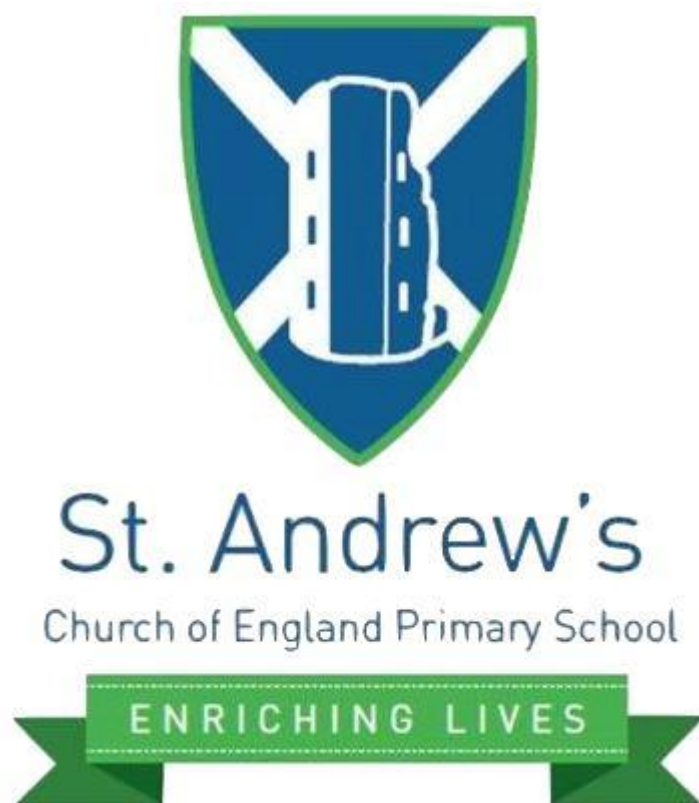


Staff Code of Conduct



Our Vision.....

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future."

..... JRR Tolkien

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1. Summary

1.1 The purpose of this code of conduct is to help all employees understand what is expected of them. The code of conduct covers general standards of behaviour relating to people, finance, child protection and safety at work.

1.2 The Department for Education's statutory guidance for schools "Keeping Children Safe in Education" – states that all members of staff should be aware of the school's Code of Conduct or staff behaviour policy. It also states that the code of conduct should be provided to staff as part of their induction.

1.3 This code of conduct is provided to school employees so that they know what is expected of them and are treated fairly. You are a valued and trusted employee so it is crucial that you understand how important it is to adhere to the standards of conduct set out in the code (and any related policies) as a breach of these standards could lead to disciplinary action. A serious, or repeated breach, could even lead to dismissal.

1.4 All staff are expected to promote the school's vision statement. Staff should be aware that our Christian values and British values apply to the whole school community and as such it is their responsibility to both demonstrate these in themselves and encourage them in others.

1.5 Though volunteers and agency staff are not paid employees it is an expectation that it is made clear to them what is and what is not acceptable behaviour.

2. General Principles

2.1 As a good employer St Andrew's recognises its responsibilities to its employees. The school also has responsibilities to the community which it serves and therefore expects its employees to work to the highest possible standards. In performing their duties, employees are required to act with integrity, honesty, impartiality and objectivity. The school's standards of behaviour are set out in this Code of Conduct.

2.2 Compliance with this code is an explicit requirement within the conditions of employment of all school employees. The matters covered in this code are fairly comprehensive but are not to be considered as being complete. Employees should assume that conduct or actions which are not specified but which are similar to those described, or relate to similar standards and principles to those set out in the code are also covered.

2.3 The school expects your work, conduct, and integrity to be of the highest standard, since they directly affect:

- the services that the public receives
- the success of the school in meeting its strategic goals and objectives
- public confidence in the school

2.4 The school has set down the standards that it expects of you in this code of conduct. It makes this code of conduct available to all of its employees and requires that you read

(and if necessary seek clarification) and understand this code. The school may require you to then sign a declaration to that effect

2.5 Within your first month with the school (or within a month of receiving this code) you:

- should get to know the contents and meaning of the code
- should ask your line Headteacher to explain anything that you don't understand
- should take it up with your Headteacher if you don't know how to comply, or have any difficulty in complying with any part of the code
- may consult with your trade union representative for advice and guidance
- should tell your Headteacher if you believe the services the school provides fall short of the standards in this code
- should tell your Headteacher (or the most appropriate Headteacher) about anyone else breaking the code and/or breaking the law.
- should notify your Headteacher or the appropriate person of any relevant matter which may be specified within this code

3. Working with people

3.1 The school wants to provide the best possible services to meet the needs of all of pupils, parents and carers within the resources available, and treat them all with dignity and fairness.

