conduct does not form part of any employee's contract of employment.

2.6 In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

- 2.7 All staff have a responsibility to be aware of systems and practices in the school which support safeguarding and these are outlined as part of the induction process for all staff and regular volunteers.
- 2.8 It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supporting environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. This document aims to reduce the risk of these.
- 2.9 Unacceptable behaviour by adults in this school will not be tolerated and, where appropriate, legal or disciplinary action is likely to follow such behaviour. Once adopted, this document may be referred to in any disciplinary proceedings following unacceptable actions by staff or other adults.
- 2.10 This policy was adopted by the Governing Body of Leytonstone School on Tuesday, 26<sup>th</sup> September 2023 and supersedes any previous Code of Conduct. This policy will be reviewed by the Governing Body each year or earlier if there is a need. This will involve consultation with the recognised unions.

### **3. Underpinning Principles**

- 3.1 The welfare of the child is paramount.
- 3.2 Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- 3.3 Staff are responsible for their own actions and behaviour both within and outside the school and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- 3.4 Staff should work, and be seen to work, in an open and transparent way.
- 3.5 Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- 3.6 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.
- 3.7 Staff are encouraged to discuss with the DSL or other senior manager situations where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school.
- 3.8 Staff must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- 3.9 Staff must not be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.

3.10 Staff should be aware that breaches of the law and other professional guidelines may result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity or, in the case of teachers, for acts of serious misconduct, prohibition from teaching by the Teacher Regulation Agency (TRA).

3.11 Staff and managers will continually monitor and review practice to ensure this guidance is followed.

3.12 Staff must be aware of and understand the school's Safeguarding Policy and procedures, Peer on Peer abuse Policy and procedures, Online Safety Policy and procedures, arrangements for managing allegations against staff, Whistleblowing procedure and the Waltham Forest Safeguarding Children Board procedures.

## 4. Professional Conduct – General

4.1 Staff are expected to demonstrate consistently high standards of personal and professional conduct.

4.2 Staff are required to work in a diligent and conscientious manner.

4.3 Staff are expected to work to the requirements of their job and are required to respect managerial authority and follow reasonable instructions.

4.4 Staff must conduct themselves in a manner, which reflects the ethos and values of the School and adhere to School policies and procedures at all times.

4.5 Staff should ensure they work their contracted hours and are expected to maintain a high level of attendance and punctuality.

## 5. Setting an Example

5.1 All individuals who work or volunteer in school set examples of behaviour and conduct, which can be copied by pupils. Staff must therefore, for example, avoid using inappropriate or offensive language at all times.

5.2 All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.

5.3 All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

5.4 Ensuring any topics of conversation with pupils/students are suitable to the School setting / curriculum.

5.5 Refraining from allowing personal / political opinions to impact on the discharge of duties and/or unduly influence pupils /students.

5.6 Demonstrating tolerance and respects towards others.

5.7 This Code helps all staff to understand what behaviour is and is not acceptable; regard should also be given to the disciplinary rules set out in the Schools' Behaviour Policy.

5.8 All staff are expected to familiarise themselves and comply with all school Policies and procedures.

5.9 Should staff be in doubt about the appropriateness of their behaviour they should seek guidance from the Headteacher. Breaches of expected behaviour may be considered under the disciplinary procedure.

## 6. Responsibilities

6.1 Staff and other adults are accountable for the way in which they exercise authority, manage risk, use resources and safeguard children.

6.2 All staff and other adults have a responsibility to keep pupils safe and protect them from abuse (sexual, physical and emotional) and neglect. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

### 6.3 All Provide a safe environment where children can learn

6.4 The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement. All staff must know know the school safeguarding systems, Safeguarding Policy, Staff Code of Conduct. They should be able to identify children who will benefit from Early Help and know how to make an Early Help referral and one to social services.

6.5 The public, local authorities, employers and parents will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role (paid or unpaid) working in an education setting, they should understand and acknowledge the responsibilities and trust involved in that role.

6.6 Employers have duties towards their employees and others under Health, Safety and Welfare legislation which requires them to take steps to provide a safe working environment for both staff and other visitors to the school including pupils.

6.7 Legislation also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's health and safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of these guidelines.

6.7 All Employees must ensure they have read, understood and comply with:

- Part 1 of Keeping Children Safe in Education (September 2023)

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<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- School's Safeguarding Policy
- The School's Behaviour Policy
- Additionally staff with managerial responsibilities must ensure they comply with the School's procedure for Managing Allegations Against Staff and Parts 2-4 of Keeping Children Safe in Education and Safeguarding Procedures for Managing Allegations Against Staff and any other relevant documents

6.8 Employees must attend and comply with any training as required by the School associated with the safeguarding of pupils / students.

6.9 The following responsibilities apply in our School.

## Governing Body

The Governing Body:

- ensure that appropriate safeguarding and child protection Policies and procedures are developed, distributed, adopted, implemented and monitored;
- promote a culture of openness and support;
- ensure that systems are in place for concerns to be raised;
- ensure that adults are not placed in situations which render them particularly vulnerable;
- ensure that all adults are aware of expectations, Policies and procedures.
- ensure that the DSL and the school leadership team takes responsibility for understanding filtering and monitoring standards and ensure that the school meets cyber security standards

## Staff and other Adults

Staff and other adults are expected to:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- read and understand their role as outlined in all school's safeguarding Policies;
- report any concerns about a pupil or colleague to the school's Designated Safeguarding Lead (DSL – Marta Hotez) or other senior manager at the first opportunity. Concerns about the Head teacher must be referred to the Chair of the Governors in the first instance;
- 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;
- ensure that any relationships and associations both within and outside of the workplace (including online) do not have implications for the safeguarding of children in school;
- take reasonable care of pupils under their supervision with the aim of ensuring, as far as is reasonable,

their health, safety and welfare;

- take responsibility for their own actions and behaviour.

## **Part B - Professional Conduct**

### **7. Making Professional Judgements**

7.1 This Code of Conduct does not provide an exhaustive list of what is, or is not, appropriate behaviour for staff. It does, however, highlight behaviour which is illegal, inappropriate or inadvisable.

7.2 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 this Code of Conduct or where no specific guidance exists.

7.3 Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the pupils in their charge and, in so doing, will be seen to be acting reasonably. These judgements must be recorded and shared with a manager at the earliest opportunity.

7.4 Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.

