

Attenborough Learning Trust

Code of Conduct for Employees in Trust Schools including temporary and agency staff, volunteers and Trust members.

V2 Aug 2024

Code of Conduct for Employees in Schools

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour conduct, responsibilities and approach all ALT school employees are expected to observe. School employees are role models and are in a unique position of influence and trust and must adhere to behaviour that sets a good example to all children and all staff within the school. 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.

This Code of Conduct applies to all employees of the Trust and its Governors, Members and Trustees (Trust members). This Code of Conduct does not form part of any employees' contract of employment and therefore may be subject to change at the discretion of the Trust. References to adults and staff refer to all those who work in a paid or unpaid capacity in a Trust school. This also includes those who visit a school, e.g. sports coaches, contractors, supply staff and Trust personnel.

Employees are expected to adhere to the Code of Conduct alongside other Trust and school policies, including the Low Level Concerns Policy. Any failure to do so, may result in disciplinary action as set out in our staff disciplinary procedures.

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 2011, updated 2021*' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

The Headteacher must provide this Code to all staff and volunteers on induction / start of each academic year and notify staff of their expectations. This document is provided so that members of staff are clear about professional conduct and boundaries. School staff and volunteers are in a unique position of influence. They must adhere to behaviour that maintains public trust and set an excellent example to other staff, parents, pupils and members of the wider community.

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard children's' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit a child's vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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 school's Disciplinary Procedure.

DfE – Teachers Standards

Department for Education	<h1>Teachers' Standards</h1>
PREAMBLE	
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.	
PART ONE: TEACHING	
A teacher must:	
1 Set high expectations which inspire, motivate and challenge pupils	6 Make accurate and productive use of assessment
<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
2 Promote good progress and outcomes by pupils	7 Manage behaviour effectively to ensure a good and safe learning environment
<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
3 Demonstrate good subject and curriculum knowledge	8 Fulfil wider professional responsibilities
<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.
4 Plan and teach well structured lessons	PART TWO: PERSONAL AND PROFESSIONAL CONDUCT
<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
5 Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	

In addition to teachers having an understanding of Teachers Standards, it is advised that all staff have read and are aware of the '*Guidance for safer working practice for those working with children and young people in education settings, 2022.*

1. Respect for others

- 1.1 The Trust wishes to create an environment where all its employees are treated with dignity and respect. All employees and members of the community have the right to be treated with fairness and equity regardless of age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.
- 1.2 Employees serve the public and the Trust as an entity. As employees we all have the responsibility to contribute to the overall aims of the organisation, including delivering efficient services and promoting a culture where everyone is treated with respect and dignity. It is also vital that employees understand that the public has a right to expect the highest levels of integrity and responsibility from all employees. This integrity and responsibility must be demonstrable and, therefore, actions which would lead to a loss of confidence, including through perception, should be avoided. Therefore, you should never put yourself in a position where your personal and professional interests' conflict. If you are involved in working with children, young people and vulnerable adults, you have a duty to safeguard them from harm and promote their welfare at all times.
- 1.3 All staff should be aware that their behaviour may inadvertently intimidate or offend other employees or service users.
You should refrain from:
 - making racist comments, swearing, rudeness.
 - non-verbal behaviour which intimidates or offends others.
 - making sexually suggestive or sexist remarks.
 - having unwanted physical contact with another member of staff.
 - the displaying of offensive sexist or racist material or wearing T-shirts or other clothing, badges or tattoos which convey an offensive message.
 - all staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of other staff, embarrassing or humiliating each other, discriminating against or favouring other members of staff.
- 1.4 All staff should treat other staff with respect and dignity, showing tolerance and respect for the rights of others. All employees are responsible for treating others, including Trust members, colleagues, pupils, parents and carers, with dignity and respect and will not purposely make anyone feel excluded or unaccepted
- 1.5 Attenborough Learning Trust takes harassment, discrimination, victimisation and bullying very seriously and will investigate all reports in line with the relevant policies.

2. Equal opportunities

- 2.1 The school is committed to the promotion and implementation of equal opportunities both internally and externally. The school aims to ensure that everyone who comes into contact with it is treated equally, and with courtesy and respect, and not in any way disadvantaged by factors which could prevent the implementation of fair policies and operations.
- 2.2 The school will recognise the differences which exist and will seek to understand the needs of people within the groups which are afforded protection or assistance through this policy.

