

# STAFF CODE OF CONDUCT

## Whole School & EYFS

**Updated:** November 2021 (CW & NS)  
**Governor Review:** December 2021 (SH)

### Introduction

AESG prides itself on the quality of the teaching and pastoral care provided to each of its pupils, from EYFS across to Sixth Form. The Governing Body has ultimate responsibility for meeting all the School's regulatory requirements, which they delegate to the Headmistress, supported by the Senior Leadership Team.

AESG is committed to safeguarding and promoting the well-being of children and young people as its number one priority. Robust recruitment, selection and induction procedures operate throughout the School and extend to organisations and services linked on its behalf.

School staff, including teaching, support, peripatetic, volunteers, agency and contract staff must always act in a professional manner, maintaining clear professional boundaries and ensuring that their actions and their vigilance both promote and ensure pupils' safety and well-being.

Staff must ensure that their behaviour and actions do not, even inadvertently, place themselves at risk of allegations of harm or abuse to a pupil. All pupils must be treated equally and with respect, with due regard for the protected characteristics as specified in the Equality Act 2010.

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil (including pupils over the age of 18) cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. A position of trust should never be used to intimidate, threaten, coerce or undermine a pupil.

Relationships with fellow staff, employees, governors, contractors, visitors, volunteers, students and their parents, guardians or carers should be reasonable and mutually respectful at all times. This Code has been formulated in order to maintain this balance.

This Code takes into account the following policies and publications:

- Keeping Children Safe in Education (September 2021)
- Working Together to Safeguard Children (December 2020)
- ISI Regulations (September 2021)
- Equality Act (2010)
- Guidance for safer working practice for those working with children and young people in education settings (May 2019)

- Revised Prevent Duty Guidance for England and Wales (2019)
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)
- The use of social media for online radicalisation (July 2015)
- Preventing and Tackling Bullying (July 2017)
- Promoting children and young people's emotional health and wellbeing (March 2015)
- ASCL – Social Networking, Social Media and Email: protecting your professional reputation
- The DfE Teachers' Standards (Parts One and Two)
- AESG – Child Protection and Safeguarding Policy
- AESG - The Data Protection Policy
- AESG - The ICT Acceptable Use Policy
- AESG - Online Safety Policy
- AESG – Whistleblowing Policy
- AESG – Anti Corruption & Bribery Policy
- AESG – Disciplinary and Dismissal Policy
- AESG – Capability Policy
- AESG – Visiting Speaker Policy

### **The purpose of the Code of Conduct is to:**

- confirm and reinforce the professional responsibilities of staff (both teaching and non-teaching)
- clarify the legal position in relation to sensitive aspects of staff / student relationships and communication including the use of social media
- set out the expectations of standards and behaviour to be maintained within the school by all staff
- help adults establish safe practices and reduce the risk of false accusations or improper conduct.

### **Application of the Code of Conduct**

The Code of Conduct applies to all staff working in the school, whether paid or unpaid, whatever their position, role or responsibilities and staff includes employees, governors, visiting music & sports staff, contractors, and volunteers.

### **Your duty**

It is the contractual duty of every member of staff to observe the rules and obligations in this Code. The school also has a duty of care to its staff, parents, guardians or carers and students and the implementation of the practices in this Code will help to discharge that duty.

### **Wrongdoing**

All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff or any conduct which they may suspect to be inappropriate to the Head. The School operates a Whistleblowing Policy which can be found on the School's intranet.

### **Duty of disclosure**

You are required immediately to notify the School if you are, as applicable:

- subject to any change in your circumstances that affects your right to work in the United Kingdom;
- barred from working with children or vulnerable adults;
- the subject of a referral to the Disclosure and Barring Service or any successor body;
- the subject of a referral to, or a sanction, restriction or prohibition issued by, the Teaching Regulation Agency (previously the National College of Teaching and Leadership) or any

predecessor or successor body, or by a regulator of the teaching profession in any other country;

- the subject of a referral to, or proceedings before, the Department for Education or any other appropriate authority where consideration is given to imposing a direction under section 128 of the Education and Skills Act 2008;
- questioned, arrested, charged or convicted of any criminal offence;
- subject to an investigation for any allegation of a disciplinary nature at any other employer or organisation at which you are a volunteer;
- in receipt of a police caution, reprimand or warning, or if there is a formal child protection investigation of you or any member of your household;
- aware of any circumstances (whether related to you or anyone with whom you have an association) that may reasonably be considered to pose a risk or an increased risk to children.