**7.5 Where no specific guidance exists, staff and other adults are expected to:**

- **discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the DSL. 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 Headteacher or DSL;**
- **always record discussions and actions taken with their justifications;**
- **record any areas of disagreement and, if necessary, refer to another agency/LA/Ofsted/ or other Regulatory Body.**

### **8. Power and Positions of Trust and Authority**

8.1 As a result of their knowledge, position and/or the authority invested in their role, all those working with children in our school are in a position of trust in relation to all pupils on the roll.

8.2 The relationship between a person working with a child or children is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.

- 8.3 The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- 8.4 Staff should always maintain appropriate professional boundaries, avoid behaviour, which could be misinterpreted by others, and report and record any such incident.
- 8.5 Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence under the Sexual Offences Act 2003 for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.
- 8.6 **Staff and other adults in this school 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.**

## 9. Confidentiality

- 9.1 The storing and processing of personal information is governed by the Data Protection Act 2018 and the General Data Protection Regulations (GDPR). The Governors have a Data Protection Policy which contains details on confidentiality.
- 9.2 Staff who have access to confidential information about pupils and their families must keep this confidential at all times and only share this when legally permissible to do so and in the best interest of the child. Records should only be shared with those who have a legitimate professional need to see them.
- 9.3 Staff must never use confidential or personal information about a pupil or their family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information must never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed, the information will be used anonymously.
- 9.4 There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities.
- 9.5 If a child (or their parent) makes a disclosure regarding abuse or neglect, the member of staff will follow the school's safeguarding procedures. The adult must not promise confidentiality to a child or parent, but should give reassurance that the information will be treated sensitively.
- 9.6 If a member of staff is in any doubt about whether to share information or keep it confidential he/she

should seek guidance from the DSL. Any media or legal enquiries will be passed to a senior manager.

#### 9.7 Staff and other adults in this school are expected to:

- know the name of the Designated Safeguarding Lead – **Mrs. Marta Hotez**;
- know the name of the Deputy Designated Safeguarding Lead – **Innes Weir**;
- know how to access/be familiar with the Waltham Forest Safeguarding Children Board procedures and guidance;
- treat information they receive about pupils and families in a discreet and confidential manner;
- seek advice from a senior member of staff or DSL/DDSL if they are in any doubt about sharing information they hold or which has been requested of them;
- be clear about when information can/must be shared and in what circumstances;
- know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported – **Ms Jessica McQuaid (Headteacher)**.
- know the procedures for responding to allegations made against the Headteacher – **Ms Fiona Sinclair**
- ensure that where personal information is recorded using modern technologies that systems and devices are kept secure in accordance with the school Online/e Safety Policy.

9.8 Should staff be in doubt about the appropriateness of sharing information they should seek guidance from the Headteacher.

## 10. Standards of Behaviour

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

10.2 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 substances or sexual misconduct are likely to be regarded as unacceptable.

10.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interest of the school nor be to a level, which may contravene the Working Time Regulations or affect an individual's work performance in the school.

10.4 There may be times where an individual's actions or relationships/associations 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 TRA, a bar from engaging in regulated activity, or action by another

relevant regulatory body.

## 10.5 The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended

Entitlement) (Amendments) Regulations 2018) set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. A disqualified person is prohibited from providing relevant early or later years' childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools and private childcare settings are also prohibited from employing a disqualified person in respect of relevant early or later years' childcare.

10.6 Although the above legislation mainly applies to primary schools and those settings with early years pupils, Governors and senior leaders recognise that we must endeavour to ensure that we create a culture and environment where staff feel comfortable, where it is appropriate, to discuss matters outside of work, which may have implications for the safeguarding of children in the workplace. These discussions can assist Governors and senior leaders in safeguarding their employees' welfare and contribute to their duty of care towards their staff. Where appropriate, it will help managers identify whether arrangements are needed to support these staff. These discussions can also help with the management of children's safety, providing information that will help them 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 known to or living with a member of staff coming into school where a potential risk to children has been identified).

## 10.7 Staff and other adults in this school must 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;**
- **post activity online, either in or out of school, which would bring the school or professional role into disrepute.**

## 10.8 In addition to the above, staff are expected to:

- **be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives (including online), may impact on their work with children. Staff who have concerns about this are encouraged to discuss their concerns with the DSL or other senior leader in the first instance.**

## 11. Dress and Appearance

11.1 A person's dress and appearance are matters of personal choice and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. For

example, jeans, trainers, flip flops, short skirts or any clothing revealing underwear are not considered professionally appropriate. Footwear such as high heels or sandals may expose employees to health and safety risk therefore it can be worn on their own responsibility.

11.2 Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which would be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

11.3 Staff and other adults in our school are expected to wear clothing and accessories which:

- **promote a positive and professional image;**
- **do not create a risk to either the wearer or others in the school and is appropriate to their role;**
- **are 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.**

11.4 Employees should wear their identity swipe cards at all times on lanyards with the school logo.

11.5 Obscene, defensive or discriminatory tattoos should remain covered and invisible.

11.6 Staff who have concerns about this are encouraged to discuss their concerns with their line manager or member of SLT team in the first instance.

## **12. Gifts, Rewards, Favouritism and Exclusion**

12. 1 Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

12.2 This school has a procedure in place regarding the giving of gifts or rewards to pupils and the receiving of gifts from them or their parents and staff are made aware of and understand what is expected of them.

12.3 Staff must take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

12.4 There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank you and this is usually acceptable. It is, however, unacceptable to receive gifts on a regular basis or of any significant value.

12.5 It is also inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a

gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

12.6 Any reward given to a pupil should be in accordance with our Whole School Behaviour Policy, recorded and not based on favouritism.

12.7 Adults in this school are advised to exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion will always be subject to clear, fair and agreed criteria.

12.8 **Staff and other adults in this school are expected to:**

- **be aware of and understand the school procedures on sanctions and rewards;**
- **ensure that gifts received or given in situations which may be misconstrued are declared and recorded, with the exception of 'one-off' token gifts from a pupil or parent;**
- **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.**

## 13. Infatuations and overfamiliarity

13.1 All staff and other adults need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or become emotionally attached to a staff member. All staff should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

13.2 Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Headteacher or most senior manager. In this way, appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

13.3 The Headteacher will give careful thought to those circumstances where the staff member, pupil and their parents should be spoken to and will ensure a plan to manage the situation is put in place. This plan will respond sensitively to the child and staff member and maintain the dignity of all. This plan will involve all parties, be robust and regularly monitored and reviewed.

