

# Staff Code of Conduct Policy



Part of T4 Trust

**Version Control**

Action	Name	Date
Prepared by	Lisa Tharpe	April 2021
Approved by	Local Community Board	April 2021
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## Content

### The Roles and responsibilities

The Trust Board	The Board of Directors of the Trust (including any committee of the board duly appointed by it), who may also be referred to as trustees
The Headteacher	The teacher in charge of the school who may also be referred to as Head, Executive Head or Principal

**Headteacher** - Aaron Mulhern - Email: [aaron.mulhern@ianmikardo.com](mailto:aaron.mulhern@ianmikardo.com)

**Premises Manager** - Silvester Okwuadi - Email: [Silvester.Okwuadi@ianmikardo.com](mailto:Silvester.Okwuadi@ianmikardo.com)

**Office Manager** - Muriel Finney - Email: [Muriel.finney@ianmikardo.com](mailto:Muriel.finney@ianmikardo.com)

#### The Trust Safeguarding Lead is:

Lisa Tharpe – Deputy Head – Trust Safeguarding & Compliance Reporting Lead - Email: [lisa.tharpe@ianmikardo.com](mailto:lisa.tharpe@ianmikardo.com)

#### The Designated Safeguarding Lead is:

Lynn St Phillip-Ross –Lead Inclusion and Welfare Practitioner - Email: [lynn.st.phillip-ross@ianmikardo.com](mailto:lynn.st.phillip-ross@ianmikardo.com)

#### The Deputy Designated Safeguarding Leads are:

Karen Raftery – Head of Post 16 and Careers - Email: [karen.raftery@ianmikardo.com](mailto:karen.raftery@ianmikardo.com)

Jason Levine – Designated Mental Health Lead – Email: [jason.levine@ianmiakrdo.com](mailto:jason.levine@ianmiakrdo.com)

Hazera Begum – Attendance and Welfare Coordinator – Email: [Hazera.begum@ianmikardo.com](mailto:Hazera.begum@ianmikardo.com)

#### The Safeguarding Leads - Board of Governors for T4 Trust are:

Helal Ahmed – Local Community Board of Governor for Safeguarding

Sara Attwood – T4 Trust Board of Governor for Safeguarding

## **Legislation**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related 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

### **The following documentation is also related to this policy:**

- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Guidance for safer working practice for those working with children and young people in education settings February 2022
- Keeping Children Safe in Education (DfE)
- Working Together to Safeguarding Children (The Stationery Office)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

‘All staff are made aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction. This includes the Staff behaviour which is found in the ‘Staff Code of conduct.’

[https://www.saferrecruitmentconsortium.org/files/ugd/f576a8\\_0d079cbe69ea458e9e99fe462e447084.pdf](https://www.saferrecruitmentconsortium.org/files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf)

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2023)

We have a duty to safeguard and to promote the welfare of all students 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 students and to protect school staff 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.

### **Reference to Other Sources of Information**

This Staff Code of Conduct is not exhaustive and does not replace the general requirements of the law, common sense and good conduct.

The Staff Code of Conduct should be read in conjunction with a number of associated policies relating to conduct which are set out throughout this document.

In addition to this policy, all staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the provisions of the STPCD, the latest 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

Part 2 of the Teachers' Standards is available online via:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

All Staff must ensure they have read, understood and comply with:

- Part 1 of Keeping Children Safe in Education (KCSIE) (September 2023).
- KCSIE Section Two – Concerns that do not meet the harm threshold

This Guidance is available via:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All staff must also ensure they have read, understood and comply with Part 1 of Keeping Children Safe in Education (September 2023). Further guidance regarding Safeguarding is in Part C of this document.

Staff must also have due regard to other professional codes, policies and guidance which may be relevant to their specific role.

## **Part B: Professional Conduct**

We value and respect all students 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 staff (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.

### **Safer Recruitment**

The school practices safer recruitment to ensure that individuals who may present a risk to children do not work in our school. We also distinguish between individuals who may present a risk to children and others who have a complex history but do not present a risk to children; rehabilitation is a foundation of the school's ethos. If appropriate, we seek an enhanced DBS with barred list check, and work with the Local Authority and the school's HR Advisor to assess and mitigate any risks. The Local Governing Board is mindful that the School Staffing (England) Regulations 2009 require it to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Volunteers who have not been DBS checked work in the school only when supervised by a permanent member of staff and a risk assessment has been carried out.

