



Downe Primary School

Staff Code of Conduct

Revised: April 2024
To be Reviewed: April 2027

Principle Academy Vision

We put children first, pioneering excellence and championing each and every child.

Aims of this code of conduct

The Pioneer Academy expects all pupils to receive high-quality teaching and learning in a positive and respectful environment.

Employees at the school should understand that their own behaviour, and the manner in which they conduct themselves with their colleagues, pupils, parents and other stakeholders, sets an example.

We recognise that the majority of staff members act appropriately and treat each other with dignity and respect; however, we consider it important to clarify the expected standards.

This policy forms part of a staff member's contract of employment and failure to comply with it, and with the associated school policies, may result in disciplinary action being taken, including legal action where this is warranted.

This document applies to all staff members who are:

- Employed by the school, including the Head Teacher and volunteers.
- Employed in units or bases that are attached to the school.

This document does not apply to:

- Peripatetic staff members who are centrally employed by the LA.
- School catering staff employed by contract catering companies.
- School cleaning staff employed by contract cleaning companies.
- Employees of external contractors.

These employees are governed by their employment contracts and any relevant laws pertaining to their activities within the school, for example, the GDPR and the Data Protection Act 2018.

Professional behaviour and conduct

Staff are expected to demonstrate consistently high standards of personal and professional conduct

such that public confidence in their integrity is sustained.

Staff will:

- Have proper and professional regard for the ethos, policies and practices of the school.
- Maintain high standards in their attendance and punctuality.
- Take care of themselves and others affected by their activity at school.
- Cooperate with school leaders in meeting their duties under the relevant regulations.
- Treat pupils, parents, colleagues and external contacts with dignity and respect.
- Observe proper boundaries appropriate to their professional position, showing tolerance of and respect for the rights of others.
- Inform the headteacher if they are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution.
- Be aware that professional behaviour and conduct is expected to be extended to extracurricular trips and visits.
- Act appropriately in terms of the views they express – in particular, political views – and the use of school resources at all times.

Staff will not:

- Use foul or abusive language.
- Perpetrate discrimination, bullying, harassment, or intimidation, including physical, sexual and verbal abuse.
- Misuse or misrepresent their position, qualifications, or experience.
- Seek to bring the school into disrepute.
- Use school resources for political purposes.

Safeguarding pupils

In accordance with 'Keeping children safe in education 2023' (KCSIE), staff have a responsibility to safeguard pupils, protect and promote their welfare, and ensure that they provide a learning environment in which pupils feel safe, secure and respected.

To effectively safeguard pupils, staff are required to follow the procedures outlined in this Staff Code of Conduct, the Behaviour Policy and the Child Protection and Safeguarding Policy, and ensure that they do not act in a way that may put pupils at risk of harm, or lead others to question their actions.

In accordance with the school's Behaviour Policy and Child Protection and Safeguarding Policy, staff will be prepared to identify pupils who may be subject to, or at risk of, various types of abuse and neglect, including, but not limited to, the following:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child-on-child abuse
- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)

- Domestic abuse
- FGM
- Serious violence

Copies of policies and a copy of Part one (or, where appropriate Annex A for staff not working directly with children) of KCSIE will be provided to staff at induction. Staff will have a clear understanding of the school's policies and procedures with regards to safeguarding issues, e.g. abuse, and the important role they play in preventing harm against pupils.

In accordance with the school's Child Protection and Safeguarding Policy, staff will also be aware of the factors that could increase a pupil's risk of being subject to safeguarding issues, including but not limited to:

- Pupils who need a social worker (Child in Need and Child Protection Plans).
- Children absent from education, particularly if on repeat occasions and/or long periods of time.
- Elective Home Education (EHE).
- Pupils requiring mental health support.
- LAC, PLAC and care leavers.
- Pupils with SEND or health issues.
- Pupils who identify as or are perceived to be LBGTQ+.

If a member of staff has any concerns about a pupil's welfare, they will act on them immediately. They will follow the necessary reporting and referral procedures outlined in the Child Protection and Safeguarding Policy and speak to the DSL. Staff will be aware of the procedures to follow if a pupil tells them they are experiencing abuse, exploitation, or neglect.

