Halley Primary School
Including all learners, achieving their best

Safer Care and Professional Code of Conduct Policy

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OUR INTENT

OUR VALUES



OUR VISION

Provide a safe, supportive, and stimulating environment that enables and encourages highest standards of achievement (**ambition**).

Broad, balance and **creative** curriculum which makes the most of the learning opportunities offered by the richness and diversity of the **cultures** and environment on our doorstep.

Provide an **enriched practical** curriculum based on excellence and **enjoyment** that allows for **exploration**, **enquiry**, and opportunities to ask questions.

OUR AIMS

1. All of our children to become **successful independent** learners.
2. All of our children are equipped with skills and knowledge to meet their current and future needs and **creative** potential.
3. All of our children are **confident** individuals who can live safe and **healthy** lives.
4. All of our children **respect** and value each other's contributions, irrespective of race, gender, religion or ability.
5. All of our children are **self-aware** and able to manage their own behaviour understanding it has an impact on others.
6. All of our children are active and motivated **citizens** within the wider school community.

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Safer Care and Professional Code of Conduct Policy

Aims, Scope and Principles

- This policy aims to set and maintain standards of conduct that we expect all staff to follow.
- By creating this policy, we aim to ensure our School is an environment where everyone is safe, happy and treated with respect.
- Many of the principles in this code of conduct are based on the Teachers' Standards. School staff have an influential position in the School, and will act as role models for pupils by consistently demonstrating high standards of behaviour.
- We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.
- We expect all support staff, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.
- All staff are expected to demonstrate the core values of the School in how they conduct themselves in their role within the school community.
- Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.
- Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the School and its pupils.

Legislation and Guidance

We are required to set out a staff code of conduct under regulation 7 of The School Staffing (England) Regulations 2009.

In line with the statutory safeguarding guidance Keeping Children Safe in Education, we should have a staff code of conduct, which should (among other things) cover low-level concerns, allegations against staff and whistle-blowing, as well as acceptable use of technologies

(including the use of mobile devices), staff/pupil relationships and communications, including the use of social media.

In addition to this Safer Care and Professional Code of Conduct, all staff, governors and volunteers are expected to comply with the Tower Hamlets Authority's *Code of Conduct Policy for Schools (2021)*, which is attached as **Appendix A**.

While our School policy focuses on safeguarding, professional practice, relationships and safer care, the LA Code of Conduct provides essential requirements in areas such as:

- **Conflicts of interest and public duty/private interest**
- **Secondary employment** and professional boundaries
- **Financial probity, contractors, fraud/theft, and gifts/hospitality**
- **Disclosure of information, confidentiality and media communications**
- **Criminal convictions and related reporting duties**

Staff should ensure they are familiar with both documents. In the event of overlap, the stricter or more protective requirement will apply.

Introduction

3.1 The governing body of Halley Primary School expects a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff, volunteers and governors to abide by it. All staff, governors and volunteers have a duty to keep pupils safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgment. Following this Code of Conduct will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.

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

3.3. This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.

3.4. Teachers are required to comply with the Teachers' Standards in force from September 1st 2015, in particular Part 2 Personal and Professional Standards.

3.5. This Code of Conduct forms part of the School's disciplinary rules for staff. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning.

3.6. Where an allegation of abuse is made against a member of staff the governing body will follow the guidance set out Keeping Children Safe in Education. This guidance is about managing allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Principles of Professional Practice

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

- Put the wellbeing, development and progress of children and young people first.
- Take responsibility for maintaining the quality of teaching practice.
- Help children and young people to become confident and successful learners.

- Demonstrate respect for diversity and promote equality.
- Strive to establish productive partnerships with parents and carers.
- Work as part of a whole-school team.
- Cooperate with other professional colleagues.
- Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.

Confidentiality

Staff will abide by the requirements of the School combined Information Governance Policy and follow the School's policy on managing data in any form.

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

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.

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

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

Honesty and Integrity

Staff will ensure that all information given to the School is correct. This should include:

- Background information (including any past or current investigations/cautions related to conduct outside of school)
- Qualifications
- Professional experience

Where there are any updates to the information provided to the School, the member of staff will advise the School as such as soon as reasonably practicable. Consideration will then be given to the nature and circumstances of the matter and whether this may have an impact on the member of staff's employment.

Gifts

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

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

Dress and Appearance

Dress and appearance are matters of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

Alcohol and Drugs Misuse

The School has a policy on Substance Misuse in the Workplace which is aimed at ensuring that all employees are aware of their responsibilities regarding alcohol and drugs at work. Those representing the School are personally liable for their conduct, specifically in relation to consumption of drugs and alcohol. Inappropriate behaviour as a result of substance misuse will be dealt with under the relevant policy e.g. Conduct and Discipline and Capability.