3.2 To meet this objective the school relies on you:

- to be polite to colleagues and members of the public at all times
- to give your full name when speaking or writing to members of the public
- to carry a valid identity if you visit members of the public or clients or other schools in the course of your duties
- to be sure that the information you provide is accurate (if you are not sure about something it is better to say so)
- to respect confidential information given to you in the course of your work
- to avoid doing anything which would make the public doubt your motives or your integrity as a school employee or would bring the school into disrepute

4. Personal Standards

4.1 Your personal standards of general behaviour must be high when you are dealing with, colleagues, pupils, councillors, parents, carers and with members of the public. Public confidence and the school's trust in you would be seriously undermined if you:

- threaten, fight or assault anyone, or persist in verbal or non-verbal behaviour which would intimidate or offend anyone
- steal, take without authority or deliberately damage things that belong to someone else or to the school

- use your position with your school inappropriately to advance the interests of any other person or organisation with which you are associated, or show favour to any friends, family or personal contacts

4.2 There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute.

5. Smoking, Drugs and Alcohol

5.1 All employees must comply with the following rules. Employees must **not**:

- Report for duty less than fully competent due to drinking alcohol;
- Report for duty under the influence of illegal drugs;
- Drink alcohol whilst in the workplace, or in any School vehicle, regardless of whether on duty at the time;
- Drink alcohol whilst at work/on duty, including when on call;
- Be in possession of, consume, or supply any controlled drug (other than appropriately prescribed medication) in the workplace, or in any Council/School vehicle, or whilst on duty;
- Present an unprofessional image of the school and/or perform duties to an unsatisfactory standard due to drinking alcohol during breaks or immediately before work
- Smoking or Vaping is not allowed on school property.

5.2 Failure to adhere to the above will result in disciplinary action and may result in dismissal.

5.3 Staff must not celebrate a special occasion by drinking alcohol, even in moderation, in the workplace during a normal working day, including during a lunch break or other rest period. At the discretion of the Headteacher, this may be relaxed out of normal school hours.

6. General responsibilities at work

6.1 All employees are expected to work within the scope of their contract of employment, carrying out the reasonable instructions of their Headteachers and line managers and to work to the requirements of the job.

6.2 Your contract of employment is essentially based on trust. That trust would be damaged if you:

- are not truthful and honest in your dealings with the school, its pupils and parents or carers, your colleagues and your supervisor/Headteacher and Headteacher

- seek to deceive the school by withholding information, giving false information, or destroying, damaging or altering any records or documents without proper authorisation
- misrepresent the school in your dealings with others or make any statement on behalf of the school which you are not authorised to do (e.g. giving a reference for a colleague on behalf of the school, making statements to the press or other media)
- fail to respect and uphold the conditions of employment of your fellow employees, or the school's human resources policies, procedures and guidance
- commit any act of misconduct or breach of your employment terms

7. Equality and Diversity Policy

- *see Policy*

7.1 St Andrew's equality and diversity policy provides a framework to ensure that the school meets its statutory obligations and policy objectives to protect people from harassment, unfair discrimination or being treated unfairly: when applying for a job (by helping to make sure that we appoint the best applicants to vacant posts). The policy provides a means to ensure that we positively promote equality of opportunity in all areas of the school's activities as an employer and provider of services.

7.2 The school therefore expects all of its employees to play a part in making sure that it meets its statutory obligations, ensures that the school is a pleasant place to work and provides high quality services fairly and equitably to the whole community. All employees are responsible for acquainting themselves with the terms of the policy.

7.3 All employees are required to treat colleagues and the public in a fair and equitable way, avoiding unfair discrimination in any form and anything that would demean distress or offend other people. Remember that your colleagues may have different values to you and may be offended or feel harassed by behaviour that you think is acceptable.

7.4 The school takes these commitments very seriously and any deliberate act of discrimination or other serious breach of the policy by school employees will be considered as an act of gross misconduct and will result in disciplinary action, possibly leading to dismissal.

7.5 Some examples of unacceptable behaviour are:

- displaying offensive sexist or racist material or wearing T-shirts or other clothing, badges or tattoos which convey an offensive message
- making racist comments
- persistent swearing, rudeness or non-verbal behaviour which intimidates or offends others
- making sexually suggestive or sexist remarks
- asking for "dates" after being refused
- pestering colleagues with personal matters
- making negative comments about a person's disability

7.6 You must not harass or discriminate against people you meet in the course of your work, particularly on grounds of:

- age
- disability
- gender (including transgender)
- HIV status
- marital status
- nationality
- political beliefs
- race/ethnicity
- religious beliefs or non belief
- sexual orientation
- trade union activities

8. Dealing with legal actions or claims against the School

8.1 From time to time, the school may face insurance or contractual claims, or legal proceedings in respect of some action by its clients or employees. The school wishes to deal fairly and openly in these situations, but it is important that the school's legal position, and that of its employees, is properly represented and not undermined.

