



Children's



Endeavour



Trust

# Code of Conduct for Employees

The Children's Endeavour Trust comprises:

Abbot's Hall Community Primary School  
 Bosmere Community Primary School  
 Broke Hall Community Primary School  
 Chilton Community Primary School  
 Combs Ford Primary School  
 Freeman Community Primary School  
 Springfield Junior School  
 Whitehouse Community Primary School

## Document Control

Version	Date	Author	Comments
Issue 1	23 <sup>rd</sup> May '19	HR&People Committee	Covers practice at Broke Hall and Springfield. Review Summer 2021.
	May 2020	CEO	New schools' details added and staff specific to BH and SJ removed.
	Sept '22	CEO	4.7 updated in line with 2022 KCSIE Document
	July '23	CEO	Updated in line with explicit requirement to inform schools of changes to circumstances/footwear/smart watches.
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**Appendix 1 – from Teacher Standards 2012 (DfE)**

This policy needs to be read in conjunction with:

- Teacher Standards 2012
- Health, Safety & Welfare Policy
- Anti-Bullying Policy

## **1. Introduction**

The quality of relationships among and between pupils, teachers and the wider community has immense implications for the personal social development of pupils.

## **2. Purpose, scope and principles**

A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe. School staff are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils within the school.

This Code of Conduct applies to:

- all staff who are employed by the school, including the Headteacher;
- all staff in units or bases that are attached to the school.

The Code of Conduct does not apply to:

- peripatetic staff who are centrally employed;
- schools meals staff employed by an external contractor;
- employees of external contractors and providers of services (e.g. contract cleaners).

(Such staff are covered by the relevant Code of Conduct of their employing body)

## **3. Setting an example**

3.1 All staff who work in schools set examples of behaviour and conduct which can be copied by children.

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 will abide by the school's Anti-Bullying Policy, ensuring that everyone, adult or child can operate in a supportive, caring and safe environment without fear of being bullied

This Code helps all staff to understand what behaviour is and is not acceptable.

## **4. Safeguarding pupils**

4.1 Staff have a duty to safeguard pupils from:

- physical abuse
- sexual abuse
- emotional abuse
- neglect
- radicalisation (PREVENT)

*Staff have a statutory responsibility to report any concerns relating to Female Genital Mutilation to the police*

4.2 The duty to safeguard pupils includes the duty to report concerns about a pupil to the school's Designated Safeguarding Lead (DSL) or Alternate Designated Safeguarding Leads (ADSL) for Child Protection; to the Headteacher for Radicalisation concerns and to the Online Safety Lead for Online Safety concerns (see *appendices for names*).

4.3 Staff are provided with personal copies of the school's Safeguarding Policy and Whistleblowing Procedure and staff must be familiar with these documents.

4.4 Staff must not seriously demean or undermine pupils, their parents or carers, or colleagues.

4.5 Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

4.6 Staff must read and sign the latest version of 'Keeping Children Safe in Education (KCSIE)' Part 1

4.7 In accordance with section 422 from KCSIE, staff should also share concerns about adults that do not meet the harms threshold (referred to in KCSIE as Low-Level Concerns) with Safeguarding Leads and Alternates.

4.8 It is a Trust requirement that all staff confirm to their Headteacher within 24 hours if at anytime they:

- Become subject to any criminal investigations or pending prosecutions by the police (in any country)
- Are formally charged with an offence
- Become known to any Children's Services department or the police as being a risk or potential risk to children
- Are included on the children's barred list
- Are prohibited from teaching
- Are prohibited from taking part in the management of an independent school
- Become disqualified from providing childcare
- Have a finding of fact made by a family court against them, that they have caused significant harm to a child or vulnerable adult, or any such court has made an order against them on the basis of any finding or allegation that any child and / or vulnerable adult was at risk of significant harm from them.

## **5. Pupil development**

5.1 Staff must comply with school policies and procedures that support the wellbeing and development of pupils.

5.2 Staff must cooperate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

5.3 Staff must follow reasonable instructions that support the development of pupils.

## **6. Honesty and integrity**

6.1 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.

## **7. Conduct outside work**

7.1 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.

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

7.3 Staff must exercise caution when using information technology, including social media & online forums and be aware of the risks to themselves and others and the reputation of the school.

7.4 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance.

## **8. Confidentiality**

8.1 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 pupil.

8.2 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, 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 role and authority to deal with the matter.

8.3 However, staff have an obligation to share with their line manager or the school's Designated Safeguarding Lead any information which gives rise to concern about the safety or welfare of a pupil. Staff must never promise a child that they will not act on information that they are told by the child.

## **9. Disciplinary action**

9.1 All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

## **10. Professional relationships:**

10.1 With children:

We act respectfully towards children at all times, for example:

- Speaking in a calm and objective way, even in the face of challenging circumstances
- Using a range of vocal volume that is appropriate to the learning activity (we may raise our voices in a controlled way to achieve a desired impact, but we never shout in anger)
- Showing good manners to children and thereby modelling what good manners are
- Taking seriously what all children tell us. Our first response is always to believe what we are told
- Giving children time to express themselves
- Providing and promoting a clean and tidy school environment
- Pursuing settlements to conflicts between children in a way that is demonstrably fair and listens to all points of view before making a considered judgement
- Judging children based on the current situation and not on past behaviour
- Making clear to children why a course of action has been necessary
- We uphold the school's policies and procedures on Behaviour and Child Protection in our dealings with children. We acknowledge that we are in 'loco parentis' and, as such, have a duty of care for all children in the school