Conduct Outside of Work

Employees 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.

Criminal offences that involve violence or possession or misuse of drugs or sexual misconduct are likely to be regarded as unacceptable and may be dealt with under the School's Disciplinary Policy as Gross Misconduct.

Employees must exercise caution when using information technology and be aware of the risks to themselves and others.

If at any time during their employment with the School a member of staff is convicted or receives a caution reprimand or warning from the police for any reason, they must advise the Headteacher immediately. Failure to do so may result in formal disciplinary action which could be considered gross misconduct.

Sexual Harassment

Sexual harassment is any unwanted physical, verbal or non-verbal conduct of a sexual nature that has a purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. It also includes treating someone less favourably because they've submitted or refused to submit to unwanted conduct of a "sexual" nature in the past, or harassment related to sex or gender reassignment. When this behaviour is unwanted, it includes (but isn't limited to):

- Unwanted physical conduct or 'horseplay' including touching, pinching, pushing and grabbing
- Continued suggestions for sexual activity after it has been made clear that such suggestions are unwelcome
- Sending or displaying material that is pornographic, or that some people might find offensive
- Unwelcome sexual advances or suggestive behaviour (which the harasser may perceive as harmless)
- Offensive emails, text messages or social media content
- Comments and jokes of a sexual nature
- Sexually suggestive looks and staring
- Sexual propositions and advances
- Promising things in return for sexual favours
- Physical contact such as massaging, hugging or kissing

Staff will help create a positive environment that works to prevent sexual harassment. This includes calling out sexual harassment that they witness. All witnesses will be provided with appropriate support and will be protected from victimisation.

If a staff member is concerned at any point about incidents of sexual harassment (either directed at them or someone else), they should report their concern to the headteacher If the concern is about the headteacher or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board. The School will investigate any complaints in a timely, respectful and confidential manner.

The School will monitor the treatment and outcomes of any complaints of sexual harassment or victimisation received to make sure that they are properly investigated and resolved, those who report or act as witnesses are not victimised, repeat offenders are dealt with appropriately, cultural clashes are identified and resolved, and workforce training is targeted where need.

Safeguarding, Sharing Concerns and Recording Incidents

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect.

Staff will familiarise themselves with our child protection and safeguarding policy and procedures, and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Our child protection and safeguarding policy and procedures are available on school website and W: drive. New staff will also be given copies on arrival.

Allegations that may meet the harm threshold

This section is based on Section 1: 'Allegations that may meet the harm threshold' in part 4 of Keeping Children Safe in Education. It applies to all cases where it is alleged that anyone working in the school, including supply teachers, volunteers, or contractors, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour inside or outside the school.

  Any such allegation will be dealt with swiftly and in a fair and consistent manner that prioritises effective child protection, whilst also supporting the individual who is the subject of the allegation. A 'case manager' will lead any investigation. This will be the headteacher or, where the headteacher is the subject of the allegation, the chair of governors.

Low-level concerns about members of staff

A low-level concern refers to any behaviour by a member of staff towards a child that does not meet the threshold of harm but is nonetheless inconsistent with the staff code of conduct; and may be as simple as causing a sense of unease or a 'nagging doubt' about the adult's actions.

Examples of low-level concerns include, but are not limited to:

- Being overly familiar or friendly with pupils

- Failing to treat all pupils fairly and showing clear favouritism
- Taking photographs of pupils on personal devices
- Engaging in one-to-one activities with pupils in situations where they cannot easily be seen by others
- Regularly seeking unnecessary opportunities to be alone with a pupil
- Permitting or ignoring poor treatment of pupils or pretending not to notice such behaviour
- Inappropriately sharing information or gossiping about pupils
- Displaying inappropriate discriminatory behaviour or using unsuitable language
- Dressing in a manner that is not appropriate for the professional role
- Demonstrating a lack of understanding of appropriate personal and professional boundaries

Low-level concerns can include inappropriate conduct inside and outside of work.

All low-level concerns must be reported in accordance with our safeguarding and child protection procedures. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it. These concerns will be managed sensitively and appropriately, ensuring that both children and staff are supported, and that a safe and transparent culture is maintained within the School. Where necessary, patterns of low-level concerns will be monitored and, if required, escalated in line with statutory guidance.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

The aim is to create and embed a culture of openness, trust and transparency in which our School values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

Reporting and responding to low-level concerns is covered in more detail in our safeguarding policy. Our procedures for dealing with allegations will be applied with common sense and judgement. All staff, volunteers and governors must be aware of the School's child protection procedures. Staff, volunteers and governors must be vigilant and share concerns and report incidents.

