



## Code of Conduct

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### **1. Introduction**

1.1. This code of conduct applies to all employees in the Central Trust and our schools whether they are permanent, temporary or casual.

1.2. The Trust expects the highest standards of conduct from all their employees. This code sets out the minimum standards of behaviour which employees at the Trust will need

to observe. It is intended to help you understand your responsibilities and be clear about what acceptable conduct is and what is not.

1.3. This Code of Conduct applies to all settings including excursions and trips. Where normal professional practice and conduct must be adhered to.

1.4. It is important that you are aware of and understand the following policies;

- The Teaching Standards
- Disciplinary Policy
- Performance Management & Capability Policy
- Dignity at work Statement
- Grievance Policy
- Whistle blowing Policy
- Safeguarding Policy
- Data Protection Policy
- Information Security Policy
- Social Media Policy

These policies are available on from HR.

## **2. General Principles**

2.1. If you are unsure what is expected of you, you must raise the matter with the Executive Headteacher/Headteacher or Line Manager (or Chair or Board of Directors in the case of the Executive Headteacher/Chair of Governors in the case of the Headteacher).

2.2. If you consider you need to declare anything for the record, then do not wait until the end of the year, for your performance management or appraisal, or for the Executive Headteacher/Headteacher to ask you to do so - declare it immediately by speaking to the Executive Headteacher/Headteacher or Line Manager.

2.3. Any breach of this code may lead to disciplinary action and may in some instances constitute gross misconduct. The Trust reserves the right to take legal action against employees where breaches of this code are deemed to warrant such action.

2.4. The Trust expects all employees to deal with one another, the public, pupils and parents in a courteous and civil manner. Relationships between work colleagues should be supportive, cooperative and respectful. Employees should behave in a way that enhances the performance and wellbeing of others and the effectiveness of the Trust.

2.5. Employees should be aware of the Trust and or Schools Health and Safety policies when exercising their functions.

## **3. General Conduct**

3.1. You are expected to conduct yourself in a manner both inside and outside work, which upholds the reputation of the Trust. Employee's behaviour must be in line with the Trust's Dignity at Work Statement. Misconduct at work will be dealt with in accordance with the disciplinary policy. Conduct outside of work may also result in disciplinary action if it directly affects the performance of your work or the reputation of the Trust.

3.2. You should notify the Executive Headteacher/Headteacher if you are in any doubt about the effect of your conduct outside work.

3.3. If you are subject to criminal proceedings you must disclose this to the Executive Headteacher/Headteacher. If any aspect of the information that forms your DBS check or

your disqualification by association declaration changes whilst you are in employment with the Trust you are obligated to inform the Executive Headteacher/Headteacher immediately.

#### **4. Statutory requirements, equality and Trust/School policies**

4.1. As an employee, you must ensure that you know the statutory requirements of your job, and that you work within these at all times. You must also comply with all the policies and procedures at the School/Trust.

4.2. The Trust is committed to equal opportunities and pupil care. You are expected to act in a manner which reflects the Trust/school policies and values by treating all pupils, parents and colleagues courteously and with dignity at all times.

4.3. The Trust will not tolerate discriminatory behaviour, including bullying or harassment, which will be dealt with in accordance with the disciplinary procedure, and may be subject to criminal proceedings.

#### **5. Political Neutrality**

5.1 Responsibility: You have a responsibility to ensure that your own personal or political opinions do not unduly or unreasonably interfere with you work. This does not include professional association representative's communication with staff on union policy.

**5.2. Politically restricted posts:** Certain posts are politically restricted under the Local Government and Housing Act 1989. This means the post holders are prohibited from involvement in political activities as these could conflict with the responsibilities at work. Executive Headteacher/Headteacher and teachers are exempt from political restriction whatever their role or remuneration level. If your post is politically restricted, you should have been notified separately with details of the restrictions that apply. Further information can be obtained from the Human Resources Team.

#### **6. Appointments and related employment matters**

6.1. The Trust recruits on merit and requires that its appointments are made without bias. If you are responsible for appointing employees, please follow the Trust/School recruitment and selection policy. In order to avoid any possible accusation of bias, you should not be involved in an appointment where you are related to an applicant, or have a close personal relationship outside work. You must not canvas on behalf of any applicant.

6.2. Similarly, you must not be involved in decisions relating to discipline promotion or pay adjustments for another employee who is a relative, partner, close friend, or where you have some other close personal relationship.