### **Guiding principles**

All Staff should put the well-being, development and progress of all pupils first by:

- taking all reasonable steps to ensure the safety and well-being of pupils under their supervision;
- using professional expertise and judgment for the best interests of pupils in their care;
- demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;
- raising concerns about the practices of teachers or other professionals where these may have a negative impact on students' learning or progress, or may put students at risk;
- being familiar with the School's safeguarding procedures;
- knowing the identity of the School's Designated Safeguarding Leads;
- being aware that they are in a position of trust (i.e. the adult is in position of power or influence over the student due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten students.

All Staff should demonstrate respect for diversity and take steps to promote equality by:

- acting appropriately and in accordance with this Code of Conduct, towards all pupils, parents, guardians or carers and colleagues;
- complying with the school's Anti-bullying, Equal Opportunities policies and this Code of Conduct;
- not discriminating against others on the basis of protected characteristics, which include: race, sex, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity and, for adults, age and marriage or civil partnership status;
- addressing issues of discrimination and bullying whenever they arise and challenging discriminatory or extremist opinions or behaviours;
- taking reasonable steps to ensure that where political issues are brought to the attention of pupils, they offer pupils a balanced presentation of opposing views and do not promote partisan political views;
- helping to create a fair and inclusive school environment.

All Staff should work as part of a unified staff body by:

- developing productive and supportive relationships with colleagues;
- exercising any management responsibilities in a respectful, inclusive and fair manner;
- complying with all school policies and procedures;
- participating in the school's development and improvement activities;

- upholding the school's reputation and standing within the local community and building trust and confidence in it.

All Staff should understand that the School has a legal duty to have regard to the need to prevent people from being drawn into terrorism, and consequently should be aware of:

- what extremism and radicalisation means and why people, including pupils and fellow staff members, may be vulnerable to being drawn into terrorism as a consequence of it;
- what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it;
- how to obtain support for people who may be being exploited by radicalising influences.

All Staff should maintain public trust and confidence in the School and in their profession by:

- demonstrating honesty and integrity;
- understanding and upholding their duty to safeguard the welfare of children and young people;
- understanding and demonstrating fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;
- maintaining reasonable standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site;
- maintaining an effective learning environment.

All Staff should raise any concerns relating to honour-based abuse (to include female genital mutilation (FGM) and forced marriage) with the Designated Safeguarding Lead and involve children's social care as appropriate in accordance with the School's Safeguarding (Child Protection) Policy and procedures. Teachers must also report directly to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of female genital mutilation appears to have been carried out on a girl under the age of 18. The report should be made orally by calling 101, the single non-emergency number. It will be rare for teachers to see visual evidence, and they should not be examining pupils but any such cases must be reported.

All Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of the School environment. All Staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. It is key that staff are aware of how experiences such as abuse, neglect or other potentially traumatic adverse childhood experiences can impact on a child's mental health, behaviour and education. If Staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the School's child protection and safeguarding policy and procedures.

#### **Additional principles for Support Staff, Teaching Assistants and Early Years Practitioners**

All members of the Support team, Teaching Assistants and Early Years Practitioners should take responsibility for maintaining the quality of their work by meeting the professional standards detailed in Appendix One.

## **Additional principles for teachers**

Teachers should take responsibility for maintaining the quality of their teaching practice by:

- meeting the professional standards for teaching applicable to their role and position within the school (**a copy of the Teachers' Standards can be found in Appendix Two**);
- reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;
- helping pupils to become confident and successful learners;
- establishing productive relationships with parents, guardians or carers by:
  - providing accessible and accurate information about their child's progress;
  - involving them in important decisions about their child's education;
  - complying with this Code.

Teachers should maintain public trust and confidence in the school by:

- demonstrating honesty and integrity at all times;
- understanding and upholding their duty to safeguard the welfare of children and young people;
- maintaining reasonable standards of behaviour whether inside or outside of normal school hours and whether on or off the school's site;
- maintaining an effective learning environment.

## **General Conduct**

**School property:** You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain.

**Use of premises:** You must not carry out any work or activity on School premises other than pursuant to your terms and conditions of employment without the prior permission of the Headmistress or the Bursar.

