



‘Learning Together, Achieving Forever’

Staff Code of Conduct

Chair of Governors: *Mr. A Burnell*

Headteacher: *Mrs. T Buckle*

Date : January 2017

Review: May 2022

In this document, “staff” includes both paid staff and volunteers.

1. Basic principles

- The welfare of the child always comes first.
- Staff are responsible for their own behaviour and should avoid any conduct, which would lead a reasonable person to question their motivation.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from the Head Teacher or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.
- Staff should apply the same professional standards regardless of gender or sexuality.

- All staff should know who their designated persons for child protection (safeguarding) are, be familiar with the school's child protection arrangements and understand their responsibilities to safeguard and protect children.
- Staff should be aware that breaches of the law and other professional guidelines (including this code) could result in criminal or disciplinary action being taken against them.

2. Duty of Care

All staff have a duty to keep children 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 staff and pupils and behaviour by staff that shows integrity, maturity and good judgement (please refer to Appendix 1).

3. Exercise of Professional Judgement

There may be times when staff have to make decisions or take action in the best interests of the child which could contravene this guidance or where no guidance exists. Staff members are expected to make judgements about their behaviour which is in the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably. These occasions should be discussed with a senior leader or the Headteacher.

4. Power and Positions of Trust

All adults working with children in school are in positions of authority and therefore are in positions of trust in relation to those children. A relationship between a member of staff and a pupil cannot be a relationship of equals. Staff members have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

5. Confidentiality

Staff must treat information they receive about children in a discreet and confidential manner. If staff are in doubt about sharing information they hold which has been requested, they should seek advice from the Head Teacher or other senior staff. (If abuse is alleged or suspected, then staff have a duty to speak to the Designated Person or the Head Teacher).

Staff should not discuss internal operations of the school with outside parties nor speak about the school in a deliberately negative manner; this is a breach of confidentiality and may be subject to the school's disciplinary process.

6. Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children.

7. Dress and Appearance

Staff should wear clothing and footwear, which promotes a positive and professional image and is appropriate to their role. They should avoid wearing clothes that could cause offence or embarrassment to others. Denim jeans are not considered acceptable unless participating in a trip or activity that requires harder wearing clothes. When leading physical activities and PE lessons, staff must wear suitable clothing (eg trainers and a track-suit). Flip-flops are not recommended as they offer little protection in the school environment.

8. Monitoring persons on school site

Staff should support and use the systems in place for monitoring who is on site and understand that these systems are for the Health and Safety of ourselves and others. These include signing in at the office on arrival and signing out when leaving the premises and the wearing of identity lanyards / badges which are clearly visible. Teaching staff should arrive in school at least 10 minutes before the start of the teaching session and other staff members should arrive in good time to begin their contracted hours. Any unauthorised persons seen on the school site should be challenged and reported to the Headteacher.

9. Attendance and punctuality

Employees should ensure that they comply with staff absence and sickness reporting procedures. All staff should arrive in good time in order to prepare for the day ahead. Employees should notify the school if they are unavoidably delayed on the way to school. Staff should adhere to the attendance registration procedures for pupils as they are responsible for their accuracy. Staff should collect pupils from the playground or receive pupils into the classroom at appropriate times and make every effort to dismiss pupils punctually at all times.

10. Gifts

There are occasions when children or parents wish to pass on small tokens of appreciation to staff, e.g. at the end of the school year and this is acceptable. It is unacceptable to receive gifts on a regular basis or of any significant value. Any gifts to individual children will be part of an agreed reward/celebration system. Gifts from staff to children will be given equally and will be of insignificant value.

9. Infatuations

Staff should report any indications that a pupil may be infatuated with a member of staff.

10. Social Contact

Staff should not try to establish social contact with pupils for the purpose of friendship or to strengthen a relationship. Any planned social contact with pupils should be approved by the Head Teacher. Staff should not give pupils their personal details (e.g. telephone numbers, Facebook etc). Staff should report and record any situation, which they feel, might compromise the school or their own professional standing. Staff who use social networking sites on the internet should manage their accounts in such a way that personal information is not available to pupils or their families.

11. Physical Contact

There are occasions (including supporting children with SEN) 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 for their professional role.

12. Changing

Staff supervision of children during changing should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment.

13. Pupils in Distress

If a distressed pupil needs comfort and reassurance, then age-appropriate physical contact may be provided by staff but this contact must not be threatening, intrusive or subject to misinterpretation.

