

Code of Conduct



Learn today, fly tomorrow

Recommended by	C Cooke
Approval date	Sep 18
Review date	Sep 20

Record of changes

Date of change	Changes made
Sep 18	included biphobic/transphobic. Clarified use of mobile phones for photographs.
Sep 20	no changes

A Code of Conduct for teaching and non-teaching staff

In relation to child-welfare:

Introduction

All actions concerning children must uphold the best interests of the young person as a primary consideration. As staff we must always be mindful of the fact that we hold a position of trust, and that our behaviour towards the children in our charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children gain from positive interaction with staff within school. It is intended to assist us in respect of the complex issue of safeguarding, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

As staff we will endeavour to attend annual child welfare training. If, on occasion, we are prevented from doing so, we agree to promptly seek out feedback from a member of the SLT.

Code of Conduct:

1. Private Discussions with Pupils

- We are aware of the dangers that may arise from 'private' discussions with individual pupils. It is recognised that there will be occasions when confidential discussions must take place. As far as possible, we will conduct such discussions in a room with visual access, or with the door open.
- Where such conditions cannot apply, we accept advice to ensure that another adult knows that the discussion is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- Where possible another pupil or (preferably) another adult should be present or nearby during the discussion, and we should take active measures to facilitate this.

2. Physical Contact with Pupils

- As a general principle, we accept the advice not to make unnecessary physical contact with their pupils (see positive handling policy).
- It is unrealistic and unnecessary, however, to suggest that we as staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. As staff we should not feel inhibited from providing this.
- We agree never to touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm (see restraint policy)
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- When we have to administer first-aid to a pupil we should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member of our staff should hesitate to provide first-aid in an emergency simply because another person is not present.*
- Any physical contact, which would be likely to be misinterpreted, by the pupil, parent or other casual observer should be avoided.

- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, we agree to submit a written report of the incident immediately to a member of the SLT.
- As staff we are particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where we may be in proximity to pupils in circumstances very different from the normal school/work environment.
- The supervision of children changing during a whole class activity is acceptable although some children, particularly towards the end of KS2 may wish to change separately. Such wishes should be honoured as long as Health and Safety regulations are adhered to.
- For Health and Safety reasons, children are not usually in the classrooms during break times. Under some circumstances children may be asked to stay in on a more regular basis. Where this is the case, the reasons for this should be discussed with the relevant Team Leader.
- It is unacceptable that children will be sent out of the classroom due to their behaviour/ 'inability to be quiet'. If children need to be separated from their peers this should be done through the established warning system or through a 'supervised task'.

3. Choice and Use of Teaching Materials

- We agree to avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- When using teaching materials of a sensitive nature we are aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised.
- If in doubt about the appropriateness of a particular teaching material, we agree to consult with the Headteacher before using it.
- Care should be taken when using ICT as a form of recording, especially digital cameras. We agree that photographs of children should only ever be taken as a record of school approved activities, be taken on school digital cameras and only be stored on school PCs or laptops. Images of children must not be stored on home PCs etc.
- We agree that the use of mobile phones to record images of children is forbidden unless permission has been given by the Headteacher for the purpose of uploading to the school Facebook page.
- We agree not to contact any pupil, past or present, on social networking sites etc.

4. Relationships and Attitudes

We will ensure that our relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that our conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when we are dealing with adolescent pupils.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children, or where opportunities for their conduct to be misconstrued might occur.

NB In the event of allegations made against other employed adults we all agree to contact an appropriate school designated child protection teacher immediately **without informing anyone else**.

In relation to school security/safety:

As school staff will adhere to agreed 'confidentiality' rules. This will include responses to press enquiries.

It is the duty of all of us to ensure the security of the school building both before and after the end of the school day, playtimes and dinner times. We will all take time out to ensure external doors and closed securely and gates locked at appropriate times.

It is the duty of all of us to ensure the safety of children in transport. This duty includes the 'double checking' of seat belts and 'head counts' by two different members of staff, the use of the appropriate level of insurance when using private cars. We will also ensure that we do not carry children in isolation in private cars unless in an emergency situation.

In relation to staff conduct:

Introduction:

Pupils at Gorse Covert Primary School have the right to an education, which offers them every opportunity to attain their full potential. We are here to create the climate to allow this to happen. As educators we are in a position of influence and great responsibility.

As staff at Gorse Covert Primary School we agree to –

- Act as role models and display school values and behaviours
- Fulfil our obligations of attendance, punctuality, and lesson preparation.
- Conscientiously prepare lessons, assess children's work adequately and promptly.
- Cooperate with the directions of the SLT and leaders.
- Interact with children, colleagues, parents, and community members in a professional manner.
- Rigorously avoid all actions or words that could lead to
 - physical, psychological, emotional, social and intellectual damage,
 - sexual harassment and sexual violence, including suggestive words and gestures,
 - demeaning and abusive words or actions.
- Behave in a fitting manner e.g. positive interactions with colleagues, politeness and courtesy to all visitors etc.
- We agree that all members of staff will be responsible for maintaining high standards of behaviour. We also agree that all members of the SLT will be available, when on site, to support colleagues by interacting with children who have made poor behaviour choices.
 - Never use homophobic/biphobic/transphobic language
 - Promote the well-being of all pupils, including LGBT
 - We agree that all mobile phones should be switched off/or on silent during lesson time unless an 'emergency phone' call has already been discussed with a member of the SLT.

Use of social networking sites by school staff and conduct outside of work

This advice comes from the DCSF document 'Guidance for Safer Working Practice for Adults who Work with Children and Young Adults'.

Communication between children and adults, by whatever method, should take place within and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, emails, digital cameras, videos, web-cams, websites and blogs.

Adults should:

- Not give their personal details to children, including their mobile phone number and details of any blogs or personal websites.
- Only make contact with children for professional reasons.
- Not use internet or web-based communication channels to send personal messages to a child/young person.
- Ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum.

In relation to social networking sites, where information can easily reach a wider audience than might have originally been intended, in certain circumstances, the conduct of the employee might also be deemed to have damaged the reputation of the school and the trust and confidence in the school that parents and the community can reasonably expect. Therefore, advice to staff is that they should be very careful in how they communicate with pupils via the use of technology and in terms of what they elect to share about themselves through internet based networking sites, such as Facebook and Twitter.