**Behaviour of others:** You should be aware that the behaviour of your partner or other family members or any member of your household may raise concerns which could affect the welfare of a member of the School community or a member of the public, or bring the School into disrepute and you should bring any such behaviour to the immediate attention of the School. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School or its reputation.

## **Safeguarding Guidelines for Staff**

### **General**

The welfare of the child is paramount.

You should demonstrate professional standards of behaviour at all times and always act within the spirit of this Code and any Guidance. If you are involved in a situation where no specific guidance exists or if you are in any doubt about appropriate conduct, you should discuss the situation with the Designated Safeguarding Lead and keep a written record of the outcome of that discussion.

You should be familiar with the contents of the Safeguarding (Child Protection) Policy, in particular the procedures for dealing with allegations against members of staff and the procedures for reporting a concern about a child. This includes local reporting guidelines, and the Local Safeguarding Children Partnership's reporting threshold document (in respect of any concerns relating to children) and the possible indicators for children at risk of abuse, neglect, exploitation or radicalisation.

You must be aware of the risks of peer-on-peer abuse and bullying and the procedures for dealing with allegations against other children as set out in the Safeguarding (Child Protection) Policy and Anti-Bullying Policy. Examples of peer on peer abuse are bullying (including cyber-bullying), physical abuse, sexual violence and sexual harassment, up-skirting, sexting and initiation/hazing.

You should report, by means of a neutral notification, to the Designated Safeguarding Lead any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or pupils, and should take advice over any incident involving you or another member of staff which may give rise to concern. A record must be kept of any such incident and further actions agreed with the Designated Safeguarding Lead in keeping with School policy.

You should take particular care when dealing with a pupil who appears to be emotionally distressed, generally vulnerable, is seeking expressions of affection, acts in a sexually provocative or over-familiar way or appears to hold a grudge against you. Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead in accordance with the School's safeguarding procedures.

The School recognises that many children have unlimited and unrestricted access to the internet. You must ensure pupils are not exposed to inappropriate or indecent images. Viewing, retrieving or downloading of pornographic, terrorist or extremist material, or any other material which the School believes is unsuitable is strictly prohibited and may constitute gross misconduct. This includes at any time when on School premises or otherwise in the course of your employment, including using the School's ICT network, or via 3G or 4G, whether or not on a School or personal device. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material that is potentially illegal or inappropriate, you must isolate the equipment and contact the Designated Safeguarding Lead in accordance with the School's Safeguarding (Child Protection) Policy and Procedures immediately. Pupils must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate.

Breaches of the law and other statutory or professional guidance could result in criminal or disciplinary action being taken.

### **Communications with Pupils**

Communication with pupils should be always be appropriate within the context of the professional relationship between staff and pupils and care should be taken to avoid an over-familiar tone or the disclosure of personal information. Except in an emergency communication should only be made using the School's IT platforms including school email.

Staff must comply with the Acceptable Use of ICT for Staff Policy regarding communications with pupils.

Staff should not engage in personal email or telephone contact with pupils, including text messaging, and should not become "friends", follow or communicate privately with pupils on any social media network. Personal social networking sites should be set as private and pupils should not be approved contacts.

Staff should not give pupils their personal contact details (home address, home telephone number, mobile telephone number or private email address) unless the need to do so has been agreed with the Designated Safeguarding Lead and the pupil's parents in advance.

If staff have any questions about appropriate communication with pupils they should speak to the Designated Safeguarding Lead.

### **One-to-one Meetings or Lessons**

When working alone with a pupil is an integral part of your role, you must ensure that you follow the guidance set out in this section and discuss any questions you may have with the Designated Safeguarding Lead.

Staff working in one-to-one situations should ensure there is visual access where possible via windows in doors or open doors.

You should arrange any one-to-one meetings for during normal school operating hours, when there will be other adults on site, and avoid remote or secluded areas. One-to-one meetings in person should not take place away from the School site but if you need to conduct a one-to-one meeting remotely, these should be done via Microsoft Teams.

You should not continue the meeting for longer than necessary and discussion should be pertinent to school business.

All unnecessary physical proximity or conduct, and any conduct that could be taken as a sexual advance, should be avoided. You should apologise straight away if there is accidental physical contact.

