

School Personnel Code of Conduct

Date	Review Date	Lead in school
February 2020	February 2021	Rena Begum (Head Teacher)

At Buttercup Primary school we believe this policy relates to the following legislation:

- Children Act 1989
- Police Act 1997
- Police Act 1997 (Criminal Records) Regulations 2002
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection and Freedoms Act 2012
- KCSIE 2019

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (Dfe) – updated Oct 2016
- Keeping Children Safe in Education (DfE) 2016
- Working Together to Safeguarding Children (The Stationery Office)

We have a duty to safeguard and to promote the welfare of all pupils by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes.

We believe we have a duty to safeguard and to promote the welfare of pupils and to protect school personnel by creating a whole school culture that is safe and inclusive. We want to maintain a whole school culture by having in place the principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

We value and respect all pupils and understand that we have a key role to play in identifying child protection concerns as the safeguarding of children and their welfare is

paramount. Therefore, we must ensure all school personnel (and volunteers) are appointed following the safer recruitment guidelines and procedures, Disclosure and Barring Service checked, trained in child protection procedures, understand their roles and comply with the code of conduct.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

At Buttercup Primary we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To safeguard and to promote the welfare of pupils
- To create and maintain an ethos of mutual respect, openness and fairness
- To ensure all staff, governors and volunteers are aware of the high standards of conduct and professionalism expected of them
- To reduce the risk of staff being accused of improper or unprofessional conduct
- To support staff to develop safer working practices

Scope of the policy

The code applies to all adults working in the school, whatever their position, roles or responsibilities. The code is predominately geared towards safe working practices for the protection of children, and therefore should be read in conjunction with the school's Safeguarding and Child Protection Policy. However, the code also covers other general aspects of conduct and professionalism, supplementing for teachers specifically, the Teachers' Standards.

General Responsibilities

All staff should have a clear understanding of the responsibilities that are an intrinsic part of their employment or role. They should make a professional judgement about their actions and behavior and seek to avoid conduct which would lead any reasonable person to question their motivation or intentions. If there is an incident where staff feel there may be a concern, they should discuss the circumstances of the incident and their action, or proposed action, with a senior colleague to help ensure that the safest practices are employed and the risk of actions being misinterpreted are reduced.

All staff should know who the Designated Person for Child Protection is, be familiar with the school's Safeguarding and Child Protection Policy and understand their responsibilities to safeguard and protect children and young people.

Staff should understand their responsibility to voice any general concerns that they might have about practice within the school, in accordance with the school's Whistleblowing Policy.

Unlawful, unsafe or inappropriate behavior may result in disciplinary action being taken.

Good Practice Guidelines

The following guidelines set out specific areas of conduct and behavior that constitute expected and safe practice. If staff are in any doubt about any aspect of this guidance or need to seek further clarification about a particular situation, they are advised to speak to a senior leader in school.

Propriety and Behaviour

All adults working with children and young people are in a position of trust. They are expected to adopt high standards of personal integrity and conduct and behave in such a way that does not compromise their position both within and outside of school.

Part Two of the Teachers' Standards comprises of the standards for Personal and Professional Conduct for Teachers, as follows:-

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others

- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

All staff should not:

- Behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model
- Use their power to intimidate, threaten, coerce or undermine pupils
- Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate other individuals or might be interpreted as such

Confidentiality and Information Disclosure

Staff should not use any information obtained in the course of their duties to the detriment of the school or for personal gain or pass this information onto others who might use it in this way.

Staff must take all reasonable steps to ensure that the loss, destruction, inaccuracy or disclosure of information does not occur as a result of their actions, including information relating to school business and pupil data.

There are some circumstances in which staff may be expected to share information about a child, for example, when a child protection issue arises. In such cases staff have a duty to pass information on without delay in line with procedures within the Safeguarding and Child Protection Policy. If staff are in any doubt about whether to share information or keep it confidential they should seek guidance from a senior leader or the Designated Person for Child Protection.

Staff should not use their position to gain access to information for their own advantage or to intimidate, humiliate or embarrass a child. Staff are expected to treat any information they receive about a child in a discreet and confidential manner.

Staff should ensure that they are aware of and follow the school's Data Protection Policy.

Equality Issues

All staff should adhere to the school's Equal Opportunities Policy, as well as the requirements of the law, such as the Disability Discrimination Act and the Equality Act.

Staff should not discriminate in recruitment and employment, nor in the delivery of services. Staff should also ensure that in their dealings with parents and other members of the public, they ensure the provision of an efficient and impartial delivery to all individuals.