13.4 **Staff and other adults in this school are expected to:**

- **report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff;**

- **always maintain professional boundaries;**
- **in the case of senior managers, put an action plan in place to deal with any concerns which are brought to their attention.**

## **14. Social Contact Outside the Workplace**

14.1 It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside 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.

14.2 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.

14.3 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).

14.4 If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgement. This also applies to social contacts made through outside interests or the staff member's own family.

14.5 Some staff may, as part of their professional role, be required to support a parent. 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.

**14.6 Staff and other adults in this school are expected to:**

- **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;**
- **ensure that where senior staff have agreed to an exchange of mobile phone numbers, for example for safety purposes on educational visits, the numbers MUST be deleted as soon as possible following the activity for which the agreement was gained;**
- **inform senior management in writing of any relationship with a parent where this extends beyond the usual parent/professional relationship;**
- **ensure that they report to senior staff immediately any unwelcome written or visual communications from pupils, parents or others;**
- **inform senior management of any requests or arrangements where parents wish to use their**

services outside of the workplace e.g. babysitting, tutoring etc.

## 15. Conduct Outside of the Workplace

15.1 Staff must not engage in conduct outside of work, which has the potential to:

- Affect or is likely to affect the suitability of the Employee to undertake their job role or work with children/young people or in a School setting
- Impact on the operation or reputation or standing of the School
- Impact on the operation or reputation of the School's relationship with its staff, parents, pupils, or other stakeholders
- Seriously undermine the trust and confidence that the School has in the staff to undertake their job role or work with children/young people or in a School setting

15.2 The above actions may be the subject of disciplinary action which could lead to dismissal.

## 16. Duty to Disclose

16.1 Staff have a duty to immediately disclose to the Headteacher (or Chair of Governors in the case of the Headteacher) prior to the start of their employment, at the start of their employment or during the course of their employment, any change in their circumstances or any information which may affect or is likely to affect the suitability of the employee to undertake their job role or work with children/young people or in a School setting.

16.2 This includes, but is not restricted to:

- the employee being subject to any police investigation / enquiry, arrest, ban, charge, caution, reprimand, warning, fine or pending prosecution or criminal conviction. This includes any actions committed overseas which would be subject to a police investigation or formal action if such actions had been committed in any part of the United Kingdom
- the employee being subject to any referral, made to, or any investigation, proceedings, or prohibition order being undertaken by the National College for Teaching and Leadership, General Teaching Council for Scotland, or the Education Workforce Council in Wales
- the employee being subject to the inclusion on the DBS Children's Barred List and any change in DBS status during employment, or any referral, made to, or any, investigation or proceedings being undertaken by the DBS
- the employee being subject to any referral, made to, or any investigation, proceedings, or prohibition order being undertaken by any other regulatory or professional authorities or actions of other agencies relating to child protection and/or safeguarding concerns
- the employee being subject to any orders made in relation to the care of children, the refusal or cancellation of registration relating to childcare, or children's homes, or being prohibited from private fostering
- the employee being subject to any 'live' disciplinary process, formal sanction or any other relevant information arising from a previous or current secondary employment / voluntary work which may impact on the Employee's suitability to undertake their role or work with children/young people or in a School setting. This includes substantiated safeguarding allegations

- the employee living in the same household where another person has received a caution, reprimand, warning, or has been convicted of a relevant offence as referred to in Regulation 4 and Schedules 2 and 3 of the Childcare (Disqualification) Regulations 2009 and where, as a result of the employee's association with that person, the referred to caution, reprimand, warning or conviction may present a risk to the welfare and wellbeing of pupils of the School
- 16.3 Further guidance relating to Employee's obligations under the Childcare (Disqualification) Regulations 2009 including details of the relevant offences which may result in disqualification and which must be disclosed to the school is available at:  
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>;
- 16.4 This list is not exhaustive. Should an employee be unclear about whether it is appropriate to disclose a matter they are encouraged to seek guidance from the Headteacher (or Chair of Governors in the case of a Headteacher) at the earliest opportunity.
- 16.5 Employees must also report any current or historical information in the public domain or which is likely to come into the public domain which may be of relevance to their job role or their suitability to work with children/young people or in a School setting or matters which may be subject to adverse media attention or have a detrimental impact on the reputation of the School.
- 16.6 Any failure to disclose any information required in the course of employment or any other information that may have a bearing on an individual's suitability to carry out their job role or work with children/young people or in a School setting may be the subject of disciplinary action which could lead to dismissal.

## **17. Communication with Children (including the use of technology)**

- 17.1 In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. Online safety risks are posed more by behaviours and values than the technology itself.
- 17.2 Staff are expected to ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use agreements which detail how new and emerging technologies may be used.
- 17.3 Communication with children 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, emails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand-held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive).
- 17.4 Professional communication with students should be held only via Google Classrooms. The latter allows for students' work submission and their responses, and must be used instead of communication directly from school email accounts.
- 17.5 Staff must not request or respond to any personal information from children other than that 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'.

17.6 Staff should not give their personal contact details to children for example, email 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 their manager. The child should be firmly and politely informed that this is not acceptable.

17.7 Staff at this school must adhere to the School's Online/e Safety Policy and procedures.

**17.8 Staff and other adults in this school are expected to:**

- **not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work;**
- **not give out their personal details;**
- **not discuss your professional role in any capacity when using social media such as Facebook;**
- **not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with their professional role;**
- **treat all pupil and staff issues with the highest standards of confidentiality;**
- **use ICT appropriately and in accordance with the school's Online Safety Policy and procedures;**
- **be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites;**
- **use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community**
- **use Google Classroom to communicate with students in professional capacity;**
  - **use only equipment and internet services provided by the school;**
- **ensure that their use of technologies could not bring their employer into disrepute.**

## **18. Use of Mobile Phones by Staff and Other Adults in School**

18.1 It is recognised that many mobile phones have inbuilt and enhanced features which could be misused and which also offer distractions and disruption to the working day in a school environment. Use of mobile phones by staff and other adults must be balanced against the protection against potential misuse with the recognition that mobile phones are effective communication tools. The following paragraphs relate to **all** mobile communication devices as opposed to only mobile phones.

18.2 The following standards apply to all individuals who have access to personal mobile phones or other mobile communication devices on site.