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Whistle-blowing reports wrongdoing that it is “in the public interest” to report. Examples linked to safeguarding include:

- Pupils' or staff members' health and safety being put in danger
- Failure to comply with a legal obligation or statutory requirement
- Attempts to cover up the above, or any other wrongdoing in the public interest

Staff are encouraged to report suspected wrongdoing as soon as possible. Their concerns will be taken seriously and investigated, and their confidentiality will be respected.

Staff should consider the examples above when deciding whether their concern is of a whistle-blowing nature. Consider whether the incident(s) was illegal, breached statutory or School procedures, put people in danger or was an attempt to cover any such activity up.

Staff should report their concern to the headteacher or member of SLT. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing body.

Concerns should be made in writing wherever possible. They should include names of those committing wrongdoing, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter.

The School aims to encourage openness and will support whistleblowers who raise genuine concerns under this policy, even if they turn out to be mistaken.

For our school's detailed whistle-blowing process, please refer to our whistle-blowing policy.

Staff-Pupil Relationships

Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, or if a staff member is concerned at any point about a fellow staff member and a pupil, this should be reported in line with the procedures set out in our child protection and safeguarding policy.

Physical Contact and Personal Privacy

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEND or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and, so far as is possible, use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

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

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

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

Social Contact

Adults in School should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgment in making a response and be aware that such social contact could be misconstrued.

Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with senior management.

Infatuations and Crushes

Adults must recognise that a pupil may be strongly attracted to a member of staff or volunteer and/or develop a heterosexual or homosexual infatuation.

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

Examples of situations which must be reported are given below:

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

Sexual Contact with Children and Young People: Abuse of Trust

Any sexual behaviour by a member of staff, volunteer or governor with/or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not.

All adults working in the school who have contact with pupils are in positions of trust. The Sexual Offences (Amendment) Act 2000 specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in relationship of trust with 16 -18-year-olds.

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children', defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening'.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person and manipulates that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention and favour upon a pupil might be construed as being part of a 'grooming' process, which is a criminal offence.

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

Behaviour Management and Physical Intervention

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil.

The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating pupils by overweening physical presence is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The School has a separate policy on the use of physical intervention which forms part of this Code of Conduct.

All Schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

One to One Situations and Meetings with Pupils

Staff working in one-to-one situation with pupils are more vulnerable to allegations.

Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met.

Managers should undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

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

Transporting Pupils

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

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

Educational Visits and School Clubs

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

Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

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

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

Photography, Film and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The General Data Protection Act 2018 affects the use of photography. An image of a child is personal data, and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for school web sites, productions or other purposes.

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

Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in this way may feel threatened by the use of photography, filming etc in the teaching environment.

Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Using images of pupils for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

When using a photograph or film clip, the following guidance must be followed:

- Staff should not use their personal phones or mobile devices to photograph or film children.
- If the photograph is used, avoid naming the pupil. • If the pupil is named, avoid using the photograph.
- Images must be securely stored and used only by those authorised to do so.
- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded.
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify the images made.
- Do not make images in one-to-one situations.
- Do not take, display or distribute images of pupils unless consented to do so.

The School has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct. Personal property of a sexually explicit or violent nature such as books, magazines or videos must not be brought into or stored on the school premises.

Acceptable Use of technology and Internet Use

The School has a separate policy on internet use, electronic communication and security which forms part of this Code of Conduct.

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

The Headteacher is responsible and Safeguarding governor are responsible for making sure filtering and monitoring standards are met. The School's filtering and monitoring systems and internet use will be reviewed annually.

Child Safeguarding Competences for staff and volunteers who work with Children and Young People

The following competences are necessary:

- **Emotional Awareness**
  - Aware of the range of emotions in self and others o Demonstrates empathy for the concerns of others
  - Listens to and understands directly and indirectly expressed feelings
  - Encourages others to express themselves openly
  - Manages strong emotions and responds constructively to the source of problems
  - Listens to personal comments without becoming defensive
  - In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
  - Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
  - Shows respect for others' feelings, views and circumstances
- **Working within Professional Boundaries**
  - Demonstrates professional curiosity
  - Accepts responsibility and accountability for own work and can define the responsibilities of others
  - Recognises the limits of own authority within the role **o** Seeks and uses professional support appropriately **o** Understands the principle of confidentiality
- **Self-awareness**
  - Has a balanced understanding of self and others
  - Has a realistic knowledge of personal strengths and weaknesses **o** Can demonstrate flexibility of approach
  - Shows a realistic appreciation of the challenges of working with this client group
- **Ability to Safeguard and promote the welfare of children and young people**

- Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- Has a good understanding of the safeguarding agenda
- Can demonstrate an ability to contribute towards a safe environment
- Is up to date with legislation and current events
- Can demonstrate how s/he has promoted 'best practice'
- Shows a personal commitment to safeguarding children

Monitoring arrangements

This policy will be reviewed annually but can be revised as needed. It will be approved by the full governing board.