All staff must have a valid DBS when working at IMHS, if under exceptional circumstances a member of staff is found to have a DBS that has lap more than 3 years old or the appointment of the new staff is necessary to allow the service provision to continue, they will be asked to complete a DBS check immediately and a risk assessment will be carried out in order to determine if the member of staff will be able to work/continue their duties under the full supervision of a fully compliant permanent member of staff until a new DBS has been obtained.

### **DBS Disclosures with Information**

When a DBS check is returned positive, the Headteacher or Deputy Head will discuss the circumstances with the individual and complete a Positive DBS risk assessment and seek advice from the CEO and HR before reaching a decision on whether to proceed with the appointment.

Because the school is part of a Multi-Academy Trust (MAT) the chair of trustees must provide the Clerk to the Trustees with details of an enhanced DBS certificate. It is considered good practice for details to be provided to the DSL and for this information to be recorded on the Single Central Record.

For more information regarding Safer recruitment please refer to the school's policy 'Safer Recruitment, Retention and the Single Central Record Policy'.

## **Duty to Disclose**

All staff have a duty to immediately disclose to the Headteacher (or Chair of Governors in the case of a Headteacher) prior to the start of their employment, at the start of their employment or during the course of their employment, any change in their circumstances or any information which may affect or is likely to affect the suitability of the Employee to undertake their job role or work with children/young people or in a School setting.

### **This includes, but is not restricted to:**

- Staff being subject to any police investigation / enquiry, arrest, ban, charge, caution, reprimand, warning, fine or pending prosecution or criminal conviction. This includes any actions committed overseas which would be subject to a police investigation or formal action if such actions had been committed in any part of the United Kingdom
- Staff being subject to any referral, made to, or any investigation, proceedings, or prohibition order being undertaken by the Teaching Regulation Agency, General Teaching Council for England
- Staff being subject to the inclusion on the DBS Children's Barred List and any change in DBS undertaken by the DBS
- Staff being subject to any referral, made to, or any investigation, proceedings, or prohibition order being undertaken by any other regulatory or professional authorities or actions of other agencies relating to child protection and/or safeguarding concerns
- Staff being subject to any orders made in relation to the care of children, the refusal or cancellation of registration relating to childcare, or children's homes, or being prohibited from private fostering
- Staff being subject to any 'live' disciplinary process, formal sanction or any other relevant information arising from a previous or current secondary employment / voluntary work which may impact on the Employee's suitability to undertake their role or work with children/young people or in a School setting. This includes substantiated safeguarding allegations
- Staff close personal relationships outside of the workplace presenting a 'risk by association' to the safeguarding of children / young people.

This list is not exhaustive. Should an employee be unclear about whether it is appropriate to disclose a matter they are encouraged to seek guidance from the Headteacher (or Chair of Governors in the case of a Headteacher) at the earliest opportunity.

The school acknowledges the obligation to disclose protected convictions and cautions is governed by the requirements of the Rehabilitation of Offences Act 1974 (Exceptions) Order 1975 (as amended in 2013). Prospective Employees should be aware that when applying for particular jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Employees are advised that Guidance about whether a conviction or caution should be

disclosed can be found here: Check if you need to tell someone about your criminal record: What information you need to give - GOV.UK ([www.gov.uk](http://www.gov.uk))

Staff must also report any current or historical information in the public domain or which is likely to come into the public domain which may be of relevance to their job role or their suitability to work with children/young people or in a School setting or matters which may be subject to adverse media attention or have a detrimental impact on the reputation of the School.

### **When An Allegation is Made Involving a Member of Staff**

Safeguarding concerns about a colleague should be referred to the Executive Headteacher. Safeguarding concerns about the Executive Headteacher should be referred to the Chair of Governors. Staff may make any safeguarding referral via the Safeguarding Lead.

When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2023 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2023.

Under the Sexual Offences Act 2003, which sets out the law on sexual offences committed by those adults in positions of trust. Although the offences cover all children under 18, they are principally designed to protect children aged 16 and 17 who, even though they are over the age of consent for sexual activity, are considered vulnerable to sexual abuse and exploitation.