- We are consistent in the way that we apply rewards and sanctions to the children, so that each individual child knows that they will receive the same treatment from any member of staff
- We understand that children have a right to be heard
- We are friendly and supportive to all children, but maintain our professionalism at all times.
- We protect ourselves and our pupils by making sure that we avoid being alone with individual children, but if it is unavoidable to do so, we ensure that we are in a place where others can see us
- We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors
- We have a professional responsibility to inform an appropriate person if we believe that a colleague is behaving in a way that compromises the safety or well-being of any child or group of children

#### 10.2 With parents:

- Parents have an entitlement to be informed about their child's learning and well-being. We always seek to involve and engage parents in this process
- We recognise parents' entitlement to express any concerns they may have about their child's learning, safety or well-being
- We always seek to work in partnership with parents, using their understanding of their own child to help us to provide the best learning opportunities that we can
- We recognise that parents' worries and concerns can be extremely emotive and we acknowledge that, at times, we will need to speak to parents when they are upset
- If we are concerned that a parent may be aggressive or otherwise inappropriate towards us, we can ask for a colleague (usually a year group or phase leader) to be present
- In extreme circumstances, the Headteacher may decide that it is safer for a teacher to communicate with a parent through different means
- We are honest with parents and respond fairly to their concerns irrespective of their race, religion, culture or social background
- When speaking to parents, we always consider how we would expect to be spoken to ourselves
- We take responsibility for our actions and are willing to apologise when we have made mistakes and undertake to learn from those errors
- We protect ourselves by ensuring that we meet with parents in areas of the school that are visible and easily accessible to other staff members, while remembering to be sensitive to the confidential nature of some discussions. We always make sure that colleagues know when and where we are meeting with parents

#### 10.3 With other members of staff:

We act in a professional manner towards colleagues, irrespective of our relative position or status within the school hierarchy, for example:

- Speaking politely to one another
- Being flexible and understanding of necessary changes within the school day
- Sharing best practice
- Assuming that the actions of others are carried out in good faith
- Communicating clearly and honestly with colleagues
- Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone
- Being publicly supportive of colleagues, and dealing with concerns or disagreements privately, with support if necessary
- We share a responsibility to encourage and support our colleagues in their professional development
- We consider all members of the staff team to have equal value, irrespective of their job, and we treat them accordingly

- Concerns raised with managers are dealt with confidentiality. If further action is required, the line-manager has responsibility to inform only the appropriate senior person within the school
- We recognise that we are all accountable for our actions and performance and that from time-to-time leaders and managers will need to deliver feedback that is challenging. All individual feedback is given sensitively, and constructively and should only be shared with those staff members that need to know (e.g. line manager or mentor)
- By approaching issues with colleagues in a way that always seeks to solve potential problems in a positive way
- We never act in a way that publicly undermines a colleague
- We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors

## **11. Physical contact and Positive touch**

Physical contact and touch can be an important part of child development, providing reassurance and guidance. Examples of when this may be appropriate include:

- Demonstrating particular exercises or techniques during PE or sports lessons
- Administering first aid
- In certain circumstances where pupils may need physical prompts
- In certain circumstances where a pupil is in distress (in these situations, make every effort to ensure that another adult witnesses any physical contact)

Any physical contact should always be done in a developmentally appropriate way and in accordance with pupil need and assessment of risk. Should a child shun this, the child's wishes will be respected by the member of staff dealing with the situation. It is vital that staff should always consider the pupil's gender, race, disability, and age when using touch as individuals may be used to experiencing different levels or types of touch. An individual's history may also influence who represents a 'safe' adult to them. In addition, some individuals may be used to differing levels of touch as part of their cultural upbringing.

Any physical response to misbehaviour (or a situation) must be a last resort and in line with guidance published in 'Use of reasonable force: Advice for headteachers, staff and governing bodies' July 2013 and the Restraint Policy

## **12. Staff dress**

- We dress in a manner that exhibits the importance of the job that we do
- We wear smart, practical clothes and footwear (footwear should be of a sensible nature suitable for the duties undertaken – for example no flip flops or other strapless sandals)
- We avoid wearing clothes that could cause offence or embarrassment to others
- Jeans are not considered acceptable, unless participating in a trip or visit that requires harder wearing clothes (e.g. residential trips)
- When leading physical activities and/or PE lessons (including Sports Day), we change into suitable clothing for that lesson (e.g. training shoes and track-suit)
- We do not wear excessive amounts of jewellery or piercings and understand our own Health and Safety responsibilities
- We ask that, wherever possible, tattoos are covered
- If a member of staff wears a smartwatch, it should be set to 'Do not disturb' so that no notifications are received in working hours.

## **13. Other areas**

- All members of staff should arrive in school in good time to begin their contracted hours

- If for any reason we are delayed in the morning, it is our responsibility to ensure that the appropriate person in school is informed at the earliest opportunity
- Teachers are available after the end of the school day to meet with colleagues, parents and managers
- We support and use the systems in place for monitoring who is on site and understand that these systems are for the Health and Safety of ourselves and others

Please acknowledge receipt of this Staff Code of Conduct by signing both copies and returning one to the school office.

Signed.....

Print name.....

Date.....

## **Appendix 1 - from *Teachers' Standards (DfE), latest terminology update December 2021***

All staff should be aware of the Personal and Professional Conduct themes, which are well founded and universally apply to all members of staff in a school.

### **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

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

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