



Code of Conduct for Staff (including safeguarding issues)

Whole School (including EYFS)

(Revised September 2022)

Introduction

This policy aims to ensure that there is consistency in what is expected of the employee and employer. It works alongside the Staff Handbook, staff contracts and the DfE Teachers' Standards (see Appendix).

It is not possible to provide a completed 'checklist' of what is, or is not appropriate behaviour in all circumstances. There may be occasions and circumstances in which staff have to make decisions in the best interests and welfare of the school and the children in their charge, which could contravene this guidance or where no guidance exists. In this instance the employee should ensure a senior leader, preferably the Head Teacher, is made aware of the action taken as soon as possible and that a record is kept so that they are seen to be acting appropriately.

This code of conduct seeks to establish a set of core principles which underpin the concept of 'service' to our core stakeholders (the children). It is applicable to anybody who works with children regardless of position, hours of work, contract type etc. It includes all staff teaching and non-teaching, Governors, contractors and any other adults working with children.

Personal Standards

Personal standards of behaviour must be high in dealing with other staff, volunteers, Governors, parents and children.

Public confidence in the school would be undermined if staff:

- Take drugs or drink alcohol while at work/on duty, or drink at social events within or outside working hours to the extent that their work could be affected (see Smoking, Drugs and Drink Policy).
- Threaten, fight or assault anyone on the school premises, or persist in verbal or non-verbal behaviour, which would intimidate anyone. It should be noted that this also means by such action outside the school premises which could potentially bring the school into disrepute.
- Steal, take without authority, or deliberately damage things that belong to the school.
- Use their position within the school inappropriately to advance the interests of any other person or organisation with which they are associated, or show favour to any friends, family or personal contacts.

Professional expectations

All staff are expected to behave professionally at all times and consider how their actions and interactions could possibly be viewed.

- The school strives to create a culture of openness, trust and transparency with all staff being aware of the school's values and expectations and ensuring that these are constantly lived, monitored and reinforced.
- Staff should ensure that they are always smart and appropriately dressed in school and on trips. Inappropriate clothing includes:
 - Revealing strappy tops or skirts (no midriff, cleavage or bare shoulders to be exposed)
 - Footwear unsuitable for the job.

Staff who predominantly teach PE or games may wear St David's sports clothing. Other staff may change into appropriate clothing during the day if they are also teaching PE and games.

- Staff and parents are not encouraged to use private cars for school activities except in extenuating circumstances. Members of staff should **not** take a child in their car unless accompanied by another person.
- EYFS home visits must always be conducted by two members of staff.
- The giving and receiving of gifts to staff is not encouraged, however it is recognised that parents will want to thank staff in a traditional way during the academic year for supporting their child. The school will not tolerate any bribery or favouritism.
- For guidance on taking photographs, please refer to the Taking, Storing and Using Images of Children Policy, the ICT Acceptable Use Policy and the Computing, Mobile Device and Cameras Policy.

Contact with parents and the general public

There is a general expectation of the school that staff will:

- Be polite to members of the public at all times.
- Give/provide their name when speaking or writing to parents/carers and other members of the public or school community when speaking or writing on behalf of the school.
- Ensure that any information provided in relation to the school is accurate.
- Ensure that any information provided to third parties is in line with the Data Protection Act 2018.
- Respect confidential information provided to them in the course of their work.
- Avoid doing anything which could make the public doubt the motives or integrity of a member of staff of the school or bring the school into disrepute.
- Ensure that any significant concerns or complaints expressed to them by parents, carers or the general public are passed on to the senior leadership of the school.

Respect for others

All staff must:

- Treat others with respect.
- Not discriminate unlawfully against any person and treat others equally regardless of ability, gender, age, race, position in school or any other protected characteristic.
- Treat other members of staff and colleagues of the school professionally.

Accountability

All staff are accountable to the school for their actions.

They must also respect and adhere to the management structure of the school, ensuring that management roles and decisions are not ignored or undermined.

Managers have a responsibility to hold staff accountable for agreed actions and to themselves be accountable to the staff they manage.