2.3 The Trust expects all its employees to uphold its Equality Policy, which will be available in the school, and to accept the duty not to discriminate, either in employment practices or in the provision of facilities and services by reference to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

3. Setting an Example

3.1 All staff who work in schools set examples of behaviour and conduct which can be copied by children. Staff must therefore for example avoid using inappropriate or offensive language at all times.

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

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

3.4 All staff must maintain high standards in their attendance and punctuality. Employees must follow the school's requirements for reporting absence due to sickness and for helping the school ensure that it has a record of all persons on the premises and of any approved overtime working. It is expected that employees are available for work during the hours specified in their contract.

3.5 Although this Code of Conduct gives advice and instruction on how to deal with specific situations; it should not replace professional common sense and good judgement. In all matters relating to pupil/staff relationships, adults must bear in mind how a third party might reasonably regard an action.

3.6 All staff are expected to familiarise themselves and comply with all school policies and procedures.

4. Safeguarding Children

4.1 All staff have a duty to safeguard children from physical abuse, sexual abuse, emotional abuse and neglect. This also includes staff having an awareness of Female Genital Mutilation, Child Sexual Exploitation, Prevent Agenda and Child missing from education as per the current version of Keeping Children Safe in Education.

4.2 The duty to safeguard children includes the duty to report concerns about a child or colleague to the school's Designated Safeguarding Lead for Child Protection & Safeguarding.

4.3 All staff have a duty to know the names of the DSL's in school.

Our schools DSL(s) are:

Errol Rowe (Lead)

Jamila Vanzaria (Deputy)

Aimee Hubber (Deputy)

Aaliah Bholat (Deputy)

Deep Bolina (Deputy)

- 4.4 All staff are provided with personal copies of the school's Child Protection Policy and Whistleblowing Procedure. Staff must be familiar with these documents. These documents are provided electronically to staff who have a school email address. Paper copies are provided on induction.
- 4.5 All staff should treat children with respect and dignity and must not seriously demean or undermine children, their parents or carers, or colleagues.
- 4.6 Staff should express personal beliefs in a way that will not overly influence pupils. Employees should not use their position in school to advocate any one religion, culture, political ideology to students. It is the direct responsibility of all employees to uphold British Values as defined in law. Employees may not display party political posters, including party political election material, in the school, unless it is part of the curriculum or used as a teaching aid (for example, in a lesson on citizenship).
- 4.7 All staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.
- 4.8 All staff must take reasonable care of children under their supervision with the aim of ensuring their safety and welfare.
- 4.9 All staff MUST read and understand at least Part 1 of the current version of Keeping Children Safe in Education published in September of each year.**

5. Physical Contact

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 relevant to their professional role and in relation to the school's known assessment of a pupil's welfare needs and/or any agreed care plan.

- 5.1 Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to the age, stage of development, gender, and teaching context.
- 5.2 Physical contact may be appropriate where a pupil is in distress and needs comforting or if a staff member must give first aid. This is sometimes unavoidable with young children. Staff should listen, observe, and take note of the child's reaction or feelings and, so far as possible, use a level of contact and/or form of communication which is acceptable to the pupils and job role. Parents should always be informed when first aid has been administered. Staff should use their professional judgement when they feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. Care must be taken in instances which involve the same pupil over a period of time.
- 5.3 Physical contact should never be secretive for the adult's gratification or represent a misuse of authority. If a staff member believes that their action or colleague's action could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to the DSL or Headteacher.
- 5.4 In certain curriculum areas, such as PE, Music, Drama, staff may need to initiate some physical contact with children, for example, to demonstrate a technique in the use of equipment or an

instrument. Physical contact should only take place when it is necessary in relation to a particular activity. The extent of contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age and understanding. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

5.5 In certain circumstances, intimate physical contact with children may be necessary, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. When administering intimate care, staff should apply the principles set out above and in the Intimate Care Policy and be particularly alert to children's rights to safety, privacy, and dignity. As with other types of physical contact, the child's responses should be carefully and sensitively observed, and where necessary, any concerns passed to the DSL.

6 Use of Reasonable Force

By law, any member of staff put in charge of pupils by the Head may reasonably intervene to prevent a child from hurting themselves or others damaging property causing disorder.