14. Behaviour Management

All pupils have a right to be treated with respect and dignity. Force must never be used for punishment. Although humour can help to defuse a situation, sarcasm and demeaning or insensitive comments are never acceptable.

15. Care, Control and Physical Intervention

The school's behaviour policy outlines the policy on physical intervention, which must be followed. Staff should always seek to defuse situations. If force is required (i.e. to prevent a child causing injury to him/herself or others) it must be minimum force for the shortest period necessary. Any physical intervention should be reported and recorded. Some pupils may have an Individual Support Plan which identifies any agreed interventions.

16. One to One Situations

Staff working in one to one situations with children may be more vulnerable to allegations. Staff should 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.

17. Transporting Children

Wherever possible and practicable it is advisable that transport is undertaken with at least one additional adult to the driver. Staff should ensure that their behaviour is safe, that the vehicle is roadworthy/appropriately insured and that the car is fitted with car seats in line with legislation if necessary.

18. Educational visits and after-school activities and clubs

Staff should be fully aware of all the recommendations contained within LA and national guidance and requirements via the Evolve system. The Educational Visits Co-ordinator is Mrs. Eryl Davies (Deputy Headteacher) and she should be consulted on all aspects of educational visits, including risk-assessments, prior to authorisation by the Headteacher.

19. First Aid and Administration of Medicines

Staff must adhere to the school's Health & Safety policy, First Aid Policy and Supporting Pupils with Medical Needs policy

20. Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (e.g. assistance with toileting). Children who require intimate care on a regular basis should have a Care Plan drawn up and agreed with parents.

21. Curriculum

There are some aspects of the curriculum, which can include or raise subject matter, which is sexually explicit. Staff must abide by the school's policy on Sex and Relationships Education and must not enter into or encourage inappropriate or offensive discussion about sexual activity.

22. Photography, Videos and Other Creative Arts

Staff should be clear about the purpose of any activity, which involves photography, or video of children.

Staff must not take, display or distribute images of children unless they have consent to do so. As a rule, staff will use school cameras and film recorders to photograph or film children. In the event that they use their own equipment, such images should not be stored for longer than is necessary but should be transferred to school memory-systems or deleted.

23. Internet Use

Staff must adhere to the school's E-Safety Policy and sign the ICT Code of Conduct.

24. Mobile Phones

Staff personal mobile phones must be switched off during teaching hours (in the event of an emergency situation or other exceptional circumstances the member of staff should discuss the matter with the Headteacher). During the daily breaks staff must only use their phones in areas in which children do not have access to. Staff should not use mobile phones during teaching sessions, assembly or playground duty.

25. School equipment

Staff should ensure that all school equipment is handled safely and is kept as securely as appropriate. Staff wishing to borrow school equipment should ensure that a written request is made and approved before removing any item from the school premises.

26. Whistleblowing

Staff must report any behaviour by colleagues that raises concerns. The school's Confidential Reporting (Whistleblowing) Policy is available in the staff room.

27. Extremism

All staff have a duty to report to the Head Teacher any concerns about children who might be at risk of being drawn into terrorism and to challenge extremist ideas which could be used to legitimise terrorism.

28. Sharing Concerns and Recording Incidents

All staff should be aware of the school's Safeguarding and Child Protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional associations. Staff must take responsibility for recording and reporting any incident, which may result in being misinterpreted and/or an allegation being made.

29. Informing the school of any change in circumstances

All staff are responsible for informing the Head Teacher if there is any change in their circumstances which may be seen as having an impact on their suitability to work with children. This may include for example, a criminal conviction, a police caution or any change to the information declared on the Staff Suitability Declaration (including information about other household members).

30. Food and beverages

Staff should not consume food in the presence of pupils, unless participating with pupils in an activity. Chewing gum is not permitted outside of the staffroom. Alcohol is not permitted on school premises.

31. Smoking

Smoking is not permitted on school premises. Staff members wishing to smoke during their designated break times should do so offsite and not within 10 metres of an entrance to the school grounds.

32. Media

Any employee contacted by the media should not make a comment and refer the matter to the Headteacher or Gary Marsh, Communications Director for RCTCBC at The Pavilions, Clydach Vale.

33. Leave of Absence

If members of staff require a leave of absence from normal working hours they should submit a formal leave of absence request, available from the school office, at least five working days before the leave is required, as a matter of courtesy. Any leave of absence requires the school to put appropriate cover arrangements in place and this can take some time to arrange. Leave of Absence may or may not be granted, with or without pay.