Any incident that causes concern, or any situations where a pupil becomes distressed or angry, should be reported to the Designated Safeguarding Lead in writing.

### **Dealing with Infatuations**

Crushes, fixations or infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a student has a crush on you or on another colleague you should bring it to the attention of the Headmistress and Designated Safeguarding Lead at the earliest opportunity. Suggestions that a student may have developed a crush should be recorded. Staff should avoid being alone with students who have developed a crush on them and if the student sends personal communications to the member of staff, this should be reported to the Headmistress and Designated Safeguarding Lead and recorded.

### **Physical Contact**

#### **Intervention**

All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible but there are circumstances when it is appropriate for Staff to use force to safeguard children where no other form of control is available and where it is necessary to intervene. The use of force or physical contact may be reasonable and proportionate to prevent a pupil from: committing a crime; injuring themselves or others; causing damage to property; or engaging in any behaviour prejudicial to good order and discipline at the School or among its pupils (in the classroom or elsewhere). In these

instances the contact should be reasonable and proportionate in the circumstances, taking into account the additional vulnerability of children with SEND, disabilities or certain medical conditions. For more information on when and how physical contact is appropriate in these circumstances, you should refer to the School's Positive Handling Policy and Searching and Confiscation Policy.

### **General guidance in other circumstances**

You should avoid any unnecessary physical contact with pupils. Any physical contact should be minimal, age appropriate and needs led. When using physical contact, you should (where applicable): explain the intended action to the pupil; not proceed if the pupil appears apprehensive or reluctant; ensure the physical contact continues for as short a time as possible; ensure the door is open or another colleague or pupil is present; and consider alternatives if the contact might be misinterpreted.

### **Demonstration**

Physical contact may be necessary and beneficial in order to demonstrate an action or technique in, for example, PE, Drama, Music or Art. Where possible, this should be discussed with senior colleagues in advance. You should never initiate physical contact that could be misconstrued or come as a surprise to the child.

### **First Aid**

When administering first aid, you should explain to the pupil what is happening and, where possible, ensure that another adult is present or aware. Staff should adhere to the School's First Aid Policy in administering first aid.

### **Comfort**

Contact may be appropriate where a pupil is in distress and needs comforting. You should use your own professional judgment if you feel a pupil needs this kind of support and always notify the Designated Safeguarding Lead when comfort has been offered in this way.

For any physical contact, staff should consider any special circumstances relevant to the pupil of which they are aware, such as special needs, past trauma or a cultural issue that may affect the pupil's reaction.

If you are at all concerned about any instance of physical contact, you should inform the Designated Safeguarding Lead immediately.

### **Relationships with pupils and former pupils**

All adults working with children and young people in schools are in positions of trust in relation to the young people in their care. You have a responsibility to maintain confidence in your ability to safeguard the welfare and best interests of pupils 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.

Relationships with pupils of any age which are sexual, physical or romantic in nature are strictly prohibited and likely to result in summary dismissal for gross misconduct. Such conduct may also constitute a criminal offence. For example, it is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

It is recognised that the position of trust staff hold in relation to School pupils will not lapse when the pupil leaves the School. Any contact with former pupils should be appropriate within this context and

should take into account the nature of your relationship with the pupil while they were at the School and the time elapsed since they left. School email and IT systems must be used for all communications with recent former students where the school is providing ongoing support.

Any inappropriate conduct with a pupil or former pupil of this School, or with a pupil of another school, or conduct (whether committed at or outside work) which is likely to damage the School's reputation may be treated as a serious disciplinary offence up to and including an act of gross misconduct.

### **Transporting pupils**

Staff should avoid using private vehicles to transport pupils wherever practicable. You should consult the Bursar in advance if you may need to drive a private vehicle to transport pupils or otherwise on school business.

If you do need to transport pupils you should: try to ensure that there is an additional adult in the vehicle or notify the Designated Safeguarding Lead in advance; ensure that you are fit to drive; be aware that you are responsible for the pupil's health and safety (e.g. insurance, seatbelts); and record the details of the journey.

You should always notify the Designated Safeguarding Lead of any impromptu or emergency transport of pupils.

Further details can be found in the School's Transport Policy for further information.