8.2 To avoid compromising the school you must:

- refer all letters or other communications about any legal claim against the school to the Headteacher, unless it is your work responsibility to deal with correspondence about legal claims
- refer all claims on insurance matters to the Headteacher
- not commit the school to any action or admit liability for any incident which might result in a claim against the school without express permission from your Headteacher

9. School Governors

9.1 Certain principles need to be observed in your dealings with Governors.

9.2 In summary you should:

- be polite and professional in your dealings with Governors and deal efficiently with all their enquiries
- provide professional advice, not influenced by political views or preference, which does not compromise your political neutrality as an employee of the school
- report to your Headteacher at once if a Governor asks or pressures you to deal with a matter outside school procedure or policy
- not try to influence Governors involved in appointing employees or representatives

- not lobby Governors on work issues when acting in a professional capacity or to advance a personal interest or those of others to influence decisions improperly
- avoid close personal relationships with Governors as this can confuse the separate roles and get in the way of proper discharge of the school's functions, not least in creating the perception in others that a particular Governor or Officer may secure advantageous treatment

10 Trade union membership

10.1 The school supports the system of collective bargaining and believes in the principle of solving employee relations problems by discussion and agreement.

10.2 It may therefore be advantageous for employees to belong to a trade union that represents them on the appropriate negotiating body. Trade union representatives are trained to represent their members' employment related interests with the school. The school encourages you to be a member of an appropriate trade union.

10.3 The School recognises that some employees are also accredited trade union representatives and supports the legitimate activities of these accredited representatives. It also expects that they will work within the rules and codes of practice of the union concerned and the Council or teacher's trade union facilities agreement when operating in that capacity.

11. Safeguarding children

- *see Policy*

11.1 Schools (including independent and non-maintained schools) and further education institutions have a duty to safeguard and promote the welfare of pupils under s175 of the Education Act 2002. They should create and maintain a safe learning environment for children and young people and identify where there are child welfare concerns and take action to address them in partnership with other organisations where appropriate. The same duty is put on independent schools, academies and technology colleges by regulations made under s157.

11.2 The following guidance on appropriate behaviour is primarily taken from Guidance for safer working practice for those working with children and young people in educational settings (Safer Recruitment Consortium May 2019), Keeping children safe in Education, (Department for Education - current version) and Use of reasonable force (Department for Education July 2013).

11.3 All staff have a duty to report any suspicion of abuse. In the first instance you should inform the school's Designated Safeguarding Lead (Headteacher) or in their absence the Deputy Safeguarding lead (Deputy Headteacher). If both are not present and can not be contacted then either the Assistant Headteacher or Additional Needs lead Teacher may be contacted as an alternative. A final course of action would be to contact 'Lincolnshire Children's Services Customer Service Centre 01522 782111 or 01522 782333 (6pm to 8am or Bank Holidays). If the concern is regarding the behaviour of another member of staff you should inform the Headteacher. If the concern is regarding the Headteacher the matter

should be referred to the Chair of Governors or directly to the Council's Designated Officer. *Keeping Children Safe in Education* emphasises the following staff responsibilities:

- School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- It is essential that everyone working in a school or college understands their safeguarding responsibilities
- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- Any staff member who has a concern about a child's welfare should follow the referral processes set out in *Keeping Children Safe in Education*. Staff should expect to support social workers and other agencies following any referral.

11.4 It is recognised that not all people who work with children work as paid or contracted employees. However, the principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children.

11.5 Employers also have a duty of care towards their employees, both paid and unpaid, under the Health and safety at Work Act 1974. This requires them to provide a safe working environment for adults and provide guidance about safe working practices.

11.6 The Human Rights Act 1998 sets out important principles regarding protection of individuals from abuse by state organisations or people working for those institutions. Adults who are subjected to an allegation should therefore be supported and the principle of natural justice applies.

12. Confidentiality

12.1 Staff may have access to sensitive or private information about children that must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

12.2 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. The data protection act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the welfare of children.

12.3 Staff must understand the importance of not promising to keep children's secrets. Neither should they request this of a child or young person under any circumstances.

13. Staff / pupil relationships

13.1 All staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher or school support staff) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the person works in the same establishment as the child, even if s/he does not teach the child.

13.2 A relationship between a member of staff, a volunteer or a governor and any student cannot be a relationship of equals. There is potential for exploitation and harm of students and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification.

13.3 Pupils will on occasion have an infatuation or crush on a member of staff. These situations must 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. An adult who becomes aware that a child or young person is developing an infatuation should discuss this at the earliest opportunity with the Headteacher or senior Headteacher so appropriate action can be taken to avoid any hurt, distress or embarrassment.