18.3 The aim is to ensure that all adults:

- have a clear understanding of what constitutes misuse
- know how to minimise the associated risks with the use of mobile technology

- avoid putting themselves into compromising situations which could be misinterpreted and lead to possible allegations
- understand the need for professional boundaries and clear guidance regarding acceptable use
- are responsible for self-moderation of their own behaviours
- are aware of the importance of reporting concerns promptly

#### 18.4 Staff and other adults in this school:

- are not permitted to make/receive calls/texts during contact time with children. Emergency contact should be made via the school office;
- must have their phones on silent or switched off and out of sight (e.g. in a drawer, handbag or pocket) during class time;
- are not permitted to use mobile communication devices in a space where children are present (e.g. classroom, reception, restaurant, ER, playground etc.);
- may use their phones (including receiving/sending texts and emails) during non-contact time when no children are present e.g. in office areas, staff room, empty classrooms;
- are advised to protect access to functions of their phone whilst it is on school premises (Bluetooth settings should be disabled);
- should inform the Headteacher if there are exceptional circumstances (e.g. acutely sick relative) when permission will be granted to have their phone in case of having to receive an emergency call;
- are not permitted at any time to use recording equipment on their mobile devices unless by prior agreement with the Headteacher. Legitimate recordings and photographs should be captured using school equipment such as cameras and ipads;
- should report to the Headteacher any usage of mobile devices that causes them concern.

## 19. Physical Contact

19.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.

19.2 Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. 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 pupil.

19.3 It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

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- 19.4 Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all times.
- 19.5 Physical contact must never be secretive, for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to the Headteacher or DSL and recorded. Where appropriate, the Headteacher will consult with the Local Authority Designated Officer (LADO).
- 19.6 Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They should recognise that these pupils may seek out inappropriate physical contact. In such circumstances, staff should deter the child sensitively and help them to understand the importance of personal boundaries.
- 19.7 A general culture of 'safe touch' will be adopted, where appropriate, based on the individual requirements of each child. Pupils with disabilities may require more physical contact to assist their everyday learning and in relation to moving and handling in order to promote independence. The arrangements should be understood and agreed by all concerned (this may be explicit in the Education Health and Care Plan), justified in terms of the pupil's needs, consistently applied and open to scrutiny.
- 19.8 Never offer or respond to frontal hugs with pupils
- 19.9 We have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management.
- 19.10 We will also ensure that we provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care.
- 19.11 **Staff and other adults in this school are expected to:**
- **be aware that even well intentioned physical contact may be misconstrued by the pupil, and 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 is open to scrutiny;**
  - **never indulge in horseplay, fun fights or engage in front hugs with pupils**
  - **always ensure pupils 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 issue of gender.**

## **20. Other Activities that Require Physical Contact**

20.1 In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

20.2 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. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age and understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

20.3 Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance must be reported to the Headteacher/DSL and parent.

20.4 It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

20.5 Staff and other adults are made aware of the guidance on physical contact with pupils and it is brought to their attention on a regular basis.

20.6 **Staff and other adults in this school are expected to:**

- **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 from 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.**

## 21. Intimate/Personal Care

Pupils are encouraged to act independently to undertake their own personal care.

Any vulnerability, including those that may arise from a physical or learning difficulty will be considered when formulating the individual pupil's EHC Plan or Individual Healthcare Plan (IHCP) yet the school staff ought not to provide or directly assist with intimate care of students. In case of a situation when a student becomes unwell beyond the capacity to carry out intimate care, emergency medical services must be called and parents informed.

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. There does, however, need 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. The supervision will be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

**Staff and other adults in this school are expected to:**

- **consult with SENCO, school nurse and parents where any variation from the agreed procedure/healthcare plan is necessary;**
- **record the justification for any variations to the agreed procedure/health care plan and share this information with the pupil and their parent;**
- **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 and other adults will not:**

- **change or toilet in the presence or sight of pupils;**
- **shower with pupils;**
- **assist with intimate or personal care tasks.**

## 23. Behaviour Management

23.1 Corporal punishment and smacking is unlawful in all schools. Staff must not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

23.2 Where pupils display difficult or challenging behaviour, adults must follow the school's Whole School Behaviour Policy which includes information on when and under what circumstances it is appropriate to use reasonable force and what strategies to use which are appropriate to the circumstance and situation.

23.3 Where a pupil has specific needs in respect of particularly challenging behaviour, a Behaviour Management

Plan which incorporates the positive handling plan, will be drawn up and agreed by all parties, including, for example, a medical officer, where appropriate.

23.4 The Headteacher will ensure that the school's Whole School Behaviour Policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff must take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil's human rights and/or false imprisonment.

23.5 **Staff and other adults in this school are expected to:**

- **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 school's Behaviour Management Policy and procedures;**
- **behave as a role model;**
- **avoid shouting at children other than as a warning in an emergency/safety situation;**
- **refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI);**
- **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.**

## **23. The Use of Control and Physical Intervention**

23.1 The law and guidance for schools states that adults may reasonably intervene to prevent a child 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.

23.2 Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.

23.3 The School has procedures for the use of physical intervention which is consistent with national guidance. Staff are regularly acquainted with the Behaviour Policy and procedures. Where required, staff are trained in appropriate physical intervention techniques.

- 23.4 Under no circumstances will physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where we judge that a child's behaviour presents a serious risk to staff or others, we will put in place a robust risk assessment in the form of a Behaviour Management Plan (BMP) which will be reviewed regularly. Where relevant this BMP will include a physical intervention plan.
- 23.5 All staff are allowed to use reasonable force to positively handle a pupil to protect them and others. However, restraint should be carried only by staff who underwent appropriate training. Please refer to Behaviour Policy, Section 7.4.
- 23.6 In all cases where physical intervention, such as positive handling or restraint has taken place, a record must be made of the incident and subsequent actions. This is to be recorded on CPOMs in a 'Positive Handling/ Restraint' category which all staff has access to. The Headteacher/DSL and DDSL will regularly review the records.
- 23.7 Similarly, where it can be anticipated that physical intervention is likely to be required, a BMP will be put in place which both the pupil (where he/she has the skills and ability to understand the Plan) and parents are aware of and, have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.
- 23.8 **Staff and other adults in this school are expected to:**
- **adhere to the school's physical intervention procedures;**
  - **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.**

## 24. Sexual Conduct

- 24.1 Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age<sup>1</sup> and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.
- 24.2 Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.
- 24.3 Sexual activity involves physical contact including penetrative and non-penetrative acts, however, it also includes non-contact activities, such as causing a pupil to engage in, or watch, sexual activity or the production of pornographic material.
- 24.4 There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff have attended appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to the Headteacher any concerns about the behaviour or a colleague which could indicate that a pupil is being groomed.