## **Language and Appearance**

### **Language**

You should use appropriate language at all times. You should:

- avoid words or expressions that have any unnecessary sexual content or innuendo;
- avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, e-mails etc.);
- avoid any form of aggressive or threatening words;
- avoid any words or actions that are over-familiar;
- not swear, blaspheme or use any sort of offensive language in front of pupils or other members of staff;
- avoid the use of sarcasm or derogatory words when disciplining pupils and avoid making unprofessional personal comments about anyone;
- be aware that some parts of the curriculum may raise sexually explicit subject matters. Care should be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.

### **Dress**

You should dress appropriately and in a professional manner which is conducive to the working environment of a school.

- Staff are asked to adopt smart professional dress appropriate to their position as an adult role model and also for the tasks they undertake as part of their work to inspire confidence in students, parents and the wider community.
- Dress should not be offensive, revealing, sexually provocative, distracting, embarrassing, discriminatory or culturally insensitive.

- Styles and colours of hair should be appropriate for the school environment and any jewellery worn should be appropriate to a professional appearance.
- No badges carrying party political or other contentious slogans or statements should be worn.
- Any visible tattoos or piercings must not cause offence.
- Shoes should be sensible for working in a busy environment and be appropriate for use in specialist facilities. Health and Safety aspects of stairs and the ability to move quickly must be taken into consideration.
- Any employee whose job involves working with machinery or working with food should follow the health and safety guidelines for that area.
- The Headmistress reserves the right to approach individuals who do not follow the dress code. In the case of persistent failure to follow this code, the Headmistress may take disciplinary action.

### **Use of photographs and videos**

Staff are encouraged to take photographs and film events on School iPads and equipment that show the range of academic and extra-curricular activities that pupils are involved in.

Staff recording images as part of their work with students must be particularly careful that this does not compromise the safety, security, privacy or dignity of a student. Permission will have been granted or refused by parents or guardians via our Media Consent form. Staff must be in full control of what happens to the images. The student must be appropriately dressed.

The school will commission such form of media via:

- A member of staff using their School iPad, a School camera or recording equipment
- A parent who has the permission of the School to take the images for school purposes
- A commissioned freelance photographer or
- By a third party such as a speaker, business or associated organisation during a School trip or event. This may also include a member of staff or parent using their own equipment.

Where possible, staff should use equipment provided by the School. If circumstances require you to use your own device for this purpose, you must download the image or video onto the School intranet and delete it from your device, and all related cloud back-ups, at the earliest opportunity. There should be no unauthorised use of images of children.

Images must be taken in areas of the School where there are people, not in secretive areas.

The signing of our Media Consent Form enables the School to use images for internal or external marketing purposes. In addition, even when consent has been provided, the School's Digital Marketing Officer will aim to contact parents out of courtesy should their daughter be used in an external advertising campaigns or for radio interviews etc.

In the majority of cases, pupils will not be named alongside images unless it is in the School newsletter, on the School website or Twitter account (first name only). With regards to press releases, images will be issued alongside pupil names - hometown may also be released.

Staff should ensure that students do not view unsuitable material on the internet and any films shown to students must be age-appropriate. Staff may not use equipment belonging to School to access "adult material". Accessing, making and storing indecent images of children is illegal. In this case, the Police, the Local Authority Designated Officer and the Disclosure and Barring Service (DBS) will be informed. Prosecution may be a consequence.

The School is aware of its Child Protection and Safeguarding obligations and ensures that images are stored safely on the school network which is accessible to staff only.

### **Personal social media**

You must not publish anything which could identify pupils, parents or guardians on any personal social media account, personal webpage or similar platform. This includes photos, videos, or other materials such as pupil work.

### **Code of Conduct for Social Contact outside School**

You should avoid unnecessary contact with students outside school.

You should:

- not give students your home address, home telephone number, personal mobile telephone number or personal e-mail address
- not send personal communications (such as birthday cards, text messages etc.) to children unless agreed with the Headmistress
- not make arrangements to meet students, individually or in groups, outside school other than on school trips authorised by the Headmistress
- avoid contacting students at home unless this is strictly necessary, and you should keep a record of any such occasion
- not give a student a lift on your own in a vehicle except with permission from the Headmistress
- avoid inviting students (groups or individuals) to your home unless it has been approved by management
- report and record any situation which may place a child at risk or which may compromise the School's or your professional standing
- ensure that students do not see anything in your home or on social media that may cause embarrassment or that might become the subject of inappropriate gossip or rumour
- ensure that social contact with students, their parents, guardians or carers is always transparent and professional
- not link with current students on any form of social media, unless with the express permission of the Headmistress.