13.4 Personal property of a sexually explicit nature such as books, magazines, videos or digital media or material stored on personal laptops must not be brought onto or stored on the school premises.

14. Physical contact with pupils / restraint

- *see Positive Handling Policy & Behaviour Policy*

14.1 It is not realistic to suggest that teachers should never touch pupils and they and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances. However, it is crucial that in all circumstances, adults should only touch children in ways that are appropriate to their professional or agreed role and responsibilities. Corporal punishment is no longer acceptable in any circumstances.

14.2 The Schools has a policy about the use of reasonable force and records incidents in which force is used to control or restrain pupils and tell parents or carers about such incidents.

14.3 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. In other situations, permission should be sought from a child or young person before physical contact is made. Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

14.4 When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to 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 child in one set of circumstances may be inappropriate in another, or with a different child. Adults, nevertheless, should use their professional judgement at all times, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

14.5 Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration must be given to the needs of the child and advice and support given to the adult concerned. Such circumstances must always be reported and discussed with the Headteacher or the appropriate senior Headteacher and the parent/carer.

15. Children and young people in distress

15.1 There are some settings, where adults are involved in managing significant or regular occurrences of distress and emotional upset in children, for example when dealing with very young pupils or pupils with special educational needs. In these circumstances professional guidance should be followed and staff should be aware of what is and what is not acceptable behaviour when comforting a child or diffusing a situation. This is particularly important when working on a one-to-one basis.

15.2 For all other staff working with children there will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Staff should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

15.3 Where a member of staff has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with the Headteacher or a senior Headteacher and parents/carers.

16. Intimate and personal care

- *see First Aid Policy*

16.1 Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be considered and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to Headteachers, senior Headteachers and/or parents/carers.

16.2 Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care.

There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

17. First aid and administration of medication

- *see First Aid Policy*

17.1 When administering first aid, wherever possible, staff should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.

17.2 In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should, where appropriate, be encouraged to self-administer medication or treatment.

18. Behaviour management

- *see Behaviour Policy*
- *see Anti-bullying Policy*

18.1 Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a student. The 1996 Education Act covers the circumstances in which staff can physically intervene with a student. Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, 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. However, the school will support staff when they make use of reasonable force in justifiable situations.

18.2 Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their place of work and use strategies appropriate to the circumstances and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed. Belittling or sarcastic behaviour towards a child is unacceptable.

18.3 Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

18.4 All staff should be clear on their understanding on child-on-child abuse. According to KCSIE 2023, this term is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

19. Appearance / Dress

19.1 Staff and volunteers must ensure they are dressed decently, safely and appropriately for the tasks they undertake and in line with any school policy. This may need to be different to how they dress when not at work. Those who dress or appear in a manner that could be considered inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

20. Social contacts

20.1 Staff should be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting. An individual’s behaviour, either in or out of the workplace, should not compromise their position within the work setting or bring the school into disrepute.

20.2 Adults in schools should not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a student seeks to establish social contact or if this occurs coincidentally, the adult should exercise her/her professional judgement in making a response and be aware that such social contact could be misconstrued. If a student perseveres with any effort to establish social contact the employee should report the issue to their line Headteacher.

21 One to one meetings and work with pupils

21.1 Staff should be aware that one-to-one meetings with individual pupils might leave them vulnerable to allegations. There will be occasions when a confidential interview or a one to one meeting is necessary but where possible such interviews should be concluded in a room with visual access or with the door open or in a room or area which is likely to be frequented by other people and another pupil or adult should be present or nearby. Where such conditions cannot apply staff should ensure that another adult is present and/or senior management knows that the meeting is taking place.

21.2 Meetings with pupils away from the school premises should only be arranged with the specific approval of the Headteacher and parents or carers.

22. Transporting children and young people

22.1 In general, a designated member of staff should make transport arrangements in advance and transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

22.2 In exceptional situations, where staff use their own vehicles for transporting children, they should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded. This must be approved by the Headteacher and the member of staff must be accompanied by a second adult.

22.3 It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle that requires a specialist license/insurance e.g. PCV or LGV2_{F3}- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

22.4 It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line Headteacher and has been agreed with the parents/carers.

22.5 There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior Headteacher and parents/carers.

23 Educational visits and school clubs

(see Educational Visits Policy)

23.1 Staff should take particular care when supervising students in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff remain in a position of trust. Although a more informal approach may be appropriate the same standards of conduct apply.

23.2 Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of

these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

23.3 During normal working day, members of staff should keep the school aware of their whereabouts when involved in activities off site.

24 Curriculum

- *see Curriculum Policy*
- *see Personal, Social and Health Education & Citizenship*
- *see Relationship and Sex Education*

24.1 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.