6.1 This applies when a teacher or other adult is on school premises and when they oversee the pupil elsewhere, for example, on a field trip or other authorised out of school activity.

6.2 Reasonable force is only appropriate where no other form of control or restraint is available and where it is necessary to intervene. Any force used must always be the minimum needed to achieve the desired result and be appropriate for the age, sex, and understanding of the pupil and the school's behaviour policy.

6.3 Before intervening physically, a member of staff must wherever practicable, tell the pupil to stop and what will happen if he or she does not. The staff member must continue attempting to communicate with the pupil throughout the incident and must make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

6.4 Staff must always avoid touching or holding a pupil in a way that might be considered indecent or could cause harm.

6.5 Any staff member involved with or witnesses use of force on a pupil (including where it is used to restrain or control the pupil) must inform the DSL or Headteacher immediately following the incident. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. The staff member must always provide a written report on the same day or as soon as reasonably practicable. A senior member must notify parents of such incidents.

Action taken in self-defence or an emergency

6.6 The law allows anyone to defend themselves or another person against an attack provided they act within the law in using reasonable force.

Searching pupils

6.7 Staff have powers to search pupils, including to tackle cyber-bullying. Staff use this power under the specific authority of the Headteacher only and where there is good reason to do so, i.e. that something, if not found, could be used to harm children or adults, disrupt teaching or break the school rules. No staff member will search pupils in a blanket way. Staff would always seek to carry out any exceptional search of pupils with prior consent, where appropriate, and in keeping with the law. See the school's Searching, Screening and Confiscation policy

Isolation and One-to-One Working

- 6.8 If an adult is alone with a pupil he/she should ensure that any such meeting or lesson is as visible as possible and that it takes place in public or semi-public places such as the library or classrooms. He/she should ensure that the door to the room has a glass panel that is not obscured or is left open. If this is not possible, then another adult must be close by. Furniture should also be positioned to allow easy access into or out of the room.
- 6.9 Staff working in one-to-one situations with children and young people may be more vulnerable to allegations, and pupils may be more vulnerable to harm by those seeking to abuse their trust. All staff should recognise this possibility and plan and conduct such meetings or lessons accordingly. Every attempt should be made to ensure that both staff and pupils' safety and security needs are met. The Headteacher should undertake a risk assessment in relation to the nature and implications of one-to-one working and individual risk assessments should be carried out in respect of adults for whom lone working is an integral part of their role. Any arrangements should be reviewed regularly. It may be necessary to amend these to take account of particular pupil needs. This does not mean that working one-to-one is unacceptable; it just requires a proportionate risk assessment.
- 6.10 No member of staff must ever be behind a locked door with a pupil. Staff should never arrange a one-to-one meeting in a remote or secluded area. Any meetings outside agreed working arrangements should not occur without the DSL and parents' agreement. Staff should always report any incidents or concerns to the DSL or Headteacher.

7. Relationships with children

- 7.1 All staff must declare any relationships that they may have with children outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff should not assume that the school are aware of any such connections. Staff must declare this relationship by email to the Head Teacher. They will be asked to complete a declaration form Appendix 1 of this document on induction and annually.
- 7.2 Relationships with children must be professional at all times, physical relationships with children are not permitted and may lead to a criminal conviction.
- 7.3 Contact with children must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with children.
- 7.4 If contacted by a child by an inappropriate route, staff should report the contact to the Head Teacher immediately.
- 7.5 Staff must take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. Young people can misinterpret the more relaxed adult-pupil relationships that may promote successful activities. It is important to emphasise that the standards of professional conduct and behaviour expected of staff outside and after school are no different from those which apply within school.

8. Child Development

- 8.1 All staff must comply with school policies and procedures that support the well-being and development of children.
- 8.2 All staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of children.

8.3 All staff must follow reasonable instructions that support the development of children.

8.4 Staff must be prepared to identify those children who would benefit from Early Help intervention

9. Honesty and Integrity

9.1 All 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.

9.2 All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools.

9.3 To avoid any doubt or unwarranted suspicion employees should tell the school about a personal interest which might compromise or be seen as compromising their position in the school. If in doubt about what should be declared they should seek advice from the Head.

