

**St. Anne's Preparatory School, Chelmsford.
Staff Code of Conduct**

This policy also applies to EYFS.

Agreed September 2014 – updated January 2017 and should be reviewed annually

(To be read in Conjunction with the following policies: Staff and Volunteer Acceptable Use Policy, Social Media, Use of Digital/Video Images, Physical Restraint, Intimate Care, Anti bullying and Equal Opportunities)

AIMS

St Anne's Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe. All members of staff should be aware of this code and the expectations therein. School staff are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils/students within the school.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g. through safety questionnaires, participation in anti-bullying week and speaking to children about their experiences at lunchtime and play-times.

This Code of Conduct applies to all staff who are employed by the school, including the Headteacher;

1. SETTING AN EXAMPLE

All staff working in our school should set examples of behaviour and conduct which can be copied by pupils. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They 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 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. Staff should avoid taking one pupil on his/her own in a car.

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

(KCSIE Sept 2016 – 'It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18')

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

2. PUPIL DEVELOPMENT

2.1 Staff must comply with school policies and procedures that support the well-being and development of pupils.

2.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

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

2.4 We are committed to equal treatment for all pupils regardless of sex, sexuality, race, caste, disability, religion or belief. We keep a record of discriminatory incidents.

2.5 Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils, staff, and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying including cyber bullying is unacceptable and the school keeps a record of any incidents. Please see our school policy on anti-bullying for further details.

3. SAFEGUARDING PUPILS

3.1 Staff have a duty to safeguard pupils from:

- physical abuse
- sexual abuse
- emotional abuse and cyber-bullying
- neglect
- radicalisation/extremist activity

The duty to safeguard pupils includes the duty to report concerns about a pupil to the school's Designated Safeguarding Leads. The school's DSL is V Bridgman, Deputy DSL is F Pirrie, with T. Clark and S Robson working in nominated safeguarding roles.

3.2 Staff can access copies of the school's Safeguarding Policy and Whistleblowing Policy via our shared files system or a hard copy which is kept in the staffroom. Staff must be familiar with these documents.

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

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

3.4 Staff should not use their mobile phones in school and phones should be turned off during their contact time with pupils. Mobile phones should only be used in areas of the school where pupils are not present.

3.5 Any photograph/video must be taken using school equipment. Staff must only save images on school computers.

3.6 Whilst changing for PE, younger children are supervised in their classrooms whilst older children in the upper school should change in separate areas.

4. PHYSICAL CONTACT

4.1 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.

4.2 Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and wherever possible contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so that 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 pupil's agreement. Contact under these circumstances should be for a 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 child.

4.3 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 and reported immediately to the DSL/Head who will decide what to do next. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

4.4 It will be necessary at times for staff to aid a child in getting dressed or undressed particularly in Early Years. Staff will always encourage children to attempt undressing and dressing unaided. Intimate care for soiling will be given to a child after the parents have given permission for staff to clean and change the child. Parents who have children in Kindergarten 1 may sign a permission form so that the Early Years staff can clean and change their child in the event of the child soiling themselves. (See Intimate Care Policy and Appendix 1)

5. HONESTY AND INTEGRITY

5.1 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.

5.2 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 our school.

5.3 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 from individual members of staff to students are inappropriate and could be misinterpreted.

6. CONDUCT OUTSIDE WORK

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

6.2 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.

6.3 Staff should not arrange meetings outside school with individual children unless accompanied by a parent or carer.

7. COMMUNICATION

7.1 Staff must exercise caution when using information technology, including social media, and be aware of the risks to themselves and others. Staff will undertake regular training on the internet and safety online. All staff are expected to sign and adhere to the ICT Acceptable Use Policy. (*see policies on Staff and Volunteer Acceptable Use Policy, Social Media, and Use of digital/video images which form part of this code of conduct*).

7.2 Staff must not post any comments, photographs, images or conversations on social networking websites which may bring themselves or the school into disrepute. Security settings should be maintained at the highest level in order to prevent members of the public seeing any personal information. Internet users must not display, access, use, store, distribute, print, reveal or otherwise process any kind of image, document or other material which is sexually explicit or offensive in any other way, on any school system.

7.3 The school ICT systems may not be used for private purposes. The security of ICT systems must not be compromised.

7.4 Staff should only communicate with pupils and parents / carers using official school systems. Not via their personal email address or personal telephone number. Any such communication should be professional in tone and manner.

7.5 Staff should only transport, hold, disclose or share personal information about themselves or others, as outlined in the Schools Data Protection Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based Protected and Restricted data must be held in lockable storage.