6.3. You should notify your line manager or Executive Headteacher/Headteacher (or Chair of Board of Directors or the Chair of Governors) if the above circumstances arise.

#### **7. Confidential and other information**

7.1. The Trust expects all employees to safeguard confidential information, including when they leave employment.

7.2. You must not use any information obtained in the course of your employment for personal gain or benefit. You must not pass on such information to others who you believe or should reasonably believe might use it in a similar way. All employees are under an obligation not to access or attempt to access information which they are not authorised to have.

7.3. Any deliberate breach of confidentiality, improper disclosure of information or misconduct in relation to official documents may be treated as a serious matter and may lead to disciplinary action.

## **8. Use of Trust/School resources**

You must ensure that you use Trust/School funds entrusted to you in a responsible manner ensuring value for money to the Trust/school and avoiding legal challenge to the Trust. You must observe the financial regulations.

## **9. Trust property and facilities**

9.1 The resources of the Trust, including secretarial services, vehicles, premises, stationery and photocopiers must only be used for business purposes unless you have obtained permission for private use from your line manager or the Executive Headteacher/Headteacher.

9.2 If the employee ceases employment with the Trust they must return all the employer's property including (but not limited to) any identity cards, passes, keys, materials, lease car, laptop computer or other electronic or mechanical equipment.

## **10. Electronic Media**

You must comply with the Trust IT Policies at all times together with any other relevant School policies and procedures in force at the time. Please see HR for a copy policy.

## **11. Intellectual property copyrights and lecture fees**

11.1. The Trust retains intellectual property rights for work undertaken by employees. Research, reports, designs, drawings, software developments or similar work, when created in the course of an employee's normal duties, remain the property of the Trust. These should not be removed from the Trust/School premises or passed on to a third party by an employee acting in a private capacity without the express consent of the Executive Headteacher/Headteacher.

11.2. You may only retain fees for giving lectures or writing articles where these activities are not integral to your employment with the Trust and are conducted in your own time

## **12. Whistleblowing**

12.1. The Trust expects employees who witness, or have their suspicions raised, or are approached to become party to potentially fraudulent, corrupt, radicalisation and extremist view, dangerous or improper behaviour, to report these incidents or concerns using the whistleblowing reporting procedure.

12.2. The whistleblowing reporting procedure can be obtained from your line manager, Executive Headteacher/Headteacher, the Trust Office or by contacting the HR Team.

## **13. Other Employment**

13.1. You are required to declare any secondary employment to the Executive Headteacher/Headteacher including private tutoring. If you do take any form of secondary employment you must ensure that this does not adversely affect the performance of your job, conflict with the interest of the Trust or bring the Trust into disrepute.

13.2. Employees do not need approval to undertake voluntary work provided this does not conflict with the interests of the Trust.

13.3. If you are in any doubt as to the implications of taking up employment elsewhere, you must seek the approval of your line manager or Executive Headteacher/Headteacher before doing so.

#### **14. Tendering and contracting**

14.1. All orders and contracts must be awarded on merit in accordance with the Trust policy. You must not show favouritism to businesses run, for example, by friends, partners, relatives or ex-employees, nor must you discriminate against any part of the community.

14.2. You must declare any private or domestic relationships with contractors or potential contractors to your Executive Headteacher/Headteacher.

14.3. If you are involved in the tendering process and dealing with contractors, you must make sure you are clear about the need for separation of client and contractor roles. If you are part of the senior management team with both a client and contractor responsibility, you must be aware of the need for accountability and openness. If you are in any doubt you must consult the Executive Headteacher/Headteacher.

14.4. If you are privy to confidential information on tenders or costs for either internal or external contractors you should not disclose that information to any unauthorised party or organisation.

#### **15. Personal and Business interests**

15.1. Under the Local Government Act 1972 there are statutory provisions and penalties that apply to financial interests of local government employees. You must declare in writing to the Executive Headteacher/Headteacher any financial or non-financial interests which might possibly conflict with the Trusts interests or the interests of the stakeholders of the School. The Trust/school can provide you with a declaration form which will be kept.

15.2. If you are attending a meeting as an employee of the Trust/School at which decisions are to be taken in which you have a personal interest, you must also declare your interest to the meeting.

15.3. If in any doubt it is always best to declare an interest. It does not imply that you may act improperly but could protect you from claims or the potential appearance of doing so.