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<sup>2</sup> Sexual Offences Act 2003: abuse of a position of trust

#### **24.5 Staff and other adults in this school are expected to:**

- **not have any form of sexual contact with a pupil from the school;**
- **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.**

## **25. One to One Situations**

25.1 Staff working in one-to-one situations with pupils at the school, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

25.2 To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work will be undertaken. Each assessment will take into account the individual needs of each pupil and will be reviewed regularly.

25.3 Arranging to meet with pupils from the school away from the work premises is not be permitted unless the necessity for this is clear and approval is obtained from the Headteacher, the pupil and their parent.

#### **25.4 Staff and other adults in this school are expected to:**

- **ensure that wherever possible there is visual access and/or an open door in one to one situations;**
- **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.**

## **26. Home Visits**

26.1 All work with pupils and parents will usually be undertaken in the school or other recognised workplace. There

are, however, occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. In any event, however, we will ensure that all visits are justified and recorded. We will also ensure that staff are not exposed to unacceptable risk.

26.2 We have a generic risk assessment for home visits which is in place to safeguard both staff and pupils, who may be more vulnerable in these situations. Staff have access to the school's mobile telephone and an emergency contact for use when undertaking home visits.

26.3 Visits to pupils' home must be conducted by two members of staff, one being a member of the Safeguarding Team.

26.4 All home visits must be agreed with the member of the Safeguarding Team or the Headteacher and logged on CPOMs under the 'Home visit' with a narrative of its course and the visit's outcome.

26.4 **Staff and other adults in this school are expected to:**

- **agree the purpose for any home visit with the Headteacher or the Safeguarding Team;**
- **avoid unannounced visits wherever possible;**
- **understand that, other than in an emergency, they should not enter a home if the parent is absent and ensure there is visual access and/or an open door in one to one situations;**
- **log the visit on CPOMs with its narrative summary;**
- **always make detailed records including time of arrival and departure;**
- **ensure any behaviour or situation which gives rise to concern is discussed with the Headteacher/Safeguarding Team.**

## 27. Transporting Pupils

27.1 In certain situations, staff or volunteers may be required, or offer to transport pupils as part of their work.

As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.

27.2 Staff should never offer lifts to pupils unless the need for this has been agreed by the Headteacher. A designated member of staff (DSL/DDSL) will be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.

27.3 Wherever possible and practicable, it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort. The risk assessment will consider the need for additional members of staff taking into account the duration of the journey, the number of passengers etc.

27.4 It is a legal requirement that all passengers wear seatbelts and the driver is responsible for ensuring that those passengers under the age of 14 do so. Drivers must also be aware of and adhere to current legislation regarding the use of car seats for younger children.

27.5 Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances, the matter will be recorded and reported to both a senior manager and the child's parent(s). The school's Health and Safety Policy and educational visits procedures set out the arrangements under which staff may use private vehicles to transport pupils.

27.6 **Staff and other adults in this school are expected to:**

- **plan and agree arrangements with all parties in advance;**
- **respond sensitively and flexibly where any concerns arise;**
- **take into account any specific or additional needs of the pupil;**
- **have an appropriate license/permit for the vehicle;**
- **ensure they are fit to drive and free from any drugs, alcohol or medication which is likely to impair judgement and/or ability to drive;**
- **ensure that if they need to be alone with a pupil this is for the minimum time;**
- **be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent;**
- **report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures;**
- **ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven;**
- **ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified;**
- **refer to the School procedures and national guidance for Educational Visits.**

## **28. Educational Visits**

28.1 Staff responsible for organising educational visits are familiar with the School Trips Policy and procedures.

28.2 The Management of Health and Safety at Work Regulations (1999) impose a duty on employers to produce suitable and sufficient risk assessments. This includes the assessment of any risks to employees, children or others during an educational visit, and measures that will be taken to minimise these risks. Risk assessment is part of the School Trips/Educational Visits forms and needs to be completed before three weeks before the event. Parents and students need to be subsequently informed of risks and measures to minimize them. For annual or infrequent activities, a review of an existing assessment may be all that is needed. For new higher-risk activities or trips, a specific assessment of the significant risks will be carried out.

28.3 Staff must take particular care when supervising pupils in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

28.4 Where out of school or setting activities include overnight stays, careful consideration will be given to sleeping arrangements. Pupils, adults and parents will be informed of these prior to the start of the trip.

In all circumstances, those organising trips and outings will pay careful attention to ensuring there is a safe staff/child ratio and suitable gender mix of staff.

**28.5 Staff and other adults in this school are expected to:**

- **adhere to the school's educational visits procedures and guidance;**
- **always have another adult present on visits, unless otherwise agreed with the Headteacher or other senior manager;**
- **undertake risk assessments where significant risks are identified or anticipated;**
- **have parental consent to the activity;**
- **ensure that their behaviour remains professional at all times;**
- **never share a bed with a pupil;**
- **never share a bedroom unless it involves a dormitory situation and the arrangements have been previously discussed with the Headteacher, parents and pupils;**
- **refer to local and national guidance for Educational visits including exchange visits (both to the UK and abroad).**

## **29. First Aid and Medication**

29.1 The School has an adequate number of qualified first-aiders in accordance with our risk assessment and taking into account national guidance. Training of first aiders is updated regularly in line with statutory requirements. Where necessary, parents will be informed when first aid has been administered.

29.2 Any member of school staff may be asked to become a qualified first-aider or to provide support to pupils with medical conditions, including the administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment<sup>2</sup>.

29.3 Advice on managing medicines is included in the school 'Supporting Pupils with Medical Conditions' Policy and procedures. In circumstances where a pupil needs medication regularly, this would usually be recorded in their IHP. These plans provide details of the level and type of support a child needs to manage effectively their medical condition in school including medicine to be administered, the correct dosage and any storage requirements.

29.4 A record is kept of all medicines administered to pupils.

29.5 Where a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this must be discussed with the DSL/DDSL and recorded on the Safeguard reporting system.

29.6 Adults taking medication which may affect their ability to care for children should seek medical advice

regarding their suitability to do so. The school will ensure that such individuals only work directly with children if the medical advice confirms that the medication is unlikely to impair their ability to look after children.

#### 29.7 Staff and other adults in our school are expected to:

- ensure they have read and understood the school 'Supporting Pupils with Medical Conditions' Policy and procedures;
- ensure they make themselves familiar with any individual healthcare plan which might impact on the activities being undertaken;
- discuss with the Head teacher the actual or possible effects any medication they are taking may have on the work being carried out.