9.4 Gifts from suppliers or associates of the school must be declared to the Headteacher, with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff to children are inappropriate and could be misinterpreted and may lead to disciplinary action. Staff should refer to the Trust Anti-Fraud and Corruption Policy for further guidance on gifts and hospitality.

9.5 Gifts from individual staff members to children should only be part of the school's rewards system and clearly outlined in school's policy.

9.6 As set out in the Financial Regulations Policy, staff, governors and trustees need to make the trust aware of any potential issues with the school trading with related and connected parties.

10. Conduct outside of Work

10.1 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.

10.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

10.3 All staff have a duty to disclose any wrongdoing or alleged wrongdoing, including any incidents arising from alternative employment or outside of work which may have a bearing on their employment with the school. This would include, but is not limited to, police arrest and cautions and investigations by the Local Authority Designated Officer for Safeguarding (LADO).

10.4 If you receive a reprimand, formal warning, conditional caution, bind-over order or conviction for any reason during your employment, or you are arrested or charged with a criminal offence by the Police, you must notify your Head Teacher immediately.

10.5 If you use your vehicle for any school use, you must declare any driving offences (including speeding and failing to stop at a traffic signal).

10.6 Should you be arrested, there is an expectation that you provide the Police with full details of both your role at the Trust and the setting in which you work.

10.7 Staff are reminded of their expectation to inform school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in school

Where safeguarding concerns arise, the Head will notify the designated officer of the Local Authority ("Designated Officer") and carry out a formal risk assessment to identify and mitigate any potential risks to pupils and staff.

The bearing of the offence on your employment in your current post will be fully and objectively considered and, if necessary, an investigation may be carried out. Appropriate action would then be taken based on the outcome of this investigation.

11. E-Safety and Internet Use

11.1 All staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work. This includes the dangers around 'Grooming' and 'Sexting' as outlined in the current version of Keeping Children Safe in Education .

11.2 Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

11.3 Staff should exercise caution in their use of all social media or any other web-based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly

11.4 Contact with children should only be made via the use of school email accounts or telephone equipment when appropriate.

11.5 Photographs/stills or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures on school equipment.

11.6 Professional Responsibilities

When using any form of ICT, including the Internet, in school and outside school

For your own protection, the school advises that you:

- Ensure all electronic communication with students, parents, carers, staff and others is compatible with your professional role and in line with school policies
- Do not talk about your professional role in any capacity when using social media such as Facebook, Twitter, Instagram and You Tube, etc
- Do 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 your professional role

- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school iPad/ Laptop etc.
- Do not disclose any passwords and ensure that personal data (such as data held on CPOMS) is kept secure and used appropriately
- Only take images of students and/or staff for professional purposes, in accordance with school policy and with the knowledge of SLT
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute
- Your school e mails should be checked at least daily, as a minimum on working days or every other day if one day is particularly busy
- You have a duty to report any E Safety incident which may impact on you, your professionalism or the school to your DSL or SLT

12. Confidentiality

- 12.1 Where staff have access to confidential information about children or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the child.
- 12.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a child is bullied by another child (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the child's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate authority to deal with the matter.
- 12.3 However, staff have an obligation to share with their Head Teacher or the school's Designated Safeguarding Lead any information which gives rise to concern about the safety or welfare of a child. Staff must **never** promise a child that they will not act on information that they are told by the child. Staff should never promise a child confidentiality or 'keep a secret'.

13. Dress and Appearance

- 13.1 All staff must dress in a manner that is appropriate to a professional role and promoting a professional image. Dress should be appropriate to the nature of the duties and responsibilities of the job and to any health and safety considerations. Footwear should be appropriate to the staff's role.
- 13.2 All staff should dress in a manner that is not offensive, revealing or sexually provocative.
- 13.3 All staff should dress in a manner that is absent from political or other contentious slogans.
- 13.4 The wearing of veils is not permitted within the staff dress code, in the context of the overriding responsibilities to ensure that health and safety and safeguarding regulations are complied with.
- 13.5 No jeans or denim that are ripped, frayed or distressed are permitted.

14. Disciplinary Action

All staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including but not limited to dismissal.

15. Compliance

All staff must complete the form in Appendix 1 annually to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed, dated and then passed on to the Head Teacher.