#### **16. Gifts and Hospitality**

16.1. If an employee is offered a gift or hospitality whilst involved in the procurement of goods and services, tenders for work or when liaising with anyone conducting business with the Trust/school they must discuss and register the offer with the Executive Headteacher/Headteacher. In the case of the Executive Headteacher/Headteacher, the discussion must be held with the Chair of Board of Directors/Chair of Governors.

16.2. It is an offence for employees to corruptly receive or give any gift, loan, fee, reward or advantage in order to influence official conduct. It is also an offence to accept any gift or consideration in the knowledge or belief that it is intended as inducement or reward, whether the employee receiving it is influenced or not. If you are found to have accepted or given any bribe, you will face disciplinary action, which could include dismissal for gross misconduct.

16.3. Employees do not have to register small gifts (those of an estimated value of less than £50) from pupils or parents but if they wish to do so they should contact the Executive Headteacher/Headteacher. Cash gifts should always be declared and advice sought from the Executive Headteacher/Headteacher.

## **17. Sponsorship – Giving and receiving**

17.1. Where an outside organisation wishes to sponsor or is sought to sponsor a school activity; whether by invitation, tender, negotiation or voluntarily, the basic conventions concerning acceptance of gifts or hospitality apply. Particular care must be taken when dealing with contractors or potential contractors.

17.2. Where the Trust/school wishes to sponsor an event or service, neither you nor any relative or close friend must benefit from such sponsorship in a direct way unless you make a full declaration of interest to your Executive Headteacher/Headteacher for the register of interests (see paragraph on – Declaration of interests). Similarly where the Trust/school through sponsorship, grant aid, financial or other means gives support in the community, you should ensure that impartial advice is given and that there is no conflict of interest involved.

## **18. Declarations of Interests**

18.1 You must declare to the Executive Headteacher/Headteacher any financial, personal or social interests that could conflict with the Trust/schools interests or cause your conduct to be questioned. The interest may be advantageous or have a detrimental effect on you (an example of a detrimental interest may be a situation where you experience threats or pressure from family or friends to act in a particular way in your official capacity). Employees should not normally have managerial responsibility for those with whom they have close private relationships (e.g. partners and family). If such relationship exists or arises during the course of your employment, it must be declared to your Executive Headteacher/Headteacher.

18.2 The Trust/school holds a confidential register of interests. You must declare possible conflict of interest, as set out in this policy, in writing to the Executive Headteacher/Headteacher who will provide a declaration form on request.

18.3. If you are in any doubt, it is always better to declare a potential conflict of interest. It does not imply that you intend to act improperly but could protect you from claims or the appearance of doing so.

## **Code of Conduct for working with Children and Young Adults**

### **1. Introduction**

1.1 The Trust will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff to abide by it. All staff have a duty to keep students and themselves 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 students and behaviour by adults that demonstrate integrity, maturity and good judgment. Following this Code of Conduct will help to safeguard staff from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to students.

1.2 Staff 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.

1.3 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 students. There will be occasions and

circumstances in which staff have to make decisions or take action in the best interests of the student 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 students in their charge.

1.4 All teachers must by law be registered with the Teaching Agency (from April 2012) and comply with this Code of Conduct.

1.5 This Code of Conduct forms part of the Trusts 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 or a lesser disciplinary sanction.

1.6 Where an allegation of abuse is made against a member of staff the Trust will follow the guidance set out in the Managing allegations against staff policy.

## **2. Principles of Professional Practice**

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

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

## **3. Confidentiality**

3.1 Members of staff may have access to confidential information about students in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a student or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the student'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 student.

3.2 There are some circumstances in which a member of staff may be expected to share information about a student, 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 student protection responsibilities. Failure, in these circumstances, to pass on information will result in disciplinary action.

3.3 Confidential information about students must be held securely. Confidential information about students must not be held off the school site other than on security

protected Trust/school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

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

#### **4. Propriety, Behaviour, Reputation and Appearance**

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

4.2 A person's dress and appearance are matters of personal choice and self-expression. However staff must 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 allegations of misconduct.

4.3 Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought onto the Trust/school premises or stored on Trust/school equipment.

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

4.5 The Trust prohibits the involvement of staff from any form of social networking with students. If there is any doubt about whether communication with students is appropriate advice should be sought from a member of a senior management team. Staff must adhere to the Social Media and E-safety Policy.

#### **5 Sexual Contact with Children and Young People and Abuse of Trust**

5.1 Any sexual behaviour, whether by a member of staff, 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 Trust/school who have contact with students 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.