All staff are made aware that it is criminal offence for adults in a position of trust to have sexual activity with children including pupils up to the age of 18.

An allegation relating to Child Protection against a member of staff may require the member of staff to be suspended. This is a neutral procedure designed to protect both the student(s) involved and the member of staff. We also ensure that relevant social workers are informed as well as parents or carers. We then follow Tower Hamlets' safeguarding procedure, in addition to the Pan-London Threshold due to a number of our students residing in several different localities across London and the southeast.

When an allegation is made against a supply member of staff, the Headteacher will be the case manager and take the lead in contacting the LADO.

**LBTH Local Authority Designated Officer (LADO) is:** Melanie Benzie

Email: **Melanie.Benzie@towerhamlets.gov.uk** or **LADO@towerhamlets.gov.uk**

Telephone: **0207364 0677**

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.



## **Reporting Low-Level Concerns About the Conduct Of Staff:**

Some concerns may not meet the above thresholds and maybe dealt with as a 'low level' concern. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work which has the potential to impact on their suitability to work with children considering their job role and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO
- All staff are advised that the details of "low level concerns" may be shared with the LADO enquiry service to support the school in its decision making regarding any actions which may be appropriate. This permits concerns to be evaluated objectively and to ascertain whether concerns of a similar nature may have already been reported to other schools or the Local Authority
- All Staff are encouraged to report any concerns they have about the conduct of their colleagues, both inside and outside of school
- All students including their parents and carers are made aware of IMHS's Staff Code of Conduct and the schools Low-Level Concern's protocol and where it can be found on the website via the Teaching, Learning and Welfare Team and as part of the student induction process and during Parent Day
- The reporting procedure for Low-Level Concerns are communicated regularly through staff meetings, training sessions, and within the school policies and during Line Management meetings
- All Staff are provided with a clear and accessible reporting procedures which can be found on the staff shared area and at the main school office, in addition to this, the school has an open-door policy where staff/volunteers can raise matters of concerns with their Line Manager, the Headteacher or DSL at any time
- All low-level concerns should be reported to the member of staffs' line manager, the DSL or Headteacher, who will be responsible for managing the report and taking any necessary action
- Low-level concerns will be recorded in writing, the record will include details of the concern, the context in which the concern arose, and action taken, any records will be held securely and confidentially until the staff leaves employment and for 6 years after this date, records will be held in accordance with Data Protection and GDPR regulations
- All Staff members are reassured that their concerns will be taken seriously, and that they will be protected from any retaliation or victimisation as a result of their report
- The Headteacher may delegate the responsibility of managing the Low-Level concern to the DSL or the Trust Safeguarding Lead however is the ultimate decision maker for low-level concerns as they hold overall management and administration responsibility of the school

For more information, please read in conjunction with the school's Low-Level Concern Policy.

## **ICT and social media**

Members of staff will ensure that use of any mobile and smart technology, including personal phones and mobile devices, will take place in accordance with the law, as well as relevant school policy and procedures, such as confidentiality, Child Protection, GDPR, E-Safety, Staff Code of Conduct and Acceptable Use Policies.

**Acceptable use of technologies:** All staff are provided with clear guidance on the acceptable use of technologies, including the use of mobile devices, which covers topics such as appropriate use of social media, email etiquette, and data protection and communication with students. All staff must read, understand and comply with the school's social media, Mobile & Smart Technology Procedures, Staff social media Acceptable Use Policy and Staff Acceptable Use Policy at all times (Available in the staff shared area via Microsoft Teams).

For more information regarding acceptable use of technologies please refer to the school's 'E-Safety Policy'.

## **Whistleblowing:**

All staff are advised on the school's whistleblowing procedures and directed to read our whistleblowing policy, which includes information on how staff can report concerns about the behaviour of colleagues or management, and the procedures for investigating and managing such concerns. Schools must. All staff are aware of their right to raise concerns under whistleblowing legislation, and how will be protected from victimisation or retaliation if they do so. For further information please read Whistleblowing policy.

## **Prevent Duty**

We have a duty to safeguard children, young people, and families from violent extremism. We are aware that there are extremists' groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of students being drawn into terrorism. School staff must be aware of the increased risk of online radicalisation and alert to changes in student's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counterterrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school staff are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote students' welfare. Within this environment we work hard to build students' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want students to develop their knowledge and skills in order to challenge extremist views.