8. CONFIDENTIALITY

7.1 Where staff have access to confidential information about pupils 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.

7.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (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 pupil'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.

7.3 Staff have an obligation to share with the headteacher or the school's DSL any information which gives rise to concern about the safety or welfare of a pupil. Staff must never give absolute guarantees of confidentiality to pupils or adults wishing to tell them something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

9. WHISTLEBLOWING

9.1 The School wishes to foster a culture of openness and safety and the school's Whistleblowing Procedure reflects this. Should any member of staff have any concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head (or to the Proprietor where the concern relates to the Head). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Such reporting will be without prejudice to the member of staff's position in the school. Where there are allegations of criminal activity, the LADO will always be informed, and advice taken, before the school undertakes any investigation of its own. 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. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

10. DISCIPLINARY ACTION

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

11. PROFESSIONAL RELATIONSHIPS

With children:

1. 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
 - Considering how we would expect to be spoken to ourselves
 - 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
 - We judge children based on the current situation and not on past behaviour
 - Making clear to children why a course of action has been necessary
2. We uphold the school's policies and procedures on Behaviour and Safeguarding in our dealings with children and carry out or Prevent Duty in delivering PSCHE lessons which teach children to manage risk, resist pressure, make safer choices and seek help if necessary. We acknowledge that we are in 'loco parentis' and, as such, have a duty of care for all children in the school
3. 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
4. We understand that children have a right to be heard
5. We are friendly and supportive to all children, but maintain our professionalism at all times. We acknowledge that some interactions that seek to 'be friends' with children can create ambiguity in the relationship and are unhelpful
6. We protect ourselves and our pupils by making sure that we avoid being alone with individual children, (e.g. in one-to-one tuition, music, performing arts or sports tuition) but if it is unavoidable to do so, we ensure that we are in a place where others can see us.
7. We use physical contact with children in a careful, sensitive and respectful way. A hand on the shoulder or head is often a good way of engaging with an individual child. However, any physical contact should be avoided when staff members are alone with individual children, except in emergency (see above). We adopt the principle that parents want their children to be given a certain level of physical reassurance if distressed, hurt or otherwise in need. This is the case for all children, but may be appropriate more frequently for younger children

8. We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors
9. When speaking to children, we always consider how we would expect to be spoken to ourselves and avoid discriminatory and derogatory language at all times.
10. We teach and respond to children as unique individuals
11. **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**

With parents:

1. 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
2. We recognise parents' entitlement to express any concerns they may have about their child's learning, safety or well-being
3. 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
4. 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
5. If we are concerned that a parent may be aggressive or otherwise inappropriate towards us, we can ask for a colleague (usually a senior leader) to be present
6. In extreme circumstances, the Head teacher may decide that it is safer for a teacher to communicate with a parent through different means
7. We are honest with parents, without undermining colleagues and respond fairly to their concerns irrespective of their race, religion, culture or social background
8. When speaking to parents, we always consider how we would expect to be spoken to ourselves
9. We acknowledge that we are human and will all make mistakes from time to time
10. We take responsibility for our actions and are willing to apologise when we have made mistakes and undertake to learn from those errors
11. We protect ourselves by ensuring that we meet with parents in areas of the school that are 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

12. We recognise the right to confidentiality of all members of the school community

With other members of staff:

1. 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
 - 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
2. We share a responsibility to encourage and support our colleagues in their professional development
3. We consider all members of the staff team to have equal value, irrespective of their job, and we treat them accordingly
4. When speaking to colleagues, we always consider how we would expect to be spoken to ourselves
5. Concerns raised with heads of department are dealt with confidentially. If further action is required, the head of department has responsibility to inform only the appropriate senior person within the school
6. We recognise that we are all accountable for our actions and performance and that from time-to-time leaders and the heads of department 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. headteacher or mentor)
7. By approaching issues with colleagues in a way that always seeks to solve potential problems in a positive way
8. We never act in a way that publicly undermines a colleague
9. We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors

Staff Dress Code

To dress professionally shows pride, effort and respect for your profession. School staff are role models and, as such, are expected to set a good example. They should be neat, smart and tidy, wearing clothes which are commensurate with their post in school. The staff dress code is formal rather than casual. This policy is not meant to detail every eventuality, it is up to the staff to decide whether their appearance is appropriate guided by the principles above.

St. Anne's is committed to promote diversity and therefore will respect individual preference in terms of customs, culture and tradition.

Other Areas

1. Members of teaching staff arrive in school by 8.30am
2. Other staff members arrive in school in good time to begin their contracted hours
3. 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
4. Teachers are available after the end of the school day to meet with colleagues, parents and managers
5. 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