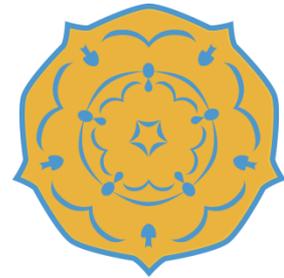


The Gold Rose MAT

Being the best we can be



Keeping Children Safe in Education Code of Conduct for Staff

Scheme of Delegation

Approver: *Principal*

Reviewer: *Safeguarding Lead*

Dates

Date of approval: May 2018

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Category

A – statutory policy required by educational legislation

B – statutory policy required by other legislation impacting directly on schools

C – statutory other

D – document referenced in statutory guidance

NS – non statutory

Published

School webpage

trust webpage

prospectus

Note: This document takes account of the most up to date central government information and guidance, at the time of writing. It is subject to change as guided by government policy.

Introduction

Cippenham Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at CPS recognise that keeping children safe is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Our code of conduct reflects our active commitment to promote and safeguard the welfare of pupils at our school and should be read in conjunction with the Keeping Children Safe in Education Safeguarding Policy, the Child Protection Policy, Getting changed for PE guidance, the Whistle blowing policy and the Prevention of Extremism and Radicalisation policy

It is the individual responsibility of every member of staff to read, understand and implement this code of conduct, together with their responsibilities as outlined in the policies listed above. These will be discussed with new members of staff during their induction process and copies of these policies will be in their induction packs. All staff are expected to read, understand and implement these policies.

In adhering to this code of conduct and the procedures therein, staff and visitors will contribute to CPS's delivery of the outcomes to all children, as set out in Section 10 (2) of the Children Act 2004 regarding physical and mental health, emotional well-being and protection from harm and neglect;

We believe that children have a fundamental right to be treated as individuals and feel safe and protected from any form of abuse.

We provide a secure, caring environment, highly skilled and aware staff, and a curriculum which promotes self-esteem, nurtures well-being and empowers children to protect themselves.

We ensure that children who are vulnerable, at risk and have suffered or are likely to suffer significant harm are identified, and appropriate action is taken to keep them safe.

Therefore the Governing Body and all staff of Cippenham Primary School foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff, volunteers and governors to abide by it.

All staff, governors and volunteers have a duty to keep pupils and themselves safe and to protect them from harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgment.

Following this Code of Conduct will also help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.

Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good faith, "whistle blows" or makes a public interest disclosure will have the protection of the relevant legislation.

The Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. Fuller descriptions can be read in the government guidance for Safer Working Practices for

Adults who work with Children and Young People. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.

The consequences of breaking any aspect of the code of conduct can be serious. Such action may be regarded as potential gross misconduct and would therefore result in immediate suspension, pending an investigation which would be conducted by the school. If the investigation establishes that there was case to answer, a formal disciplinary hearing would be arranged, and could result in dismissal.

All teachers must, by law, follow the Teaching Standards 2012:

1. Personal and professional conduct

Teachers are 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 at CPS are expected to 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.
- having proper and professional regard for the ethos, policies and practices of the school and maintaining high standards in their own attendance and punctuality.
- having an understanding of and always acting within the statutory frameworks which set out their professional duties and responsibilities.

These standards are also expected good practice for all support and premises staff, Governors and volunteers at CPS.

Where an allegation of abuse is made against a member of staff the governing body will follow the guidance set out in the statutory guidance provided in the Keeping Children Safe in Education document (April 2014).

This guidance supports managing allegations that might indicate a person is unsuitable to continue to work with children either in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor 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;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

2. Principles of Professional Practice

All staff, governors and volunteers at CPS, as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of pupils at the centre of their professional practice.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

3. Confidentiality

Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.

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 duty to pass information on without delay to those with designated pupil protection responsibilities.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a member of staff is in any doubt about the storage of sharing of information they must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

Issues discussed in school, relating to the school, pupils, staff, governors and volunteers should be treated in confidence. School issues are not a matter for 'chat' or 'gossip'

Staff, Governors and volunteers should only discuss school issues with parents or carers during appropriately designated times e.g. parent's evenings

4. Propriety, Behaviour, Reputation and Appearance

All staff at CPS have a responsibility to maintain public confidence in their ability to safeguard the welfare and wellbeing of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute.

A person's dress and appearance are matters of personal choice and self-expression. However staff and volunteers must ensure they are dressed decently, safely, professionally and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought into or stored on the school premises. Personal information of this nature should NEVER be stored on school equipment, including laptops that can be taken home.