The School recognises that many employees make use of social media in a personal capacity outside the workplace and outside normal working hours. While they are not acting on behalf of the School in these circumstances, staff must be aware that they can still cause damage to the School if they are recognised as being a member of staff. Staff should remember that social media websites are public forums, even if they have set their account privacy settings at a restricted access. Therefore, they should not assume that their postings on any website will remain private. Staff must ensure that any postings are not potentially detrimental to the School and/or its reputation. Such postings must be removed immediately if requested and may result in disciplinary action being taken by the School. The school reserves the right to monitor staff use of social media on the Internet, both during routine audits of the computer system and in specific cases where a problem relating to excessive or unauthorised use is suspected.

Staff must ensure that, if they use social media, they do not use any postings to damage working relationships with or between other members of staff, students and parents etc. For instance, posting information or images on social media whilst absent for sickness can damage working relationships and, potentially, damage the reputation of the School. Such postings must be removed immediately if requested and may result in disciplinary action being taken by the School.

You should be aware that if you meet children or parents, guardians or carers socially, such contact could be misinterpreted as grooming. Any social contact that could give rise to concern should be reported to the Principal.

Members of staff who are friends with parents, guardians or carers of students or who, for example, are voluntary workers in youth organisations attended by students, will of course have contact with those students outside school. However, members of staff should still respect the above advice wherever possible.

### **Visitors**

Any member of staff inviting a visitor to the School must ensure that the School's Visiting Speaker Policy is followed.

Staff must ensure that visiting speakers are appropriately vetted and supervised in accordance with the School's Visitor Procedures. In addition, any messages communicated to pupils by visiting speakers must be consistent with the ethos of the school, and must not marginalise any communities, groups or individuals or seek to radicalise pupils through extreme or narrow views of faith, religion, culture or other ideologies.

Reception must be notified in advance and the visitor must be collected from Reception, wear a visitors' badge and be appropriately supervised at all times during the visit.

If a visitor will be unaccompanied at any time, the Bursar should be consulted as a DBS check may be required.

### **Confidentiality and data protection**

#### **Treatment of pupil information**

You should respect the privacy of pupils, parents and colleagues and should not pass information about, for example, addresses or telephone numbers to others, without checking first with the person concerned.

#### **Consent required**

Details of pupils'/parents' names and addresses must not be used for any purpose other than school business without the consent of the Headmistress. Information about pupils, parents or colleagues should never be disclosed to telephone enquirers. You should ask the enquirer to put the request in writing so that it can be dealt with appropriately.

#### **Disclosing confidential information**

Confidential information should only be disclosed on a need-to-know basis. Where it is not necessary to disclose a pupil's identity the information should be disclosed anonymously. If you are unsure whether you should disclose information, you should seek advice from the Headmistress or Bursar.

#### **Duty to disclose confidential information**

You may have to disclose information, for example where abuse is alleged or suspected. In such cases, there is a duty to pass on the information immediately, but only to the Designated Safeguarding Lead under the School's Safeguarding (Child Protection) Policy. Staff should never give an undertaking of confidentiality to a pupil where child protection issues are involved.

When consulting with colleagues on sensitive matters regarding pupils, it is important that this is done discreetly, on a 'need to know' basis with the appropriate person, avoiding public places and out of earshot of other pupils or staff.

### **Data Protection**

The processing or storing of personal information must not breach the School's Data Protection Policy.

### **Gifts and rewards**

Before accepting or giving any gifts or rewards, Staff must familiarise themselves with the Anti-Corruption and Bribery Policy.

### **If a gift is received**

If you receive a gift from a pupil or parent or otherwise in connection with your role at the School you should:

- declare the gift, by completing the "Gifts Report Form" and sending a copy to the Bursar, where there is a possibility the gift could be misconstrued, or in any event where the gift is of a value of more than £50. The Bursar may in their absolute discretion require you to decline the gift.
- decline outright gifts of cash or gifts that could be seen as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value. If you decline a gift outright you must notify the Bursar.

### **Giving gifts and rewards**

Where you are thinking of giving a gift or reward to pupils:

- it should only be provided as part of an agreed reward system
- in all cases except the above, the gift or reward should be of little value and should be distributed equally
- selection processes should be fair and where possible should be agreed by more than one member of staff

### **Allocation of gifts and rewards**

Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias or favouritism. The selection process must be based on transparent criteria.