In all cases, if a member of staff feels unsure as to whether an incident or pupil would be classed as a safeguarding concern, they will speak directly to the DSL. Staff will not assume a colleague will take action and share information that might be critical in keeping children safe.

Staff will recognise, acknowledge, and understand that even if there are no reports of child-on-child abuse in the school, this does not mean it is not happening. Staff will understand the scale of harassment and abuse and challenge inappropriate behaviours between peers that are abusive in nature and report any concerns regarding any form of abuse to the DSL without undue delay.

Any member of staff member that has concerns about another staff member's actions or intent or believes these actions may lead to a pupil being put at risk of harm, will report this in line with the Allegations of Abuse Against Staff Policy or Whistleblowing Policy immediately so appropriate action can be taken. This includes if the staff member in question is a volunteer, supply staff or an individual using school premises to host extra-curricular activities.

If the concern is regarding the headteacher, staff will report this to the chair of the school board.

If a member of staff feels unable to raise an issue with the school, they will use other whistleblowing channels, including contacting the NSPCC's helpline on 0800 028 0285 (between the hours of 8:00am

and 8:00pm Monday to Friday) or email address help@nspcc.org.uk. Staff can also access guidance at www.gov.uk/whistleblowing. Fear about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of pupils.

Staff will undergo safeguarding and child protection training at induction. This will include training around online safety, particularly concerning the understanding of roles and responsibilities in relation to filtering and monitoring, in line with the [filtering and monitoring standards](#). This training will be updated at least annually to continue to provide staff members with relevant skills and knowledge to safeguard children effectively.

Staff will recognise that, when teaching pupils about safeguarding and online safety, a one-size-fits-all approach may not be appropriate for every pupil, and a more personalised or contextualised approach may be needed for pupils who are vulnerable, victims of abuse and/or have SEND.

Staff will be aware of their local early help process and understand their role in it.

Staff will be aware of the process for making referrals to children's social care service (CSCS) and for statutory assessments under the Children Act 1989, along with the role they may be expected to play in such assessments.

Staff will reassure victims that they are being taken seriously and that they will be supported and kept safe by the school. They will never give the impression that pupils are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a pupil ever be made to feel ashamed for reporting an incident.

Staff will know how to manage the requirement to maintain an appropriate level of confidentiality, involving those who need to be involved, but will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. Staff will be aware of the school's legal duty to make a referral to the DBS where they consider an individual has engaged in contact that has harmed, or is likely to harm, a child.

Appearance and dress

The school expects that staff members will:

- Ensure that their appearance is clean and neat when at work or representing the school.
- Dress in a manner that is appropriate to their role.
- Remember that they are role models for pupils, and that their dress and appearance should reflect this.
- Not dress in a way that would cause embarrassment to pupils, parents, colleagues or other stakeholders.
- Cover any tattoos or body art whilst in school; small earrings are acceptable, but all other body piercings must be removed.

Attendance

The school expects that staff members will:

- Attend work in accordance with their contract of employment and associated terms and

conditions in relation to hours, days of work and holidays.

- Make routine medical and dental appointments outside of their working hours or during holidays where possible.
- Refer to the school's Staff Leave of Absence Policy if they need time off for any reason other than personal illness.
- Follow the school's absence reporting procedure when they are absent from work due to illness or injury.

Conduct outside of work

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. The nature of the work cannot be seen to bring the school into disrepute, nor be at a level which may contravene the working time regulations or affect an individual's work performance.

Staff will not engage in outside work which could seriously damage the reputation and standing of the school or the employee's own reputation, or the reputation of other members of the school community. In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are unacceptable.

Staff will not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute.

Smoking, e-cigarettes, alcohol and other substances

Staff will not smoke on the school premises.

Staff will not smoke whilst working with or supervising pupils off-site, such as when on educational visits and trips.

The taking of illegal drugs or alcohol during working hours is unacceptable and will not be tolerated. Staff members must never attend work under the influence of alcohol or illegal drugs.

If alcohol or drug usage impacts on a staff member's performance, the school has the right to discuss the matter with the employee and take appropriate action in accordance with the school's disciplinary procedures, including referral to the police.