Medical and dental appointments should be made outside of contracted days and hours, as stated in the LA's and school's policy, which has been adopted by the Governing Bod of Trerobart Primary

34. Safeguarding

We believe that safeguarding children is everyone's responsibility. At Trerobart Primary we are committed to keeping our children safe from harm. Tracy Buckle (Headteacher) and Philip Butler (Deputy Headteacher) are the Designated Senior Leads for safeguarding and child protection. If we have any concerns reported to us we will always take action to protect a child and inform the relevant agencies.

All staff must follow the school's Child Protection policies and procedures.

All staff have a duty to report any child protection concerns to a designated person.

All staff have a duty to inform an appropriate person if they believe a colleague is behaving in a way that compromises the safety or well-being of any child or group of children.

Anyone who has concerns or is in doubt should refer to the school's safeguarding policy.

Appendix 1: Professional relationships

With children:

- We act respectfully towards children at all times, for example:
 - Speaking in a calm and objective way, even in the face of challenging circumstances
 - Using a range of vocal volume that is appropriate to the learning activity (we may raise our
 - voices in a controlled way to achieve a desired impact, but we never shout in anger)
 - Showing good manners to children and thereby modelling what good manners are
 - Taking seriously what *all* children tell us. **Our first response** is always to believe what we are told
 - Giving children time to express themselves
 - Considering how we would expect to be spoken to ourselves
 - Pursuing settlements to conflicts between children in a way that is demonstrably fair and listens to all points of view before making a considered judgement
 - We judge children based on the current situation and not on past behaviour
 - Making clear to children why a course of action has been necessary
- We are consistent in the way that we apply rewards and sanctions to the children, so that each individual child knows that they will receive the same treatment from any member of staff
- We understand that children have a right to be heard
- We are friendly and supportive to all children, but maintain our professionalism at all times.
- We acknowledge that some interactions that seek to ‘be friends’ with children can create ambiguity in the relationship and are unhelpful
- We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors
- We teach and respond to children as unique individuals

With parents:

- Parents have an entitlement to be informed about their child’s learning and well-being.
- We always seek to involve and engage parents in this process. We recognise parents’ entitlement to express any concerns they may have about their child’s learning, safety or well-being

- We always seek to work in partnership with parents, using their understanding of their own child to help us to provide the best learning opportunities that we can
- We recognise that parents' worries and concerns can be extremely emotive and we acknowledge that, at times, we will need to speak to parents when they are upset. If we are concerned that a parent may be aggressive or otherwise inappropriate towards us, we can ask for a colleague (usually a senior leader) to be present
- We are honest with parents, without undermining colleagues and respond fairly to their concerns irrespective of their race, religion, culture or social background
- When speaking to parents, we always consider how we would expect to be spoken to ourselves
- We acknowledge that we are human and will all make mistakes from time to time. We take responsibility for our actions and are willing to apologise when we have made mistakes and undertake to learn from those errors
- We protect ourselves by ensuring that we meet with parents in areas of the school that are visible and easily accessible to other staff members, while remembering to be sensitive to the confidential nature of some discussions. We always make sure that colleagues know when and where we are meeting with parents
- We recognise the right to confidentiality of all members of the school community

With other members of staff:

- We act in a professional manner towards colleagues, irrespective of our relative position or status within the school hierarchy, for example:
 - Speaking politely to one another
 - Being flexible and understanding of necessary changes within the school day
 - Assuming that the actions of others are carried out in good faith
 - Communicating clearly and honestly with colleagues
 - Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone
 - Being publicly supportive of colleagues, and dealing with concerns or disagreements privately, with support if necessary
- We share a responsibility to encourage and support our colleagues in their professional development
- We consider all members of the staff team to have equal value, irrespective of their job, and we treat them accordingly
- When speaking to colleagues, we always consider how we would expect to be spoken to ourselves
- Concerns raised with managers are dealt with confidentially. If further action is required, the manager has responsibility to inform only the appropriate senior person within the school

- We recognise that we are all accountable for our actions and performance and that from time-to-time leaders and managers will need to deliver feedback that is challenging. All individual feedback is given sensitively and constructively and should only be shared with those staff members that need to know (e.g. line manager or mentor)
- By approaching issues with colleagues in a way that always seeks to solve potential problems in a positive way
- We never act in a way that publicly undermines a colleague
- We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors

Reviewed May 2020

Next review After May 2023

Please return to Headteacher

I declare that I have read and understood the Code of Conduct for School Employees and Volunteers and the associated “Required Reading”.

Name

Signature

Date