5.2 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'.

5.3 There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person and manipulate that relationship so that sexual abuse can take place. Staff should be aware that conferring special attention without good reason or favouring a student has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

5.4 A relationship between a member of staff and a student cannot be a relationship between 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.

## **6 Infatuations and Crushes**

6.1 Adults must recognise that a student may be strongly attracted to a member of staff and/or develop an infatuation. A member of staff, who becomes aware that a student may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the student. 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.

6.2 Seeking advice in circumstances where concerns arise. Examples of situations which must be reported are given below:

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

## **7 Gifts**

7.1 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 students 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.

7.2 Personal gifts must not be given to students. 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 student should be consistent with the schools behaviour policy, recorded, and not based on favouritism.

## **8 Social Contact and Social Networking**

8.1 Staff in the Trust/school must not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes any social networking sites such as MySpace, Twitter, Facebook and blogging, even if a student seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position. Staff should ensure that the privacy protection facility is used and they should not use their work email address or account to access these personal sites. It is recommended that the workplace

is not named on personal social networking sites unless part of union or teacher organisation duties or activities.

8.2 Staff must not give their personal details such as home/mobile phone number; home or email address to students unless the need to do so is agreed with senior management

## **9 Physical Contact and Personal Privacy**

9.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students 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 student in one set of circumstances may be inappropriate in another, or with a different student.

9.2 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 believes that an action could be misinterpreted, the incident and circumstances should be reported.

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

9.4 There may be occasions when a distressed student 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.

9.5 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.

9.6 Some staff, for example, those who teach PE and games, who provide music tuition or administer first aid will on occasions have to initiate physical contact with students in order to support a student 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 student'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 student.

9.7 Students 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 students, 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 students concerned and sensitive to the potential for embarrassment.

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

## **10 Behaviour Management and Physical Intervention**

10.1 All students have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff must not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating students by overweening physical presence is not acceptable in any situation.

10.2 The circumstances in which staff can physically intervene with a student are covered by the 1996 Education Act. 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.

10.3 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.

## **11 One to One Situations and Meetings with Students**

11.1 Staff working in one to one situations with students 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 students 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 student. 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.

11.2 Pre-arranged meetings with students 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.

## **12 Transporting Students**

12.1 In certain situations e.g. out of school activities, staff may agree to transport students only with appropriate insurance and parental consent. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

12.2 Adults should ensure that their behaviour is safe, ensuring that the high way code and speed limits are adhered to. They must ensure 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.

## **13 Educational Visits and School Clubs**

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 and the same standards of conduct apply.

## **14 Curriculum Including Photography, Videos and other Creative Arts**

14.1 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.

14.2 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.

14.3 In some curriculum areas extremism or radicalisation may be raised. Staff should enable discussion to happen in a balanced way. If Staff have concerns about intent to engage in criminal activity they must report it the Schools Designated Safeguarding Officer.

14.4 Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for Trust/school web sites, productions or other purposes.

14.5 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 students who may be unable to question why or how the activities are taking place. Students who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment.

14.6 Staff should remain sensitive to any student 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.

14.7 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 Trust/school have access.

14.8 When using a photograph/videos the following guidance must be followed:

- if the photograph is used, avoid naming the student
- if the student is named, avoid using the photograph unless parental consent is given 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 students unless there is consent to do so.

- Videos material shown in class must be age and content appropriate.

14.9 The Trust has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct.

## **15 Internet Use and Electronic Communication**

15.1 The Trust has separate policies on social media and Esafety which forms part of this Code of Conduct.

15.2 Under no circumstances should adults in the Trust access inappropriate images. Deliberately accessing pornography on Trust/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 is likely lead to criminal prosecution and may result in barring from work with children and young people.

## **16 Sharing Concerns and Recording Incidents**

16.1 All staff must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following “Red Flag Behaviours” give indications of the kinds of situations which should be shared with a senior member of staff. An adult who:

- Allows a student/young person to be treated badly; pretends not to know it is happening
- Shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat students fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a student or students
- Appears to have special or different relationship with a student or students
- Seems to seek out unnecessary opportunities to be alone with a student

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

17.1 The following competences are necessary:

- Emotional Awareness
- Aware of the range of emotions in self and others
- 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

- Seeks and uses professional support appropriately
- Understands the principle of confidentiality
- Self-awareness
- Has a balanced understanding of self and others
- Has a realistic knowledge of personal strengths and weaknesses
- 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