Our governing board will ensure this code of conduct is implemented effectively and will ensure appropriate action is taken in a timely manner to safeguard children and deal with any concerns.

Links with other policies

This policy links with our policies on:

- Staff disciplinary procedures, which will be used if staff breach this code of conduct. It also sets out examples of what we will deem as misconduct and gross misconduct
- Staff grievance procedures
- Safeguarding Policy
- Behaviour for Learning Policy
- Online safety
- Information Governance Policy
- Physical Contact Policy
- Intimate Care Policy
- Drups and Alcohol Policy
- Whistleblowing Policy

Agreed Professional Code of Conduct for Halley Primary School

This is a statement demonstrates the expectations of ourselves and each other.

1.1 Responsibility towards children

- Children's well-being and learning is central of everything we do.

- Our children learn in a safe, secure and happy environment, which has an awareness of their differing needs, styles, abilities and interests.
- We inspire children to enjoy and value learning, encouraging their creativity and independence.
- We engage children in learning through a variety of ways – high-quality talk, drama, role playing, physical activities and circle games.
- We talk to children in a respectful, polite manner with firmness of intent.
- We inspire children by being positive role models at all times.
- We equip children with the skills to face challenges with confidence and develop resilience.
- We promote healthy lifestyles that are reflected in the high standards of teaching and learning in school.

1.2 Commitment to children

Every child is entitled to a consistent, positive school experience to allow them to reach their potential. We are committed to:

- High quality and consistent teaching and learning.
- Helping them build positive relationships with adults and their peers.
- Creating a safe environment based on trust and a positive attitude.
- Developing enjoyment of learning that stays with them.
- Encouraging confidence in themselves, valuing everybody and encouraging them to develop a sense of self-worth.

1.3 Professional standards

- We take very seriously our responsibility for the being well, development and progress of children and for fostering confidence, respect and cooperation with parents and the wider community.
- As professionals, we understand our individual actions speak louder than our words to children, colleagues and the community. As a school, we are accountable though our actions, observations of teaching and learning, action plans and the school development plan.
- We are responsible for putting our professional development and training opportunities into practice.

- The shared language of our school is English. We use quality Standard English to enhance our children's life chances and their access to learning.
- While having respect for home languages, we will use them only to support learning. Everyone must speak the same language so no one feels excluded
- We will not shout at children.
- Our physical appearance reflects our professionalism, so we wear only smart and modest clothing.

1.4 Partnerships with parents and the wider community

- Parents are the biggest influence on a child's life therefore their support and involvement is paramount in raising standards. We always make time to talk to parents and carers about their child's progress and well-being.
- We encourage parents and the wider community to feel welcome here and get involved in school life.
- Our actions and words will demonstrate our commitment to working in partnership with our families.
- We will develop links and work in partnership with the community for the benefit of our pupils.

2. Working relationships/Timekeeping/Deadlines

2.1 Positive working relationships are key because…

- It helps build strong team relationship, positively impacting children's learning and success.
- It helps promote a positive, supportive and enjoyable working and learning environment.
- It helps ensure high-quality practice and equality for all through strong teamwork.

2.2 Gossip within and about School is unprofessional behaviour because…

- It doesn't help team morale and therefore can impact on children's education.
- It serves no purpose in creating a positive and confidential working environment.
- It breaches confidentiality.

2.3 Meeting deadlines is a key feature of a strong team because…

- The smooth running of the school and your teaching practice.
- It supports those you work with and aids efficiency.
- It ensures progress.
- Helps the team grow stronger.
- It helps to maintain a healthy work/life balance by setting realistic deadlines.

2.4 Punctuality is a key feature of a strong team because…

- We rely on each other to be on time and to ensure the team feel united and equal and to continue to have a strong work ethos throughout all staff.
- It shows respect and enables a group to work effectively and succeed.
- Other people can rely on you.
- Shows commitment and dedication.
- It ensures the smooth running of the school, a shared workload and it sets a good example.

I understand and will abide by the Safer Care and Professional Code of Conduct Policy and accept that failure to do so may result in this document being referred to, if disciplinary matters arise against me.

Name ……

Signature ……

Date ……

Ms Shoshannah Thompson (Headteacher) for and on behalf of Halley Primary School