Health and safety

Staff members will:

- Be familiar with and adhere to the school's Health and Safety Policy and ensure that they take every action to keep themselves and everyone in the school environment safe and well.
- Comply with health and safety regulations and use any safety equipment and protective clothing which is supplied to them.
- Comply with hygiene requirements.
- Comply with accident reporting requirements.

- Inform the Head Teacher of any paid work which is undertaken elsewhere, for compliance with The Working Time Regulations 1998 (as amended).

Declaration of interests

Staff members are required to declare their interests, both personal and financial, where the group or organisation they are affiliated with would be considered to be in conflict with the ethos of the school.

For the purposes of this policy, a financial conflict of interest is one where there is, or appears to be, opportunity for personal financial gain, financial gain for close relatives or friends, or where it may be reasonable for a third party to take the view that financial benefits may affect an individual's actions.

The term 'financial interest' means anything of monetary value, including the following:

- Payments for services
- Equity interests
- Intellectual property rights
- Hospitality or gifts

Examples of financial interests that must be declared include, but are not limited to, equity interests in services considered for use by the school.

Non-financial conflicts of interest can also come into conflict, or be perceived to come into conflict, with an individual's obligations or commitments to the school. These interests may include any benefit or advantage including, but not limited to, direct or indirect enhancement of an individual's career or gain for immediate family or someone with whom the individual has a close relationship.

Examples of situations that could give rise to non-financial conflicts of interest include the following:

- Pressure or temptation to accept gifts, inducements or hospitality
- Participating in the appointment, hiring, promotion, supervision or evaluation of a person with whom the individual has a close personal relationship
- Where a member of staff has or develops a close personal relationship with a colleague

Membership to a trade union or staff representative group does not need to be declared.

Staff members will also carefully consider whether they need to declare their relationship with any individual where this might cause a conflict with school activities.

Failure to make a relevant declaration of interests is a very serious breach of trust and, therefore, if employees are in doubt about a declaration, they are advised to contact the school or trade union.

All declarations, including nil returns, will be submitted in writing to the Head Teacher for inclusion on the Register of Business Interests.

Financial inducements

Staff will adhere to the procedures outlined in the school's Gifts and Hospitality Policy at all times.

Staff members will:

- Familiarise themselves and comply with the school's financial regulations.
- Declare to the school board, in writing, any gifts received, in accordance with the Gifts and Hospitality policy.

Relationships with pupils

The school expects that staff will:

- Maintain professional boundaries and relationships with pupils at all times, and will consider whether their actions are warranted, proportionate, safe and necessary.
- Act in an open and transparent way that would not lead to others questioning their actions.
- Ensure that they do not establish social contact with pupils for the purpose of securing a friendship, or to pursue or strengthen a relationship.
- Ensure that they do not develop personal or sexual relationships with pupils: this includes sexual remarks and discussing their own sexual relationships with, or in the presence of, pupils.
- Only contact pupils via the school's established mechanisms: personal phone numbers, email addresses or social media platforms will not be used to contact pupils.

Under the Sexual Offences Act 2003, 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 to that child, even if the relationship is consensual.

Staff are not expected to have a sexual relationship with any young person under the age of 18. It is expected that staff uphold the view that they have a position of trust in a school, consequently it is not appropriate to form a relationship with anyone under 18.

Physical contact with pupils

The school understands that there are circumstances in which it is entirely necessary for staff to have physical contact with pupils, e.g. when applying first aid and assisting with intimate care, but staff will only do so in a professional and appropriate manner in line with relevant school policies.

When physical contact is made with pupils, it is imperative that it is conducted in a way which is responsive to the pupil's needs, is of limited duration and is appropriate to their age, stage of development, gender, ethnicity and background.

Staff will seek the pupil's permission, where possible, before initiating contact.

Staff will always use their professional judgement when determining what physical contact is appropriate, as this may differ between pupils. As such, the pupil's feelings and wishes will always be taken into account.

Staff will never touch a pupil in a way which is indecent and will always be prepared to explain their actions.

Staff will be aware that even well-intentioned physical contact may be misconstrued by a pupil, an observer or by anyone to whom this action is described and, therefore, will be prepared to justify their actions.

