  
Code of Conduct for staff and volunteers

Updated by Directors of Operation and Inclusion/Safeguarding and approved by Trust Board:October 2022

**ALWAYS:**

* set an example to pupils and other adults, by maintaining high standards in your work, behaviour, honesty, integrity, attitude, dress, attendance and punctuality;
* report any impropriety, breach of procedure, allegation or suspected wrongdoing as soon as possible, including any low-level concern;
* share information when it is required in the best interests of the child;
* observe boundaries with children that are appropriate to your professional position;
* treat all children and adults (regardless of race, disability, religion, belief, gender or sexual orientation) equally and with tolerance, respect and dignity;
* ensure children’s welfare comes first, and record and pass on any concerns to the Designated Safeguarding members of staff as soon as possible;
* ensure children feel heard and understood, by listening to them and taking account of their wishes and feelings, understanding the difficulties they may have in approaching you about their circumstances, and considering how to build trusted relationships;
* work in an open environment: avoid private or out of sight locations, encourage open communication and where appropriate keep doors open;
* speak clearly, without whispering, so that children do not need to come too close to hear;
* avoid spending time alone with individual children unless necessary or unavoidable;
* ensure there is another adult in the vicinity, who is aware of the task, if changing a child who has wet or soiled themselves (and refer to the intimate care policy);
* when having a meeting with a child/parent/carer, ideally sit facing the door so that this can be monitored and help given if necessary;
* be aware of physical space; maintain safe and appropriate distance; think where and how to place your body;
* avoid touching children and if a child seems uncomfortable: stop. (N.B. if touching is necessary as part of positive handling, verbalise to the child what you are doing);
* present as an exemplary role model by not smoking, drinking alcohol, swearing, allowing suggestive conversations or dressing less than professionally when in company or proximity of a pupil;
* seek to be enthusiastic and constructive in giving feedback, not overly negative or critical;
* record any injury that occurs and seek attention from a qualified First Aider or parent/carer;
* use social media carefully: check your privacy settings regularly, and think before you post or ‘like’ content which may bring your school into disrepute;
* be aware of where you are and what you are doing, when wearing school or trust branded clothing, to ensure you do not bring the school, trust or teaching profession into disrepute;
* carefully consider the impact of other additional appointments or employments, to rule out the possibility of an adverse effect on your work or the interests of the school or trust;
* inform your headteacher of any caution, conviction or criminal charges brought during your employment, or if you are subject to any police investigation.

**NEVER:**

* act in a way that would bring the school, the trust or the teaching profession into disrepute, whether in or out of school;
* use inappropriate or offensive language in school;
* undermine fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
* disclose sensitive/confidential information to anyone, or use personal information for any purpose other than the reason it was collected and intended - unless required by law or safeguarding duty, or with consent from the relevant parties;
* allow any allegation made by a child to go unrecorded or unaddressed, or pass it off as ‘banter’ or ‘just part of growing up’ (including any form of discrimination or claims of bullying);
* promise confidentiality to a child making an allegation or disclosure;
* withhold information that may impact the safety of a child or put someone at risk;
* lock doors so that children cannot leave the room;
* impose humiliating or power-based punishments or intentionally reduce a child to tears;
* engage in rough, physical or sexually proactive games, including horseplay;
* allow or engage in any form of inappropriate touching;
* share a bedroom with a pupil;
* make sexually suggestive comments;
* engage in any form of relationship, sexual or otherwise, with a young person you work with;
* do things of a personal nature for children that they can do for themselves;
* invite or allow children to stay with you at your home unsupervised;
* share private email addresses with a child or contact/connect through any social networking site;
* post images online that identify children, unless you have parental consent;
* keep photographs or videos of pupils on your phone (if you need to take these for school use, upload them onto the school system as soon as possible then delete them from your device);
* use technology in school to view material that is inappropriate or likely to be deemed offensive;
* seek physical contact (try to gently discourage rather than reject contact. Model appropriate contact, e.g. shaking hands or patting a shoulder. Never allow physical contact when alone);
* pick up or carry a child unless unavoidable in an emergency (i.e. they are in danger and incapable of moving away themselves);
* sit children on your lap (if a child needs comforting, sit them alongside you);
* offer a lift to or take a pupil in your car, unless it is unavoidable (where it is unavoidable: prepare a risk assessment, ensure your insurance covers business passengers, obtain parental permission, take more than one person with you, sit the child in the back, travel directly to the destination and keep conversation professional).

# **Links with other policies**

Staff should be aware of the following policies:

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| * Child protection and safeguarding * Allegations against staff * Online safety | * Gifts and hospitality * Whistleblowing * Acceptable use of ICT |