Employment and Contractual Matters

All staff involved in appointments and/or tendering processes should ensure that these are made on the basis of merit. Staff should not be involved in an appointment or decisions relating to discipline, promotion or pay adjustments for any individual who is a relative or with whom they are in a close personal relationship.

All relationships of a business or private nature with external contractors, or potential contractors, should be made known to the Head Teacher.

Public Duty and Private Interest

It is important that staff do not put themselves in a position where their duty to school and their private interests conflict. Staff should also not allow their own personal or political opinions to interfere with their work .

Other Employment / Private Work

Any external work that staff undertake must not bring the school into disrepute or conflict with the school's interest. Private work should not be undertaken in the school's time, or using the school's premises or equipment, without the prior approval of the Head Teacher.

Dress and Appearance

Staff should ensure that they are dressed decently and modest no makeup and jewelry to be worn.as one should be able to safely and appropriately be ready for the tasks that they undertake – for example, when teaching PE, staff should ensure they wear appropriate clothing and footwear, and remember they are a role model for the children. It is important that through their appearance they promote a positive and professional image.

Buttercup Primary is committed to promoting diversity and will therefore respect individual dress preference in terms of customs, culture, religion and tradition.

Financial inducements, gifts, hospitality and sponsorship

Although staff should not give or receive gifts from pupils or parents on a regular basis or of any significant value, it is acceptable however for staff to receive small tokens of appreciation, such as at Eid time. Where staff do give gifts, they should ensure that they are of insignificant value and given to all children equally.

Staff should not seek or receive preferential rates for themselves by virtue of their dealings on behalf of the school.

Use of School Time and Facilities

The school's property and facilities (eg stationery, computers, photocopiers, etc) may only be used for school business unless permission for their private use has been granted by the Head Teacher.

Social Contact

Staff should not give out personal details such as home/mobile numbers, home address or e-mail address to pupils, although it is recognised that some staff live within the community and their own pupils, relatives or friends may well be amongst pupils at school.

In respect of social networking websites such as Facebook, under no circumstances should staff accept friends requests from pupils. This is for the staff's own protection and to avert any unwarranted safeguarding allegations. It is also inadvisable to accept requests from past pupils unless they are over the age of 18. If a member of staff does receive a friendship request from a pupil, they should inform a senior leader.

Physical Contact

It is unrealistic to suggest that teachers should never touch pupils. There are occasions when it is entirely appropriate and reasonable for staff to have physical contact with pupils.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Staff should only initiate physical contact for the minimum time necessary and in ways appropriate to their own role and needs of the child. Staff should use their professional judgement at all times. Where a member of staff thinks that an incident could have been misinterpreted, it should be reported to the Head Teacher.

Any formally agreed plans for children with SEND should be understood and agreed by all concerned. Extra caution may also be required where it is known that a child has suffered previous abuse or neglect, as sometimes such children are seek out affection and inappropriate contact, leading staff to be vulnerable to allegations of abuse.

Staff have the power to use 'reasonable force' (as defined in DfE guidance 2016 – Use of Reasonable Force) to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. These circumstances may include:-

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot use force as a punishment.

Transporting Children

When children need to be transported, for example, from school to home, an adult additional to the driver should act as an escort wherever practicable. Staff should ensure that all children sit in rear seats and use appropriate car / booster seats and seat belts, which should be checked before setting off. Children should be reminded of the behavior expected of them whilst the member of staff is driving.

Staff should avoid using private vehicles wherever possible, but where this is unavoidable the appropriate insurance (business use) must be in place. Details of where staff are going, what time they are expected back at school and a mobile contact number should be left with a member of staff back at school.

Intimate / Personal Care

Staff should adhere to the school's Personal Care Policy.

First Aid and Administration of Medication

Staff should adhere to the school's Medical and First Aid Policy.

Use of Mobile Phones

Staff should adhere to the school's Mobile Phone Policy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed regularly or when the need arises by the Head Teacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

• Safeguarding & Child Protection	• Personal Care
• Data Protection	• Medical & First Aid
• Equal Opportunities	• Mobile Phones
• E-safety	•

Headteacher:	Rena Begum	Date:	28/02/2020
Proprietor:	Rena Begum	Date:	28/02/2020

Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)																									
School Personnel Code of Conduct	To develop safer working practices		✓																										
This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Proprietor	School Volunteers	School Visitors	Wider School Community																						
	✓	✓		✓	✓																								
Question	Equality Groups																		Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓				✓				✓				✓				✓				✓				✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓				✓				✓				✓				✓				✓				✓				
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓				✓				✓				✓				✓				✓				✓				
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																												
Preliminary EIA completed by							Date			Preliminary EIA approved by							Date												
Proprietor							28/02/2020																						