24.2 At St Andrew's C.E Primary School, the pupils and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether pupil, staff, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

24.2 The school will help the pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

24.3 The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

24.4 In planning lessons, staff are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

24.5 At St Andrew's C.E. Primary School, we believe that Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

24.6 Relationships Education at primary school is compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme and this

broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk

25. Communication

25.1 As with physical contact, comments by staff to pupils can be misconstrued. As a general principle staff must not make unnecessary comments to and / or about pupils that could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having sexual connotations that is unnecessary given the context of the lesson. If a pupil mentions unnecessarily an inappropriate topic it should be addressed but with the class then moving on promptly.

25.2 No child or young person should be in or invited into the home of an adult who works with them unless the reason for this has been firmly established and agreed in advance with parents or carers and agreed to by the Headteacher.

25.3 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff.

25.4 Remember

- If you are unsure in any safeguarding situation consult the Headteacher or the appropriate senior member of staff
- If in an emergency you have to take a course of action that differs from the above guidance ensure the incident is fully recorded with the Headteacher or the appropriate senior member of staff
- If at any time you are concerned that an action or comment by yourself may be misinterpreted or that a child behaves or makes a comment in a way that causes you concern in this respect ensure the incident is fully recorded and shared with the Headteacher or the appropriate senior member of staff

25.5 Any employees found to have behaved inappropriately towards children or who are found to not have appropriately reported having observed children being treated inappropriately will be liable to disciplinary action that could include dismissal. It could also lead to them being barred from working with children in the future.

26. Concerns that do not meet the harm threshold

- *see Concerns Policy*

26.1 Keeping Children Safe in Education requires schools to record and address low level concerns to enable schools to identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse and ensure employees are clear about professional boundaries. A low level concern does not mean that it is insignificant but that it does not

meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples given in KCSE of such behaviour could include but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door or
- Using inappropriate sexualized, intimidating or offensive language

26.2 As a first offence these may only need to be dealt with informally, but more formal action may be required depending on the circumstances such as if the misconduct is serious or repeated.

27. Acceptable use of technologies

- *see Online Safety Policy*

27.1 The use of technology has become a significant component of many safeguarding issues. St Andrew's has its own ICT policy which staff will need to ensure they follow for their own protection as well as that of the school's pupils. Employees need to ensure they know and follow the school's procedures for reporting any e-safety concerns that may impact on themselves, their professionalism or their school.

28. Photography and recorded images

28. An image of a child is personal data and it is, therefore, a requirement under the act that consent is obtained from the parent or carer of a child for any images made such as those used for school web sites, productions or other purposes.

28.2 Staff must only take photos / videos of pupils and / or staff for professional purposes in accordance with school's procedures.

28.3 Using images of students 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.

29. Communication with children and young people via technology and the social media

- *see Online Safety Policy*

29.1 All staff should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour that could be construed as grooming.

29.2 Staff should not give their personal contact details to children and young people including e-mail, home or mobile phone numbers. If children locate these by any other

means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to the Headteacher.

29.3 E-mail, text communications or use of the social media such as Facebook, Twitter, You Tube, chat-rooms, forums, blogs, websites, or gaming sites between an adult and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations.

29.4 Staff must not talk about their professional role in any capacity when using social media. Do not put online any text, image, sound or video that could upset or offend any member of the whole school community, or be incompatible with your professional role. If you wouldn't say it to the Headteacher's face don't put it online.

29.5 Ensure all electronic communications with pupils, parents, carers, staff and others are compatible with your professional role and in line with school policies. Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour.'

30. Access to inappropriate images and Internet usage

- *see Online Safety Policy*

30.1 There are no circumstances that will justify adults possessing indecent images of children. Staff who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the Internet are illegal. This will lead to criminal investigation and if proven the individual being barred from working with children and young people.

30.2 Staff should not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

30.3 Staff should ensure that children and young people are not exposed to any inappropriate images or web links. Organisations and adults need to ensure that Internet equipment used by children have the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.

30.4 Where indecent images of children or other unsuitable material are found, the police and Council's Designated Officer will be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated.

30.5 Staff need to be aware that their online activity, both in school and outside school could bring the school into disrepute and thus be a potentially disciplinary matter .

30.6 Staff should only use ICT systems and resources (email and phone) for all school business or only in line with what is allowed by your own school's procedures. Staff should ensure that data should only be taken off site with appropriate permission and using an encrypted device.

31. Health and safety

- *see Health and Safety Policy*

31.1 Every school has a legal duty of care for the health, safety and welfare of its employees. In addition, all employees must take reasonable steps to protect their own health and safety and that of other people who may be affected by their actions or omissions at work.

31.2 You have a duty to help prevent accidents and injuries at work by being aware of the policies that apply to your work and complying with them at all times.