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<sup>2</sup> Teachers cannot be required to do these tasks but other members of staff, whose contracts are agreed locally, can be required to do so if their contracts provide for it.

### 30. Photography, Videos and Other Images

30.1 Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity only if parent have given explicit written consent to do so. Under no circumstances will staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school.

30.2 The School has arrangements in place for the taking and use of images, which is linked to our Safeguarding Policy and procedures. This includes the wide range of school's devices which can be used for taking/recording images e.g. cameras, mobile phones, smart phones, tablets, web-cams etc. and the procedures for the use of these by both staff, parents and visitors.

30.3 Whilst images are regularly used for very positive purposes, adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

30.4 Pupils who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography, filming etc. Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation.

30.5 Making and using images of pupils will require the age **appropriate consent of the individual concerned and their parent**. Images will not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the setting have access.

30.6 For the protection of children, when using images for publicity purposes, the following guidance is followed:

- If the image is used, we will avoid naming the child, (or, as a minimum, use first names rather than surnames);
- If the child is named, we will avoid using their image;

## **30.7 Staff and other adults in our school are expected to:**

- **adhere to the school's procedures on the 'Use of Images';**
- **only publish images of pupils where they and their parent have given explicit written consent to do so;**
- **only take images where the pupil is happy for them to do so;**
- **only retain images when there is a clear and agreed purpose for doing so;**
- **store images in an appropriate secure place in the school;**
- **ensure that the Headteacher or other senior member of staff is aware that the school's photography/image equipment is being used and for what purpose;**
- **be able to justify images of pupils in their possession;**
- **avoid making images in one-to-one situations.**

## **30.8 Staff and other adults must not:**

- **take images of pupils for their personal use;**
- **take images of any individual in the school, unless they have permission to do so;**
- **display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child);**
- **take images of children using personal equipment unless it is agreed by a senior manager;**
- **take images of children in a state of undress or semi-undress;**
- **take images of children which could be considered as indecent or sexual.**

## **31. Exposure to Inappropriate Images**

**31.1** Staff must take extreme care to ensure that children are not exposed, through any medium, to inappropriate or indecent images.

**31.2** There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the school or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal.

**31.3** If indecent images of children are discovered at the establishment or on the school or setting's equipment an immediate referral will be made to the Local Authority Designated Officer (LADO) and the Police contacted if relevant. The images/equipment will be secured and there must be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to

the school, a referral will also be made to the Safeguarding Hub (see poster in school for contact details).

31.4 Under no circumstances must any adult use school equipment to access pornography. Personal equipment containing pornography or links to it must never be brought into or used in school. This will raise serious concerns about the suitability of the adult to continue working with children.

31.5 Staff are required to keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device, the equipment must not be tampered with in any way. It will be secured and isolated from the network, and the LADO contacted without delay.

31.6 Adults must not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility that they will be at risk of prosecution themselves.

31.7 **Staff and other adults in this school are expected to:**

- **abide by the school's acceptable use agreement and Online/e-safety Policy and procedures;**
- **ensure that children cannot be exposed to indecent or inappropriate images by checking the content of external links prior to access by children;**
- **ensure that any films or material shown to children are age appropriate.**

## **32. Personal Living Accommodation Including On Site Provision**

32.1 Generally, staff should not invite any pupils into their living accommodation unless the reason to do so has been firmly established and agreed with the Head teacher and the pupil's parent.

32.2 It is not appropriate for staff to be expected or requested to use their private living space for any activity, play or learning. This includes seeing pupils for e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling. The Headteacher or other senior manager will ensure that appropriate accommodation for such activities is found elsewhere in the school.

32.3 Under no circumstances must pupils be asked to assist adults with jobs or tasks, either for or without reward, at or in their private accommodation.

32.4 The above applies to all other persons living in or visiting the private accommodation.

32.5 **Staff and other adults in this school are expected to:**

- **be mindful of the need to avoid placing themselves in vulnerable situations;**
- **refuse any request for their accommodation to be used as an additional resource for the school;**
- **be mindful of the need to maintain appropriate personal and professional boundaries;**
- **not ask pupils to undertake jobs or errands for their personal benefit.**

## 33. Curriculum

33.1 Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care will be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This will be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. The lesson plan should highlight particular areas of risk and sensitivity and care must especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama.

33.2 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and, in these circumstances, staff should take guidance from the DSL/DDSL.

33.3 Care will be taken to comply with the school's guidance on the spiritual, moral, social and cultural development of pupils which includes the promotion of fundamental British values. Staff must also comply at all times with the Policy for sex and relationships education. It is noted that parents have the right to withdraw their child from some parts of any Relationship and Sex Education provided but not from the National Curriculum for Science.

33.4 **Staff and other adults in this school are expected to:**

- **have clear written lesson plans;**
- **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 clearly identifiable lesson plans.**

33.5 **Staff and other adults in this school will 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;**

## 34. Whistleblowing

34.1 Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Our school has clear and accessible Whistleblowing procedures. Staff who use the Whistleblowing procedures will have their employment rights protected.

34.2 All staff have an individual responsibility to bring matters of concern to the attention of the Headteacher or Designated Safeguarding Lead. **Staff Safe is a confidential platform which enables staff to report concerns, including low level concerns.** Failure of not reporting may result in charges of serious neglect on their part where the welfare of a child is at risk. Please refer to Waltham Forest guidance for Allegation Policy.

### **34.3 Staff and other adults in this school are expected to:**

- **report any behaviour by colleagues or any other adult in school that raises concern;**
- **report allegations against staff, supply teachers and volunteers directly to the Headteacher**
- **report allegation against the Headteacher directly to the Chair of Governors.**

## **35. Sharing Concerns and Recording Incidents**

35.1 All staff are aware of the school's safeguarding procedures including the procedures for dealing with allegations against staff and other adults. All employed staff have read Keeping Children Safe in Education, 2023, Part1, the school's Safeguarding Policy and undergone safeguarding training to be well acquainted with the processes of whistleblowing and allegation against member of staff.

35.2 Details of how and where to report concerns to the Waltham Forest Safeguarding Hub are displayed in the school staffroom.

35.3 All concerns regarding students and their families should be recorded timely on CPOMs recording system.

35.4 Staff should inform school's ICT technician immediately if they have a problem with logging to the Safeguarding system and inform the DSL/DDSL.

35.5 In the event of an allegation being made, by any person the relevant information must be immediately reported to the Headteacher.

35.6 In the event of an incident being witnessed, the relevant information must be immediately recorded and reported to the DSL, DDSL or the Headteacher.