Openness

Staff must maintain appropriate confidentiality and not disclose information given to them in confidence by anyone, or information acquired which they believe is of a confidential nature, without the consent of a person authorised to give it unless:

- They are required by law to do so

and/or

- Disclosure of the information to the appropriate person is required to adequately safeguard a child or children. Staff must not prevent another person from gaining access to information to which that person is entitled by law.

Duty of trust

All staff must, at all times, act in accordance with the trust that the school is entitled to place in them. Similarly, the school is expected to act in accordance with the trust that the employee is entitled to place on the school.

Safeguarding

St David's is committed to safeguarding and promoting the welfare of children and young people, along with their protection and expects all staff and volunteers to share this commitment.

The safety and well-being of every pupil at St David's is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Low Level Concerns

If any member of staff has any low level concerns about any adult in the school, they should report these directly to the Head Teacher (who is also the Designated Safeguarding Lead) who will in turn act on this information. The concerns will be investigated and recorded and if appropriate the member of staff will be spoken to and further behaviour will be monitored.

A low level safeguarding concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold or is otherwise not considered serious enough to refer to the LADO. Examples of such behaviour can be: staff being over friendly, having favourites, engaging with a child on a one to one basis behind closed doors and using inappropriate language. Such behaviours can exist on a wider spectrum from being inadvertent or thoughtless through to that which is ultimately intended to enable abuse.

If a concern meets the harm threshold as defined by gov.uk, i.e. the behaviour 'may harm or put a child at risk of harm', the Head Teacher will follow procedures as stated in the Child Protection Policy and inform the LADO.

Safer Recruitment

St David's follows the Government's guidelines for the safe employment of staff who work with children. We obtain enhanced Disclosure and Barring Service (DBS) certificates on all new members of staff, temporary staff, visiting and peripatetic staff and contractors' employees such as catering staff, who work unsupervised in the school. The Board of Governors and parent helpers who have regular unsupervised access to children are also required to have up to date DBS certificates. More details are set out in our Safer Recruitment, Selection and Disclosure Policy and the Supervision of Pupils Policy.

New staff and members of the Board of Governors receive child protection training as part of their induction process. This training is repeated at no more than three yearly intervals. However, regular updates are provided for staff through weekly Staff Meetings and termly on Inset days.

Designated Safeguarding Lead (DSL)

The Head is the school DSL and has been fully trained for the demands of this role and inter-agency working. She regularly attends courses with other child support agencies to ensure that she remains conversant with best practice. She undergoes refresher training every two years and maintains close links with the Croydon Safeguarding Children Partnership (CSCP). She reports at least once a year to the Board of Governor's Safeguarding Officer on child protection issues and produces an annual report for the Governing Body.

The school's records on child protection are kept locked in the Head's office and are separated from routine pupil records. Access is restricted to the Head and Deputy Designated Safeguarding Leads who meet termly to review pupil safeguarding files.

Promoting Awareness

All staff are given Part 1 and Annex A of the most recent KCSIE to read, understand and discuss at their time of appointment. Any changes to KCSIE are highlighted to staff and discussed at the Staff Meeting on the Inset Day at the beginning of each term.

Our curriculum and pastoral systems, enhanced by the house system and School Council, are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect teaching staff to lead by example and play a full part in promoting an awareness amongst our pupils of issues relating to health, safety and well-being, in an age appropriate way. All members of staff, including non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our Positive Behaviour Policy and Staff Handbook as well as enforcing our Anti-bullying Policy.

Time is allocated in Personal, Social, Health and Economic Education (PSHE) lessons, form time and School Council to discuss what constitutes appropriate behaviour and why bullying and lack of respect for others is never acceptable. Assemblies, drama and PE lessons are used to promote tolerance, mutual respect and understanding.

In general, pupils should be encouraged to discuss issues that are troubling them with their parents or guardians. However, we do ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty (i.e. DSL or Deputy DSLs/Form Teachers/Pastoral Care Leader).