31.3 You must:

- comply with all instructions relating to health and safety and security procedures
- ensure you follow the school's requirements and guideline for managing the coronavirus
- use the protective clothing and equipment the school supplies to you
- follow all the health and safety codes of practice and policies which are relevant to your work
- comply with hygiene requirements
- at the earliest opportunity, report any hazards, defects, accidents or incidents that you become aware of to your Headteacher or supervisor
- not interfere with, or misuse anything provided for health, safety or welfare
- avoid risk of injury or danger to yourself or others
- leave any school building as soon as the fire alarm sounds and follow any instructions of the fire wardens and the person managing the incident
- inform the school of any other work that you do which, when added to your school working hours, would take your total working hours above 48 hours per week
- inform the school of any medical condition you have which would be adversely affected by the work that you are employed to do
- not smoke in any school premises or vehicles

31.4 School Headteachers have some additional responsibilities which include:

- providing appropriate health and safety induction for all new employees
- carrying out a risk assessment for the activities undertaken by employees and ensuring that the risk assessment outcomes are implemented, are suitable and sufficient
- informing employees of the risks associated with the work being undertaken, and of the precautions that must be taken in order to prevent or reduce the risk of accidents and /or work related ill health

32. Hours of work and attendance

- *see Staff Absence Policy*
- *see Health and Safety Policy*

32.1 You are required to work the hours stated in your contract of employment, or as required in the schoolteachers pay and conditions document in respect to directed time.

32.2 Your contract of employment requires that you:

- be at work at the proper start time (unless you have prior agreement to arrive late)
- agree in advance with your Headteacher any planned absence (for example a medical appointment)

32.3 If you are absent due to sickness you are required to follow the school's sickness absence reporting procedure. Failure to follow this procedure may result in disciplinary action.

32.4 Staff are not encouraged to arrangements of 'lone working' and some activities must certainly not be carried out whilst alone (see Health and Safety Policy 3.36).

Any Key Holder who enters the building must notify the Headteacher by text on arrival and departure. In the case of the Caretaker, he will be notified by his partner if overdue.

In addition, everyone who works alone on the premises must make sure that someone knows where they are and what time they will be finished.

33. Honesty

33.1 The school expects and trusts its employees to be honest in their work. The public are entitled to have absolute confidence in the trustworthiness and honesty of school employees. Any action which breaches that trust or damages or undermines the public's confidence could constitute an act of gross misconduct and may result in disciplinary action possibly leading to dismissal.

33.2 To avoid any doubt arising about your honesty:

- report to your Headteacher any attempts to bribe, threaten or otherwise inappropriately influence you
- report to your Headteacher any offers of money or favours you get
- notify your Headteacher if you may be involved in selecting someone you know personally outside work or are related to
- do not accept money or any other reward for the work you do for the school, apart from what the school pays you.
- avoid putting yourself in debt to someone where this would be likely to or could be seen to influence your work
- if you are aware of an employee or member of the public acting improperly consult the Headteacher. If this is difficult, then contact the chief internal auditor or a member of the Audit and Investigation team for a confidential discussion (and/or refer to the school's 'whistle blowing' policy)

- follow any procedures you are given if your job involves handling or holding clients' money or other possessions
- hand in any lost property that comes into your possession

33.3 Any breach of the above requirements or any deliberate act of fraud or misuse of school assets will be considered as gross misconduct and will lead to disciplinary action with the possibility of dismissal. Defrauding the school could lead to disciplinary action and possible dismissal.

34. Conflict of interest

34.1 There may be occasions where there is scope for conflict between the School's interests and your own. You must not allow your private interests or beliefs to conflict with your professional duty. You must not misuse your official position or information acquired in the course of your employment to further your private and personal interest or the interests of others. Private and personal interests include those of your family as well as those arising through membership of, or association with clubs, societies or other organisations and voluntary bodies. It is important for conflicts of interest to be clearly seen. To avoid any difficulties arising from a potential clash of interests you must:

34.2 notify your Headteacher in writing if you have links of any sort (including, but not limited to, as a director, company secretary, trustee, partner, shareholder, owner, contractor or employee) with an outside organisation which may:

- receive (or are applying for) grants or other benefits from the school, if you are involved in the grant allocation process or where this could create a conflict of interest
- work for the School, or supply goods and services to it (or are tendering or preparing to do so)

34.3 Avoid becoming involved in any appointment (or application for appointment) to the School's service, or any other decision relating to discipline, promotion and pay and conditions for any other employee or prospective employee to whom you are related or with whom you have a close personal relationship outside work (but if you are, report it to your Headteacher and if necessary seek advice from Human Resources, if it is the Headteacher who has the relationship they should report the issue to the Chair of Governors). Similarly, should you apply for an internal post you must declare whether you have a close personal relationship with anyone on the appointing panel

34.4 Avoid acting as professional representative on behalf of a friend, partner, or relative, in their dealings with the School. You are permitted to act as the 'representative' of a close friend, partner or relative who is the subject of disciplinary action or is pursuing a grievance under the School's procedures, so long as this does not create a conflict of interest with your normal duties

34.5 Should a conflict arise at any time you must report it to your Headteacher immediately.

35. Gifts and hospitality

35.1 Staff need to ensure 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 students or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or other religious holidays 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.