We aim to be judged at least good in all school inspections by ensuring that standards for all students are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring that the behaviour and safety of students, and the leadership and management at this school is of a very high standard.

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.

We all have a responsibility to ensure equality permeates into all aspects of the school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

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.

#### **We believe this school policy:**

- Is an essential part of the school;
- Supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- Provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- Provides a roadmap for day-to-day operations;
- Ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- Is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- Stems from the school's vision and objectives which are formed in strategic management meetings

#### **Aims**

- To safeguard and to promote the welfare of students.
- To create and maintain an ethos of mutual respect, openness and fairness.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Context**

Ian Mikardo High School is an outstanding establishment where everything we do is based on modelling appropriate and respectful behaviour to dysfunctional young people who have not previously been exposed to positive role models. This means that it is imperative that staff act at all times as positive role models, and that they are reliable and consistent.

Staff must also be aware that because we are a small school and a close community, what they do outside school can have an impact on our work. The senior management team recognises the exceptional demands of working with vulnerable young people and is supportive and empathetic to its staff. It is important that staff understand that at Ian Mikardo, no member of staff works in isolation. It is part of our ethos that staff should work as a team, both in their own interests and because we believe that it is the cumulative effect of minute-by-minute modelling of appropriate behaviour that enables our students to learn to deal with their emotional difficulties and to engage with learning.

The senior management team also recognises that there may be occasions when students invoke the disciplinary procedure, and that this can be seen as punitive, and stresses that when the disciplinary procedure is implemented in such circumstances, this is done in the interests of the school.

### **1. Introduction**

- 1.1 This code applies to but is not restricted to employees, (teaching and support staff), agency workers, contractors, volunteers and those for whom the Local Governing Board has responsibility in respect of discipline. It continues to apply when stakeholders have left the school.
- 1.2 T4 Trust expects all its employees to recognise their obligations to their school, the public, students and other employees and to conduct themselves in a proper manner at all times. The Trust's general rules of conduct are listed in Appendix 1 below, they cover misconduct and gross misconduct but are neither exhaustive nor exclusive.

### **2. Purpose**

- 2.1 To achieve efficiency of the organisation, quality of service provision and good employee relations, the Disciplinary Code should:
  - (i) Improve conduct primarily by advice and correction rather than by disciplinary measures, recognising the Code is a corrective rather than a punitive process:

- (ii) Provide a fair method of dealing with alleged breaches in standards of conduct;
- (iii) Ensure acceptable standards of conduct of work;
- (iv) Clarify the rights and responsibilities of management and employees under the Code's provisions.

2.2 If confirmed through the disciplinary process, substantiated allegations of gross misconduct may lead to summary dismissal or a determination to dismiss for teaching staff, i.e., there is no entitlement to statutory notice.

2.3 The Governing Body is responsible for ensuring that fair, consistent and objective procedures exist for matters relating to staff discipline. The Headteacher is responsible for the internal organisation, control and management of the school.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Local Governing Board has:

- Delegated powers and responsibilities to the Headteacher to ensure that all school staff are aware of the School Code of Conduct for safeguarding children and that the Deputy Head is the Trust Safeguarding and Compliance Reporting Lead
- Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy
- Delegated powers and responsibilities to the Headteacher to ensure:
  - Compliance with procedures and practice of the Local Authority and the Local Safeguarding Children Partnership (THSCP)
  - Procedures are in place to deal with allegations against school staff and volunteers
  - Allegations against school staff or volunteer helpers are referred to the local authority designated officer (LADO)
  - Compliance with their legal duty of referring to the Disclosure and Barring Service (DBS) if a member of the school staff or volunteer helper has been dismissed due to safeguarding concerns
- Responsibility for ensuring that the Chair liaises with the Local Authority and complies with all procedures and practices when dealing with an allegation of abuse against the Headteacher

- Responsibility for ensuring that the school complies with all equality's legislation
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- Responsibility for ensuring funding is in place to support this policy
- Make effective use of relevant research and information to improve this policy
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents
- Nominated a link governor to:

