

CODE OF CONDUCT FOR STAFF AT TRINITY SCHOOL INCLUDING EYFS



Trinity School seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for students in our care.

This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes safe practice and which behaviours should be avoided. It should help all staff acknowledge and maintain professional boundaries. This guidance has been produced to help all staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

Teachers and other education staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from sexual, physical and emotional harm. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of pupils. The care of pupils includes every effort to support their medical, social and emotional needs as well as the more traditionally academic.

This means that these guidelines *apply to:*

ALL adults working in education settings whatever their position, roles, or responsibilities.

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action already taken or proposed.

Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times.

All staff will be asked to confirm that they agree to this code of conduct in the Annual Staffing Update Record.

Associated Policies

The code of conduct has been developed with input from staff and in conjunction with the following policies which should be referred to for more clarification and guidance if required. All policies can be found in the Teaching Staff handbook and on the intranet under Staff Resources/ Policies. Introduction to this Code and its associated policies is part of staff induction.

Anti-Bullying Strategy

Behaviour Policy

Classroom Management

Code of Communication Guidance

First Aid Policy

Health and Safety Policy

Intimate Care Policy

Medical Policy

Mental Health And Wellbeing Policy

Reviewed by: Rachel Eaton-Jones
And Julia Bryant

Date: June 2017
Date: September 2017

Updated policies are found on the website and in the Staff handbook.

Missing Pupil Policy
Personal Development And Wellbeing Policy
Physical Restraint Policy
Risk Assessment Policy including Offsite visits
Safeguarding Policy
Searching Pupils And Their Possessions Policy
Self-Harm Policy
Supervision Policy
Fire Prevention Policy
Transporting Pupils to Accident and Emergency Guidance
Whistleblowing Policy

Core Principles

- The welfare of students is paramount; ALL staff should maintain the highest standards in their Duty of Care.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager 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.
- All staff should be familiar with the school's Safeguarding Policy and procedures and understand their responsibilities to safeguard and protect students.
- All communication should be professional; prompt, respectful and considerate in manner. The use of social media with current pupils should always be avoided.
- No staff should be involved in any sexual relationship with a pupil. Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Practical Guidance to establish Safe Working Practices for the Protection of Students and Staff at Trinity School

CONFIDENTIALITY:

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive or private information. They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other schools/services). Information must never be used to intimidate, humiliate, or embarrass the pupil.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior management.

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And Julia Bryant

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This means that adults **should**:

- be clear about when information can be shared and in what circumstances it is appropriate to do so
- treat information they receive about children and young people in a discreet and confidential manner
- NOT discuss sensitive staff or pupil issues in areas where there are pupils present, eg Refectory, Library

POSITIONS OF TRUST:

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity.

This means that adults **should not**:

- use their position to gain access to information for their own or others' advantage
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships which are of a sexual nature, or which may become so (commonly known as grooming)

PROPRIETY AND BEHAVIOUR:

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

This means that adults **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.
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such

PROFESSIONAL DRESS AND APPEARANCE:

Members of staff are expected to be role models and to dress in keeping with their professional status. Staff should be neat, smart and tidy, wearing clothes which are commensurate with their post in the School.

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Your dress and general appearance should reinforce, not undermine, those standards asked of boys and girls and expected by parents and governors. Ties and jackets are expected for male teaching staff in classroom situations and a comparable business-like appearance from female teaching staff. Where ties can be viewed as creating a Health and Safety risk, they may not be worn. Denim is unacceptable.

Teaching staff dress is expected to be formal rather than casual. Extremes of hairstyle may be viewed as inappropriate. Similarly, exposure of certain areas of the body may cause other people to feel uncomfortable. Sensible walking shoes are essential. Jewellery should be kept to a minimum e.g. dangling ear-rings are a safety hazard when working with very young children. Nursery staff, who are mainly office based, are expected to dress in the same way as teaching staff.

On a small number of occasions such as the Christmas Carol Service and Speech Day, staff may be requested to wear gowns and hoods.

In the case of any dispute with regard to what is acceptable, the Senior Management will make a decision and provide further guidance to be communicated by the Headmaster, the Deputy, Director Of Studies or Head of Preparatory Department including Trinity Lodge.

THE USE OF PERSONAL LIVING SPACE:

It is not appropriate for any organisation to expect or request that private living space be used for work with children and young people.

This means that adults should be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.

EDUCATIONAL VISITS, AFTER SCHOOL AND EXTRA-CURRICULAR ACTIVITIES:

Adults remain in a position of trust when on trips, visits or other activities and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Children, young people, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

This means that adults **should**:

- take particular care when supervising pupils on trips and outings, where the setting is less formal than the usual workplace
- always have another adult present in out of workplace activities, unless otherwise agreed with a senior

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manager, ensuring that their behaviour remains professional at all times

- undertake risk assessments in line with the school's policy and have parental consent

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 and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, eg Drama.

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 may wish to take guidance in these circumstances from a senior member of staff.

This means that adults **should**:

- have clear written lesson plans
- take care when encouraging pupils to use self-expression not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to clearly identifiable lesson plans.
- **NOT** enter into or encourage inappropriate discussions about sexual activity or any behaviours which may offend or harm others

Reference Documents (available on Staff Resources)

- Keeping Children Safe in Education (DfE) 2016
- Local Safeguarding Board - local safeguarding children procedures
- Code of Conduct & Practice for registered Teachers (GTC) 2004
- Working Together to Safeguard Children (DfE) 2015
- Code of Conduct Guidance (Babcock) 2014