35.2 Personal gifts must not be given to individual students. Any reward given to a student should be consistent with the school's policy, recorded, and not based on favouritism.

35.3 You are already paid for the work you do, but people may believe they will get better service or more favourable treatment if they provide additional payments or offer you favours: this is not the basis on which the school delivers or purchases services (or goods).

35.4 You must avoid putting yourself in a position where you could be thought to be acting improperly and when in doubt advice should be sought from the Headteacher.

35.5 Gifts to the Headteacher should be reported to the Chair of Governors.

35.6 Remember, the school can reimburse any legitimate expenses incurred at work. But the expense must be cleared by the Headteacher before it is incurred.

35.7 Consult the Headteacher if in any doubt.

36. Private work

36.1 While undertaking your role, your work judgements may be questioned and conflicts can arise. It is important that you are, and are seen to be, working conscientiously and fairly for the school and not leave yourself open to accusations of self-interest.

36.2 Private work includes being a director, company secretary, agent or advisor to a company or organisation, even where this is unpaid.

36.3 You may undertake paid or unpaid work for yourself or other organisations.

36.4 Ensure any private work is done in your own time.

36.5 Ensure it is not deemed to be against the interests of the school, when it may reduce public confidence in the school when you are on extended leave or on a career break from your school post

36.6 Do not use school property (including information which belongs to the school) or equipment to do your private work (for example making phone calls, postage, photocopies or using computer systems)

36.7 You must get formal written permission from your Headteacher before you take up any (paid or unpaid) private work for any person or organisation that supplies (or receives), or is tendering/applying to supply goods or services to (or from):

- the school
- the school's contractors
- the school's suppliers

36.8 Declare in writing to your Headteacher any fees paid to you from outside bodies for work you do in the course of your job.

37. Use of school assets

37.1 School assets comprise not only physical objects and financial resources but also computer data and information generally. To avoid legal challenge to the school, and protect yourself, do not take anything that belongs to the school (even waste food or material, unless properly authorised in advance)

37.2 Where intellectual property of the school e.g. reports, designs, software developments has been created in the course of an employee's normal duties, it remains the property of the school and should not be passed on to third parties. Similar principles apply to copyright of school publications

- you must not attempt to gain access to any information resource for which you do not have authorisation
- never use your own software on school equipment
- never send or forward offensive written or visual material via the school's e-mail service (neither internally nor externally) and always report it immediately to your Headteacher if you receive one
- do not use the e-mail service for unnecessary e-mails or any which are not connected with your work and never send or forward personal 'e-mail shots' or 'chain e-mails'

38 School services - contracting out

38.1 If there are proposals to contract out (tender) any of the school's services, strict rules are applied to ensure the highest standards of impartiality and integrity are maintained. Specific information may be sent to employees affected by potential tendering of services. The organisational structure will make it clear which employees belong to the 'client-side' and which to the 'contractor-side'. A contractor may make a legal challenge to the Council/school if it believes there is anti-competitive behaviour.

38.2 If you are involved in the potential contracting out of a service, whether on the client side or contractor side, you must ensure that competition between prospective contractors is fair and open and that all competing parties, both external and internal, are treated equally.

39 Breaking the law

39.1 Breaking the law either at or away from work could damage public confidence in the school, or could make you unsuitable for the work you do. You need to consider carefully whether you should advise your Headteacher immediately if the police make any criminal charge against you or if you are convicted of a criminal or civil offence.

39.2 When applying for future jobs you will need to take care about disclosing any past criminal convictions in line with the Rehabilitation of Offenders Act 1974. In general, you do not need to disclose a conviction or charge if it is spent. If you are in any doubt, you should contact Human Resources or the employee counselling service in complete confidence. Contact details are available on the intranet.

39.3 On the 29 May 2013, legislation came into force that allows certain old and minor cautions and convictions to no longer be subject to disclosure. In addition, employers should no longer be able to take an individual's old and minor cautions and convictions into account when making decisions.

39.4 All cautions and convictions for specified serious violent and sexual offences, and other specified offences of relevance for posts concerned with safeguarding children and vulnerable adults, will remain subject to disclosure. All convictions resulting in a custodial sentence, whether or not suspended, will remain subject to disclosure, as will all convictions where an individual has more than one conviction recorded.

39.5 Staff working in a school are legally defined as working in a regulated activity and are therefore required to apply for a Disclosure and Barring Service disclosure. The DBS website provides a comprehensive list of relevant categories

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

39.6 Any information you give us about convictions will be kept confidential and will only be considered in relation to the job you are applying for.