35.7 In order to safeguard and protect pupils and colleagues, where staff have any concerns about someone who works with children they must immediately report this to the Headteacher.

### **35.8 Staff and other adults in this school are expected to:**

- **be familiar with the school's arrangements for reporting and recording concerns and allegations;**
- **know how to contact the LADO/Safeguarding Hub directly if required;**
- **take responsibility for recording 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.**

## **36. Allegations Against Members of Staff, Supply Teachers, Volunteers and Contractors**

36.1 All Employees have a duty to report to the Headteacher at the earliest opportunity the conduct of a colleague, which may place a child at risk.

36.2 Where an allegation or a safeguarding concern about an agency or an individual using school premises to run activities for children is made known to staff, they are responsible for following the same protocol which involves a referral to the LADO.

36.3 Where the concerns relate to the Headteacher these should be reported to the Chair of Governors.

36.4 Failure to report such concerns may be regarded as a disciplinary matter.

## 37. Secondary Employment

37.1 Staff should ensure that their activities outside of work do not conflict with their duty to the School.

37.2 Staff must discuss with their Headteacher and obtain their consent before taking up additional paid /unpaid employment or engaging in any other business.

37.3 Requests will not be unreasonably refused providing that:

- It does not affect or is unlikely to affect the suitability of the staff to undertake their job role or work with children/young people or in a School setting
- It does not conflict with the interests of the School or have the potential to bring the School into disrepute
- There is no detrimental impact on an employee's work performance or their own or others health and safety. Privileged or confidential information is not shared.
- Work is undertaken outside of the School and of contracted hours of work
- The activity is not in direct competition with those of the School

37.4 It is staff's responsibility to monitor the hours they work and ensure they are rested and refreshed to be able to carry out their role. An average working week of 48 hours across all employments should not normally be exceeded unless the employee has elected to opt out of the Working Time Regulations.

## 38. Smoking and the use of drugs and alcohol

38.1 The School is a no- smoking environment. Smoking and the use of e-cigarettes or "vaping" is not allowed on School premises or during working time Staff should also refrain from smoking immediately outside of the school entrances.

38.2 Staff must not consume / use alcohol, illicit drugs or other illegal substances in the workplace or be under the influence of such substances whilst at work.

38.3 Staff must ensure that any use of alcohol / other substances outside of work does not adversely affect their work performance, attendance, conduct, working relationships, health and safety of themselves and others or damage the School's image and reputation.

## 39. Health and Safety at Work

39.1 All staff must, by law, take reasonable care for their own health and safety and that of others in the workplace.

39.2 Staff are required to comply with the School's Health and Safety policy and agreed procedures at all times.

This includes:

- avoiding risk of injury or danger to yourself or others

- using any protective clothing and equipment supplied
- complying with hygiene requirements
- reporting, at the earliest opportunity, any hazards, defects, accidents or incidents to the Headteacher or other designated person (**School's Business Manager**)
- not interfering with, or misusing, anything provided for health, safety or welfare
- informing the School of any medical condition or medication which has been prescribed which may have an impact on health and safety in the workplace

39.3 Managers should also be aware of and comply with any additional health and safety obligations associated with their role.

## 40. Contact with the Media

40.1 All enquiries from the media should be directed to the Headteacher.

40.2 Staff should not make contact with or comment to the media about matters relating to the School without the prior approval of the Headteacher.

40.3 Staff should speak to the Headteacher in the first instance about any concerns they have regarding their own employment or operation of the school and/or may refer to the School's Whistleblowing or Grievance policies if they wish to raise a formal complaint.

40.4 Should an employee speak directly to the media about non-school matters care should be taken to ensure that it is clear that any opinions expressed are personal and that the individual is not acting on behalf of/representing the School.

40.5 Any contact with the media in a personal capacity should be compatible with the employee's role and their position working with children / young people or in a school setting and must not negatively impact on the reputation of the school.

## 41. Other Safeguarding Considerations

41.1 Prevent Duty Schools have a duty to protect children / young people from radicalisation and extremism. All staff have a responsibility to report any concerns about pupils / students who may be 'at risk' to the Headteacher /DSL/DDSL.

41.2 Female Genital Mutilation

Teachers have a legal duty to report to the police where they discover an act of Female Genital Mutilation appears to have been carried out on a pupil / student. All Staff have a responsibility to discuss any concerns with the Headteacher / DSL/DDSL. Please refer to Part 1 of Keeping Children Safe in Education (September 2023) for further guidance.

# Part C: ICT and Social Media

## 42. General Obligations

42.1 Staff should ensure that they have read, understand and comply with the School's ICT Policy at all times.

42.2 Whilst at work or using a work device all staff must:

- Ensure all electronic communication with pupils / students, parents / carers, colleagues and other stakeholders is compatible with their professional role, appropriate boundaries and in line with School policies.
- Not to use work IT equipment to browse, create, transmit, display, publish or forward any material/ images which is illegal, sexually explicit, obscene or could offend, harass or upset others or anything which could bring an employee's professional role or the School / Local Authority into disrepute.
- Not to use personal IT equipment to browse, create, transmit, display, publish or forward any materials/images which are illegal or could offend or harass others or anything which could bring an employee's professional role or the School / Local Authority into disrepute.
- Ensure that ICT system security is respected and password protocols are observed – including the use of strong passwords and encryption.
- Not install personal software on School equipment or make unauthorised copies of School registered software.

42.3 Access to gaming, gambling, social networking sites or Internet chat rooms from School devices is not permitted.

42.4 Staff should seek guidance from their Headteacher/ Line Manager if they are unclear about the conduct or actions expected of them.

42.5 Breaches of expected use of ICT may be considered under the disciplinary procedure.

## 43. Use of Social Media

43.1 Staff must ensure that their online presence/profile is compatible with their professional role.

43.2 All staff should:

- Ensure appropriate privacy settings are applied when using social media sites
- Refrain from sharing confidential / privileged information, discussing incidents, operational or employment matters or making critical / negative comments about the School / pupils / parents or colleagues on such forums
- Not browse, create, transmit, display, publish or forward any material / images which is illegal, could offend or harass or anything which could bring an employee's professional role or the School/ Local Authority into disrepute
- Never share / post images of pupils
- Not post images of work colleagues without permission.
- Not access or update social media sites using school devices/during working time

43.3 Staff must not make contact with student / pupils or parents via social media accounts or have these individuals as social media 'friends' / 'contacts'. It is also recommended that staff do not have ex- pupils their

families as social media 'friends'.