#### **Visit the school regularly:**

- Work closely with the Headteacher and the coordinator;
  - Ensure this policy and other linked policies are up to date;
  - Ensure that everyone connected with the school is aware of this policy;
  - Attend training related to this policy;
  - Report to the Local Governing Board and Trust Board every term;
  - Annually report to the Local Governing Board on the success and development of this policy
- Responsibility for the effective implementation, monitoring and evaluation of this policy

#### **Role of the Headteacher**

The Headteacher will:

- Ensure that all school staff are aware of their responsibilities that are outlined in this policy;
- Ensure that all school staff are aware of Safeguarding and Child Protection policy and all other associated school policies;
- Ensure all school staff and volunteers are aware that the Headteacher is the Deputy Designated Safeguarding Lead;
- Ensure the Safer Recruitment policy and procedures are in place and up to date;

- Ensure Disclosure and Barring Service checks are in place for all school staff, governors and volunteers;
- Ensure all school staff, governors and volunteers undertake annual safeguarding training;
- Work closely with the link governor;
- Provide leadership and vision in respect of equality;
- Make effective use of relevant research and information to improve this policy;
- Provide guidance, support and training to all new staff, new governors and new volunteer helpers;
- Monitor the effectiveness of this policy by speaking with school staff and governors;
- Annually report to the Governing Body on the success and development of this policy

### **Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead will:

- Ensure the implementation of this policy;
- Ensure everyone connected with the school is aware of this policy;
- Work closely with the Headteacher and the nominated governor;
- Be trained in child protection policy procedures;
- Renew training every two years in order to:
  - Understand the assessment process
  - Understand the procedures of a child protection case conference and child protection review conference
  - Understand the specific needs of children in need
  - Understand the specific needs of children with special educational needs and those of young carers
  - Have in place a secure and accurate record system of all concerns and referrals
- Take the lead in dealing with child protection issues;
- Keep a confidential Child Protection Record of all those students known to be at risk and only if it is confirmed by social services that the child is at risk;

- Be trained in working with all agencies;
- Familiarise school staff with the policy and procedures;
- Investigate and deal with all cases of suspected or actual problems associated with child protection;
- Ensure parents are aware that referrals about suspected abuse or neglect may be made;
- Make child protection referrals;
- Record all child protection referrals;
- Co-ordinate action within the school;
- Liaise and seek advice from the Local Authority Designated Officer (LADO) when the need arises;
- Liaise with social care and other agencies;
- Transfer the child protection file of any student leaving to join another school;
- Provide support for any child at risk;
- Not promise confidentiality to any child but always act in the interests of a child;
- Act as a source of advice within the school;
- Help create a culture within the school of listening to children;
- Keep up to date with all new guidance on safeguarding children;
- Keep all school staff up to date with any changes to procedures;
- Organise appropriate training for school staff and governors;
- Ensure all incidents are recorded, reported and kept confidential;
- Keep all paperwork up to date;
- Report back to the appropriate school staff when necessary
- Annually review the policy with the Headteacher

## **Role of School Staff and the Code of Conduct**

### **School staff must:**



- Behave professionally in and outside school;
- Exercise confidentiality;
- Be trained in Child Protection procedures;
- Understand their role in child protection procedures;
- Be aware of the signs of abuse and neglect;
- Report their concerns of abuse and neglect;
- Work together to create a school culture that is based on mutual and appropriate respect;
- Ensure students understand and are aware of child protection procedures;
- Not initiate any physical contact or staff relationship with a child;
- Avoid being in a room alone with a child and with the door shut;
- Speak with a child with the door unlocked or with another adult present;
- Treat other school staff with respect;
- Use social networking sites wisely and cautiously so that they do not jeopardise themselves, others or their place of work;
- Be cautious when using social networking sites and must:
  - Set their profile as private;
  - Not allow access to students or parents/carers;
  - Avoid publishing or allowing to be published any material/comments/images that could damage their Professional reputation or bring the school into disrepute
- Must not make contact with students or parents/carers outside of school hours (unless through the instruction/guidance of a member of SLT) via telephone, text message, email or on social networking sites;
- Not give their personal details such as mobile and home telephone numbers, home or email address;
- Be aware of the Trusts guidelines on handling money;
- Create and maintain a good and open relationship with parents;
- Create a positive classroom environment where all children are respected and valued;
- Be aware of how to record and report concerns about another member of staff;
- Take care of their physical and mental well-being by maintaining a healthy work-life balance;

- Be aware of counselling and support systems in school and through the Trust.