### **Colleagues with children attending AESG**

All members of the school community are entitled to equality of opportunity and treatment. Girls whose parent(s) are staff in school must feel they are here as an individual. Teachers or support staff who have children in school must feel they are treated in the same way as any other parent would be treated.

### **Communication**

It is expected that formal channels of communication will be used for almost all communication if there is an issue. For example, colleagues are asked not to engage in discussions on corridors, *en passant*, about the colleague's daughter or expect colleagues to pass messages on to their daughters. It is advised that communication is passed via the other parent or guardian to ensure care for all parties in any school related matter.

## **Confidentiality**

All colleagues are reminded that there are many documents, such as reports, mark books, etc. that are confidential. As such, they must not be left around where a child could gain information to which they would not normally be privy. This applies equally to conversations about other students or colleagues.

## **Relationships with daughter's friends and their parents**

Colleagues are asked to give due consideration to these and establish an appropriate professional boundary.

## **Access to staff only areas**

Children of staff should not be allowed to spend time in any of the staff rooms, reprographics rooms or offices where other students would not normally be allowed. There is always a substantial amount of confidential material in these areas and most colleagues are likely to feel uncomfortable with student presence in their working space.

In the very unusual situation where there is a problem, received wisdom from colleagues with daughters in school suggests that *the other parent* deals with any issues that arise.

## **Whistleblowing Procedures**

All staff are required to report to the Headmistress, or the Chair of Governors in her absence, any concern or allegations about poor or unsafe school practices, potential failures in the School's safeguarding regime or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. Further details of whistleblowing procedures are contained in the School's Whistleblowing Policy.

## **Dealing with allegations of abuse by teachers and other staff, including supply staff, volunteers and contractors**

All members of staff are required to report to the Headmistress any concerns they have about a colleague's conduct with regard to safeguarding. If members of staff have concerns about the Headmistress' conduct, they should report their concerns to the Chair of Governors, whose contact details are available on the website or in the Child Protection Policy. It is important to follow the following guidance:

- Members of staff must not undertake their own investigations or discuss concerns with colleagues.
- The concern must be reported immediately.
- All "low level concerns, no matter how small" or "nagging doubts" must be reported.

## **Consequences of breaching this Code of Conduct**

### **The School's position**

It is a contractual requirement as well as in the interests of all members of staff to follow this Code of Conduct so as to maintain standards of behaviour and their own professional reputation. A breach of this Code of Conduct may be treated as misconduct and will render the member of staff liable to disciplinary action including, in serious cases, dismissal.

### **Termination of Employment**

If the School ceases to use the services of a member of Staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of safeguarding procedures within the School with a report being presented to Governors without delay. The School may also need to consider a referral to the Disclosure and Barring Service if a member of Staff is suspended or deployed to another area of work that is not regulated activity.

### **Resignation**

If a member of Staff or volunteer tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral will be made to the Disclosure and Barring Service promptly if the criteria for a referral are met.

### **Teaching Regulation Agency**

Separate consideration will also be given to making a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the Teaching Regulation Agency may also be considered and made if appropriate.

## **APPENDIX ONE – AESG PROFESSIONAL STANDARDS FOR SUPPORT STAFF, TEACHING ASSISTANTS & EARLY YEARS PRACTITIONERS**

### **Part One - Personal and Professional Conduct**

All members of staff should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those detailed in the Equality Act by respecting individual differences and cultural diversity.
- 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.
- Committing to improve their own practice through self-evaluation and awareness.

### **Part Two - Knowledge and Understanding**

All members of staff are expected to:

- Acquire the appropriate skills, qualifications, and/or experience required for their role, with support from the school employer.
- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
- Demonstrate a level of knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

### **Part Three - Teaching and Learning (Teaching Assistants and Early Years Practitioners)**

Teaching Assistants and EYPs are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the School's policy and procedures.

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

#### **Part Four - Working with Others (Teaching Assistants and Early Years Practitioners)**

Teaching Assistants and EYPs are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

## APPENDIX TWO – TEACHERS’ STANDARDS (DfE)



Department  
for Education

# Teachers’ Standards

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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.

The Teachers’ Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>