Individuals must not use private IT equipment to store personal information about pupils or families. This includes PCs, laptops, discs and memory sticks

Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

5. Sexual Contact with Children and Young People and Abuse of Trust

Any sexual behaviour, whether homosexual or heterosexual, by a member of staff, volunteer or governor with or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. All adults working in the school who have contact with pupils are in positions of trust. Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

A relationship between a member of staff, a volunteer or a governor and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of pupils and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification. It is important to recognise that women as well as men may abuse a position of trust.

6. Infatuations and Crushes

Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability

7. Seeking advice in circumstances where concerns arise.

Examples of situations which must be reported are given below:

- where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust,
- where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship

8. Gifts

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. 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 acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

9. Social Contact and Social Networking

Staff at CPS should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking sites such as MySpace and Facebook and blogging. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position.

Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils or families.

10. Physical Contact and Personal Privacy

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. 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 pupil. Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and

subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times so that their contact is not seen to be threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil

Pupils are entitled to respect and privacy when changing clothes. However, there needs 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. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment. The school offers separate guidance on this matter (see 'Getting changed for PE' document)

Staff with a job description which includes intimate care duties will receive appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

11. Behaviour Management and Physical Intervention

CPS 's behaviour policy states that our aim is to create a climate where behaviour supports effective learning by developing respectful relationship and working together productively. With this in mind, all pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments or actions towards pupils is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating pupils by overbearing physical presence is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, or engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

The school has a separate policy on the use positive handling which forms part of this Code of Conduct

Cippenham Primary has a team of trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

12. One to One Situations and Meetings with Pupils

Staff working in one to one situations with pupils are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained e.g. glass windows in doors should remain uncovered Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless approval is obtained from their parent/ guardian and the head teacher or other senior colleague with delegated authority.

13. Transporting Pupils

In certain situations e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport will be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded

14. Educational Visits and School Clubs

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. The school has a policy on educational visits which forms part of this Code of Conduct.

15. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity. The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff.

The governing body is required by law to have a policy on sex and relationships education and is part of this Code of Conduct

16. Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for images used for external purposes. All families are asked for this permission in writing on entry to our school.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these

activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment. Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Using images of pupils for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must 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 school have access.

The school has additional guidance on the use of images which includes a consent form. The guidance is part of this Code of Conduct.

17. Internet Use and Electronic Communication

Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal, is likely lead to criminal prosecution and may result in barring from work with children and young people.

18. Sharing Concerns and Recording Incidents

All staff, volunteers and governors must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following list gives indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

- allows a pupil/young person to be treated badly; pretends not to know it is happening
- gossips/shares information inappropriately
- arrives in school under the influence of alcohol or drugs
- demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- dresses in a way which is inappropriate for the job role
- does not treat pupils fairly - demonstrates favouritism
- demonstrates a lack of understanding about personal and professional boundaries
- uses his/her position of trust to intimidate, threaten, coerce or undermine
- appears to have an inappropriate social relationship with a pupil or pupils
- appears to have special or different relationships with a pupil or pupils
- seems to seek out unnecessary opportunities to be alone with a pupil

19. Child Safeguarding Competences

Staff and volunteers working with children at CPS are also expected to demonstrate the following competences:

A. Emotional Awareness: this includes

- awareness of the range of emotions in self and others
- demonstrating empathy for the concerns of others

- listening to and understanding feelings expressed directly and indirectly
 - encouraging others to express themselves openly
 - managing strong emotions and responding constructively to the source of problems
 - listening to personal comments without becoming defensive
 - in highly stressful situations, keeping own feelings in check, taking constructive action and calming others down
 - having a range of mechanisms for dealing with stress, recognising when to use them and doing so
 - showing respect for others' feelings, views and circumstances
- B. Working within Professional Boundaries: this includes
- demonstrating professional curiosity
 - accepting responsibility and accountability for own work and defining the responsibilities of others
 - recognising the limits of own authority within the role
 - seeking and using professional support appropriately
 - understanding the principle of confidentiality
- C. Self-awareness: this includes
- having a balanced understanding of self and others
 - having a realistic knowledge of personal strengths and weaknesses
 - demonstrating flexibility of approach
 - showing a realistic appreciation of the challenges of working with children
- D. Ability to keep children safe and promote the welfare of children: this includes
- having a good understanding of the safeguarding agenda
 - appreciating the significance of safeguarding and interpreting this accurately for all children whatever their life circumstances
 - showing a personal commitment to keeping children safe, being able to keep them safe and promoting their welfare
 - demonstrating an ability to contribute towards a safe environment
 - being up-to-date with legislation and current events
 - demonstrating 'best practice' in accordance with school policies

The school is committed to Safer Recruitment Practices and expects to see evidence of these qualities demonstrated in recruitment processes.