### **Role of Students**

Students must be made aware of:

- Basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- How to assess risk to themselves;
- How to keep themselves safe

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School website;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school staff;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Local Governing Board and Trust Board;
- Text messages
- Email

### **Training**

All school staff:

- Have equal chances of training, career development and promotion
- Receive training on induction which specifically covers:

- All aspects of this policy
- Safeguarding and Child Protection
- Safe use of Internet Social Networking Websites
- Grievance Procedure
- Equal opportunities
- Inclusion

## □ Disciplinary Procedure

- Receive periodic training so that they are kept up to date with new information
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

## **Safeguarding**

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school staff, training for school staff and with working with parents. We teach all our students about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all students to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

## **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.

## **Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Deputy Head, the Headteacher and the nominated Governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Local Governing Board for further discussion and endorsement.

### **Linked Policies**

- Conflict of Interest
- Complaints Procedure Safer Recruitment, Retention and the Single Central Record
- Gift and Hospitality
- Volunteer Policy
- Low-Level Concern

### **Standards of Conduct and Disciplinary Rules**

#### **GROSS MISCONDUCT**

The following are examples of gross misconduct

- (i) Prolonged unauthorised absence from work (at least **ten working days** without contact).
- (ii) Inappropriate conduct towards or contact with pupils.
- (iii) Unauthorised removal and use of School/ T4 Trust property.
- (iv) Serious breaches of the Trust's Financial Regulations, Standing Orders, Trust or school Code of Conduct or Member and Employee Protocol.
- (v) While purporting to be absent sick, working or indulging in activities, which are likely to be inconsistent with the reason for absence and/or which are unlikely to be conducive to recovery.

- (vi) Theft or misappropriation of, or failure to account for, or falsely claiming entitlement to, the property, assets or funds of the Trust, its employees or clients.
- (vii) Failure to report or record any matter which it is the employee's contractual duty (either expressed or implied) to report.
- (viii) Fighting or acts of violence at the workplace, serious threatening or abusive behaviour towards members of the public, clients, fellow employees, elected Trust representatives.
- (ix) Criminal offences outside work (including fraudulent activities such as claiming Housing Benefit or unemployment benefit etc.) which may affect the individual's employment suitability.
- (x) Serious discrimination/harassment against a member of the public, or T4 Trust employee, on the grounds of sex, colour, creed, nationality, ethnic origin, age, sexual orientation, or disability.
- (xi) Being incapable of adequately performing duties as a result of the abuse of alcohol or drugs.
- (xii) Falsification of documents likely to be of financial benefit to the employee or other persons e.g., time sheets, bonus/expense claims, qualifications etc.
- (xiii) Serious breaches of the Trust's Health and Safety policies or practices.
- (xiv) Serious contravention of the Staff Computer Security Agreement or School/Trust's Policy on Internet Access. Employees must not use electronic mail, the Intranet or Internet to racially, sexually or generally harass or threaten fellow employees or others.
- (xv) Obtaining a job by lies or deception in the course of selection procedures.
- (xvi) Making false claims under any of the Trust's policies and/or procedures.

### **Rules of Misconduct**

- (i) Regular lateness for work.
- (ii) Regular failure to follow employment rules e.g., reporting absence
- (iii) Refusal to obey a reasonable instruction of the Supervisor
- (iv) Negligence at work leading to loss, damage or wastage of schools/Trust or public property
- (v) Discrimination/harassment against a member of the public or T4 Trust employee on the grounds of sex, colour, creed, nationality, ethnic origin, age, sexual orientation, or disability
- (vi) Improper, disorderly, or unacceptable conduct at, during or when arriving for work

- (vii) Inappropriate drinking of alcohol at work
- (viii) Wilfully inadequate work performance (poor performance or lack of capability will normally be the subject of Capability procedure)
- (ix) Abusive or threatening behaviour towards a member of the public, clients, fellow employee and elected members of the Local Governing Board
- (x) Breaches of the Trust's Standing Orders and Financial Regulations
- (xi) Contravention of the Staff Computer Security Agreement