We promote the safe use of the Internet and mobile phones, inside and outside of school (see Acceptable Use Policy for Staff, E-Safety Policy and Computing, Mobile Device and Cameras Policy).

Interaction with Pupils

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse.

Staff should take great care that relationships with individual pupils are kept on a professional level and do not become over familiar. It is important that all pupils are treated the same and that discipline is fair and impartial. Staff should take care that joking comments cannot be misconstrued to give offence. Staff should be mindful of the language they use and ensure they do not humiliate pupils. Staff should refer to everyone (pupils, staff, parents and governors) by their correct name. Nicknames and abbreviations of names are not to be used.

Staff need to be aware that it is illegal to have a relationship with a child (that is, someone under the age of 18) if they are in a position of trust i.e. a teacher or adult in the school.

Staff need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson or a sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint having previously sought the pupil's permission. The rooms used by visiting music teachers (VMT) are in the centre of the school with doors which have three windows so that both VMTs and pupils can be seen at all times. EYFS has its own policy on intimate care and toileting whereby two adults are always present when necessary to safeguard both the child and staff.

In the event of a pupil making a disclosure to a member of staff, staff should refer to the Child Protection and Safeguarding Policy. Members of staff should establish as quickly and accurately as possible the details of the injury or abuse. Questioning should be brief and gentle using open rather than closed questions. Notes should be kept of what is seen and heard and details should be passed to the DSL/Head immediately. Staff should always remember that **safeguarding is always our top priority and that it is everyone's responsibility.**

Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal e-mail. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Visit Leader on all trips and visits involving an overnight stay should take a school mobile phone with them. Staff should never give out their private e-mail/social media account information to a child or contact or attempt to contact a pupil using any social media sites.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in

writing on the appropriate form (kept in the Staff Room) and reported immediately to the Head who will decide what to do next. All parents will be informed of any such event on the same day or as soon as is reasonably practicable.

Whistleblowing

For the purposes of this document whistleblowing is defined as the sharing of information and/or concerns about any situation, person, procedure or practice involving anyone within the St David's family.

If a teacher or member of staff has concerns (even if they are low level), for example, about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL/Head. If the concerns relate to the Head Teacher, the member of staff is to contact the Chair of Governors.

Any concern will be thoroughly investigated under the school's whistle-blowing procedures. If there is evidence of criminal activity, the Police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution.

Confidentiality

A member of staff who uses the whistle-blowing procedure is entitled to have his/her name protected from being disclosed by the Head to the alleged perpetrator without his/her prior approval. However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings.

Parents

In general, we believe at St David's that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of a safeguarding nature must be referred to the Head Teacher who is also the DSL, and she will decide on the appropriate response. In a very few cases, it may not be right to inform the parents of our concerns immediately as that action could prejudice any investigation to place the child at further risk. In such cases advice will be sought from Croydon Safeguarding Children Partnership (CSCP).

This Policy is to be read by staff and acknowledged in writing annually. It is in compliance with the current version of 'Keeping Children Safe in Education' (DfE) and is to be read in conjunction with the following related policies:

Anti-bullying	Positive Behaviour
Child Protection and Safeguarding	PSHE
Computing, Mobile Device & Cameras	Reasonable Force and Restraint
Computing and ICT – Acceptable Use (Staff)	Safer Recruitment, Selection and Disclosure
Confidentiality	Staff Handbook
E-Safety	Staff Induction
Intimate Care and Toileting	Supervision of Pupils
Pastoral Care	Whistleblowing

Policy reviewed by	C Mardell
Date approved by SLT	October 2022
Date approved by Governors	November 2022
Review date (every year)	September 2023



Department
for Education

Teachers' Standards

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 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

- 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.

2 Promote good progress and outcomes by pupils

- 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.

3 Demonstrate good subject and curriculum knowledge

- 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.

4 Plan and teach well structured lessons

- 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).

5 Adapt teaching to respond to the strengths and needs of all pupils

- 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.

6 Make accurate and productive use of assessment

- 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.

7 Manage behaviour effectively to ensure a good and safe learning environment

- 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.

8 Fulfil wider professional responsibilities

- 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.

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.