39.7 **You need to notify your Headteacher in writing if** you are convicted of a criminal offence which would make you unfit for the job you do you are charged with a crime which (if convicted) would make you unfit for the job you do. Failure to disclose this information could in itself lead to disciplinary action leading to dismissal.

40 The media

40.1 The school's public image and reputation are affected by how it is presented in the media. All employees are therefore required to observe certain rules when liaising with journalists.

40.2 All media enquiries **MUST** be referred immediately to the Headteacher. This ensures that information given to the media is accurate and reflects the school's view.

40.3 If you are aware of an issue that will cause media interest, or are told that someone intends to contact the media about the school, you should immediately inform the Headteacher.

40.4 In particular:

- Never speak, write or give interviews to the media about school business without the prior permission of the media team and the Headteacher.
- Never publicise confidential information gained in the course of your work.
- Never maliciously undermine or bring the school or council into disrepute by passing on material that is confidential and against the interests of the School or Council and its employees.
- Never highlight personal issues about your employment to the media.
- Never bring the council into disrepute by expressing extreme views.

40.5 If there is something that the school (or an employee) is doing that concerns you, you believe something is against the public interest or should be 'exposed' follow the school's whistle blowing policy' that is available on the intranet.

41. Whistleblowing

41.1 We know that we face the risk that something may go wrong or that someone may ignore our policies, our procedures or the law resulting in some very serious consequences. Experience shows that staff, or others who work on behalf of an organisation, often have worries or suspicions and could, by reporting their concerns at an early stage, help put things right or identify and stop potential wrongdoing.

41.2 A whistleblower is generally a term used for a person who works in or for an organisation and raises an honest and reasonable concern about a possible fraud, crime, danger or other serious risk that could threaten colleagues, service users, customers, members of the public or the success and reputation of the organisation.

41.3 We want you to feel that it is safe and acceptable to tell us about your concerns so that we can investigate and take action as soon as possible.

41.4 We encourage you initially to raise your concern internally – this allows the Headteacher the opportunity to right the wrong and give an explanation for the behaviour or activity. We also advise staff to report any allegation to their line manager. We recognise that your first actions will depend upon the seriousness and sensitivity of the issues and who you believe to be involved. We advise that you make it clear that you are raising your concerns under the school's whistleblowing arrangements – this will help the school respond in line with this policy.

42. Privacy Notice

PRIVACY NOTICE for the school workforce employed or otherwise engaged to work at a school or the Local Authority

Privacy Notice - Data Protection Act 1998

We St Andrew's Church of England Primary School are the Data Controller for the purposes of the Data Protection Act.

Personal data is held by the school about those employed or otherwise engaged to work at the school or LA. This is to assist in the smooth running of the school and/or enable individuals to be paid. This personal data includes some or all of the following: identifiers such as name and National Insurance Number; characteristics such as ethnic group; employment contract and remuneration details; post "A" level qualifications; and absence information.

The collection of this information will benefit both national and local users by:

- improving the management of school workforce data across the sector;
- enabling a comprehensive picture of the workforce and how it is deployed to be built up;
- informing the development of recruitment and retention policies;
- allowing better financial modelling and planning;
- enabling ethnicity and disability monitoring;
- supporting the work of the School Teacher Review Board and the School Support Staff Negotiating Body.

We are required to pass on some of this data to:

- the LA
- the Department for Children, Schools and Families (DCSF).

If you require more information about how the LA and/or DCSF store and use this data please go to the following websites:

- <http://www.lincolnshire.gov.uk/childrensservicesdataprivacy> and
- http://www.teachernet.gov.uk/_doc/13857/DCSF%20what%20we%20do%20with%20workforce%20data%20v4%20final.doc

If you are unable to access these websites, please contact the LA or the DCSF as follows:

- David.Robinson@lincolnshire.gov.uk
- Public Communications Unit **Department for Children, Schools and Families**
Sanctuary Buildings Great Smith Street London SW1P 3BT

website: www.dcsf.gov.uk

email: info@dcsf.gsi.gov.uk

tel: 0870 000 2288.

We will not give information about you to anyone outside the school or LA without your consent unless the law and our rules allow us to.

43. Annual Staff Declarations

43.1 Understanding of this document and associated policies will be confirmed at annual staff appraisals when required. While this document may include summaries, full copies are available on the school network or website.

43.2 These documents will also be confirmed at annual staff appraisals and by completion of MS Forms return:

- Disqualification under the Childcare Act - Only relevant for SLE, MLT, EYFS staff
- Acceptable Use of ICT Policy Agreement
- Summary of key changes to Keeping Children Safe in Education
- Disqualification under the Childcare Act - Only relevant for SLE, MLT, EYFS staff