43.4 Staff must declare it if they are or have been in contact with a pupil or a former pupil on social media.

43.5 Staff should seek guidance from their Headteacher / Line Manager if they are unclear about the conduct or actions expected of them.

## **44. Monitoring of Usage**

44.1 Emails, documents or browsing history on School systems should not be considered to be private and may be monitored and recorded to ensure the safety of pupils / students and ensure compliance with this policy. This monitoring will be proportionate and will take place in accordance with data protection / privacy legislation.

44.2 The School may address concerns regarding unauthorised, unacceptable or inappropriate use of ICT systems / devices or social media as a disciplinary matter.

# **Part D: Business Conduct**

## **45. Use of Financial Resources**

45.1 The School requires staff to observe the highest standards of business / financial practice.

Staff should ensure that School / public funds with which they are entrusted are used in a responsible and lawful manner.

45.2 Staff must comply with the School's stipulated financial regulations and any other relevant policies / audit requirements.

45.3 Appropriate authorisation should be sought for any expenditure and audit trail / suitable records kept.

45.4 School monies, credit / debit cards and accounts must not be used for personal purposes.

45.5 The use of personal credit cards / accounts to purchase goods and services on behalf of the School should be avoided unless prior agreement from the Headteacher is obtained.

45.6 All expense claims for travel and subsistence should be appropriately authorised and accompanied by receipts / proof of purchase.

45.7 Personal loyalty cards should not be used when making purchases on behalf of the School.

## **46. Personal Use of Equipment and Resources**

Staff may not make personal use of the School's property, materials or facilities unless authorised to do so by the Headteacher.

## **47. Declaration of Interests**

- 47.1 The School recognises that staff may wish to take an active role in the local community and undertake additional personal / business activities outside of work.
- 47.2 In the majority of instances such activities will have no impact on their role in School. However on occasion there may be a potential conflict of interest.
- 47.3 Staff should therefore declare annually to the Headteacher any financial or non-financial interests which may conflict with those of the School. Staff should also declare membership of any professional bodies / organisations which may conflict with their School role.
- 47.4 Should staff be in doubt about whether a conflict of interest may exist they should seek guidance from the Headteacher.

## 48. Appointments

Staff should not be involved in a recruitment process or promotion decision where one of the applicants is a relative, partner or close friend.

## 49. Political Activity

- 49.1 Staff may engage in political activity outside of work – however they should not allow personal / political views to interfere with their duties. Any activity should be compatible with the employee's responsibility as a role model to pupils / students.
- 49.2 Where an employee is involved in political activity outside of work – care must be taken to ensure that it is clear that any opinions expressed are personal and that the individual is not acting on behalf of / representing the School.

## 50. Code of Conduct - Senior Leadership Team

The senior leadership team at Leytonstone School is committed to ethical leadership and understands that staff morale and the successful improvement of the school is dependent upon this team demonstrating integrity, humility and inspiring trust.

The senior leadership team seeks to support and empower all staff within the school without partiality.

The 2019 *Framework for Ethical Leadership* commissioned by ASCL, outlines the behaviours and attitudes all staff at Leytonstone School should expect from the school's leaders, including the Head Teacher.

**A. Trust:** *Leaders are trustworthy and reliable.* We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**B. Wisdom:** *Leaders use experience, knowledge and insight.* We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**C. Kindness:** *Leaders demonstrate respect, generosity of spirit, understanding and good temper.* We give difficult messages humanely where conflict is unavoidable.

**D. Justice:** *Leaders are fair and work for the good of all children.* We seek to enable all young people to lead useful, happy and fulfilling lives.

**E. Service:** *Leaders are conscientious and dutiful.* We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**F. Courage:** *Leaders work courageously in the best interests of children and young people.* We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**G. Optimism:** *Leaders are positive and encouraging.* Despite difficulties and pressures, we are developing excellent education to change the world for the better.

In addition to the school's 'Code of Conduct' policy, there are four main areas which will govern the work and interactions of the senior leadership team.

**Staff at Leytonstone School can expect the senior leadership to:**

## Conduct

- Lead by example with high expectations of others but also themselves.
- Maintain an open and approachable manner.
- Be solution-focused.
- Be mindful of staff wellbeing and workload at all times.
- Maintain calm in stressful situations.
- Admit our mistakes openly and freely and actively learn from them.
- Ask questions and strive for clarity before making decisions.
- Ensure that our personal relationships with members of the school community do not affect or colour our conduct and decision-making.

## Communication

- Meet regularly with any members of the MLT being line managed and promptly send on details of actions and deadlines.
- Appreciate and thank staff for significant contributions.
- Listen well and seek to understand before reacting.
- Make judicious choices between using email and holding a face-to-face conversation.
- Not wilfully 'mix messages' in order to force through a personal agenda.

## Challenge

- Not avoid having difficult conversations to address poor or inadequate performance by 'passing the buck'.
- Address poor or inadequate performance privately, not seeking to humiliate or shame staff publically.
- Speak to staff in an appropriate and non-threatening tone of voice.
- Avoid 'steam-rolling' or being dismissive over the work of others when providing critique.

## Confidentiality

- Only share appropriate information with the appropriate people in an appropriate manner.
- To not disclose any personal information pertaining to staff unless that information will affect the smooth running of the school. In such cases, any disclosures will be made to the Head Teacher only.
- Not engage in gossip about any staff at the school.
- Adhere to GDPR guidelines with regard to how information is shared and stored and check with the business manager for clarity if necessary.

## Appendix 1: Leytonstone School **Staff Code of Conduct** Confirmation of Compliance, p. 32

## Appendix 2: Teachers' Standards – Part 2

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)

## Appendix 4 : Keeping Children Safe in Education Part 1

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## Appendix 5: Guidance for Safer Working Practice

<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>

<p>Leytonstone School <b>Staff Code of Conduct</b> Confirmation of Compliance</p>
<p>Please sign the declaration below and return this to the Headteacher’s PA.</p> <p><i>I hereby confirm that I have read, understood and agree to comply with the provisions of the school’s code of conduct. Should I have any queries about any aspect of the code or am unclear of the school’s expectations I will discuss these with my Line Manager at the earliest opportunity.</i></p>
<p>Name: ..... Job</p> <p>Title: ..... Signed:</p> <p>..... Date:</p> <p>.....</p>
<p><i>It is suggested that staff should re- read this policy on an annual basis to ensure they are familiar with any changes, which have been made.</i></p>