16. Relationships

16.1 Appointment and promotion

If you are involved in appointments, you should ensure that those appointments are made only on the basis of merit. In order to avoid any possible accusation of bias, you should not be involved in an appointment where you are related to an applicant, or have a personal relationship with them outside of work.

Similarly, you should not be involved in decisions relating to discipline, promotion, recruitment or pay and conditions for any other employee who is a relative, partner or someone with whom you have a personal relationship.

16.2 Additional Employment

The Trust will not prevent you from undertaking additional employment providing it does not conflict with the interests of, or in any way weaken public confidence in, the Trust and does not in any way affect performance of your duties and responsibilities whilst you are at work. If there is a conflict, your Head Teacher can ask for you to discontinue the conflicting employment. In taking up additional employment, there will also be health, safety and wellbeing consideration. You should therefore inform your Head Teacher if you have, or intend to take up, additional employment.

In circumstances where total number of hours worked will exceed an average of 48 hours per week, or where the work is likely to have a detrimental effect on your health and safety it is vital that you seek advice from your Head Teacher, for more information see the Health and Safety Manual - Working Time Regulations.

17. Smoking & Vaping

In line with our commitment to employee well-being, the Trust operates a Smoking & Vaping Policy. This policy aims to promote a healthier, safer and more pleasant working environment by protecting employees from second hand smoke / vape exposure and supporting employees who wish to stop or reduce their smoking/ vaping habit. If you would like more information about this policy, please consult your Head Teacher.

18. Alcohol/drugs

- 18.1 The Trust has a policy on the prevention of alcohol and drug misuse which is aimed at ensuring that employees report fit for work and remain fit to perform their duties. The consumption of alcohol is not permitted on Trust premises unless specifically approved by the Head Teacher. The Trust prohibits the use, possession, distribution or sale of illegal drugs at the work-place, or when conducting Trust business. See the Policy on Substance Misuse.
- 18.2 Where it is established that there is an alcohol or drug dependency problem, this will be considered as a treatable illness and Head Teachers will provide assistance wherever possible. The VIVUP counselling service is also available to provide counselling and advice. Where an employee refuses help, or drops out of a treatment programme, this will not be automatic grounds for dismissal; however, any unacceptable behaviour or level of performance thereafter will be subject to appropriate action.

19. Transporting Children

- 19.1 In certain situations, e.g. out of school activities, staff or volunteers may agree to transport children. Parental permission must always be gained prior to transport and journeys must be agreed by the Head Teacher.
- 19.2 Staff should not transport pupils in their vehicles or alone unless this is unavoidable; in which case specific approval from the DSL or Head Teacher should be obtained in advance, or as soon as possible thereafter. Where this is not possible, for example, in an emergency, the incident should be reported to the Head / DSL.
- 19.3 Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles. If a taxi is required, a member of staff should never travel alone with a child. There must always be at least two or more children travelling with a member of staff.
- 19.4 Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and they are appropriately insured for business purposes and that the maximum capacity is not exceeded. Documents should be checked by the DSL annually and recorded appropriately. Appropriate child car seats should normally be used.

20. Reporting of concerns

- 20.1 If a staff member has any concerns about a child s/he should report the concern as soon as possible, to the DSL face to face, then record the incident in writing either on CPOMS or hand it to the DSL (or in their absence to the Deputy DSL).
- 20.2 Where an adult has a concern (whether low or higher level) about another adult or wishes to self-report: all low-level concerns and self-reports should be made to the DSL or Headteacher, and all higher-level concerns and allegations should be made to the Headteacher.
- 20.3 Staff should recognise their responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies, and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk. The welfare of the child is paramount.

20.4 All staff should be aware of the school's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of accusations are advised to contact their professional association.

20.5 In the event of an incident occurring, which may result in an action being misinterpreted and/or a spurious allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and shared with the Head Teacher (or in her absence, the Proprietor) Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their Line Manager or any member of the Senior Leadership Team any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

20.6 All staff must report any child protection concerns to the DSL or the Deputy DSL.

Staff should promptly report any concerns they have about any adult's conduct with other staff to the Head or DSL.

Appendix 1

<u>Confirmation of compliance</u>	
I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.	
Name:	
School:	
Position/Post Held	
Signed:	
Date:	
Once completed, signed and dated, please return this form to the Head Teacher	

Review Information

Reviewed: June 2024

Reviewed by: J Ridgewell

Next Review Date: June 2025