Staff will not engage in rough play, tickling or play fights with pupils.

Extra caution will be taken where it is known that a pupil has previously suffered from abuse or neglect.

Physical contact will never be secretive; if a member of staff believes an action could be misinterpreted, this will be reported to the Head Teacher and appropriate procedures will be followed.

Where it is necessary in PE classes for teachers to demonstrate use of equipment, this will be conducted with another member of staff if possible. If a pupil is required to participate, their consent will be given before doing so.

If a child is in distress and in need of comfort as reassurance, staff may use age-appropriate physical contact, such as placing their hand on the pupil's shoulder. Staff will remain self-aware of their actions at all times and ensure that their contact is not threatening, intrusive or subject to misinterpretation.

Staff may also use reasonable force as a means of physical contact with pupils for restraint purposes, such instances will always be in accordance with the school's Use of Reasonable Force Policy.

Changing

Pupils are entitled to respect and privacy whilst they are changing before/after PE; however, a level of supervision is required to ensure that pupils are safe, and that they are not subjected to bullying.

The supervision will be appropriate to the needs and ages of the pupils, and sensitive to the potential for embarrassment.

Staff will never change in the same area as pupils.

Transporting pupils

When it is necessary to transport pupils off-site, staff will ensure that the transport arrangements of the vehicle meet all legal requirements, they have an appropriate licence and the vehicle is roadworthy, has a valid MOT certificate and is insured.

Staff will gain consent from parents before transporting pupils and will be aware that the welfare of all pupils in the vehicle is their responsibility.

Two or more staff will be present in the vehicle to avoid any discrepancy regarding safeguarding concerns.

E-safety

Staff will adhere to the procedures outlined in the school's E-safety Policy and Acceptable Use Agreement at all times.

Staff are required to employ the highest security settings on any personal profiles they may have.

Staff will not engage in inappropriate use of social networking sites including contacting pupils or their family members, accepting or inviting friend requests from pupils or their family members, or following pupils or their family members on social media.

The school understands that some staff members are also parents of pupils at the school and, therefore, may wish to contact other parents. When doing so, staff will exercise their professional judgement and will not contact family members on social media if this would lead to a conflict of interest.

Staff will remain mindful of their use of social media and their web-based presence including written content, videos or photographs, and views expressed directly or indirectly which may bring themselves, the school or the school community into disrepute.

Premises, equipment and communication

School equipment and systems are available only for school-related activities and will not be used for the fulfilment of another job or for personal use, unless specifically authorised by the Head Teacher.

Illegal, inappropriate or unacceptable use of school equipment or communication systems may result in disciplinary action and, in serious cases, could lead to an employee's dismissal.

Employees receiving inappropriate communication or material, or who are unsure about whether something he/she proposes to do might breach this policy, should seek advice from the Head Teacher.

The school reserves the right to monitor emails, phone calls, internet activity or document production, principally in order to avoid offensive or nuisance material and to protect systems from viruses, but also to ensure proper and effective use of systems.

Communication systems may be accessed when the school suspects that the employee has been misusing systems or facilities, or for the investigation of suspected fraud or other irregularity. Access will be secured by the Head of IT.

Passwords should not be shared and access to computer systems must be kept confidential except on the express request of the Head Teacher or Head of IT. Breaches of this confidentiality may be subject to disciplinary action.

School equipment that is used outside the premises, e.g. laptops, will be returned to the school when the employee leaves employment or if requested to do so by the Head Teacher.

Photography and videos

Photographs and videos will only be taken using school equipment – using personal mobile phones for this purpose is prohibited, in accordance with the school’s Photograph and Videos at School Policy.

Consent for taking photographs will be obtained from parents, or the pupil themselves, if they are deemed old enough and able to make the decision for themselves.

The age of consent that is legislated is 13 and above; however, this is only applicable for online services provided directly to children. For everything else, an appropriate age for consent is considered on a case-by-case basis by the DPO, Head Teacher and a pupil’s parents (where appropriate).

Pupils who have not provided consent, either personally or via their parents, to have their photograph taken or be filmed will have their wishes respected, in line with the Photograph and Videos at School Policy.

The Head Teacher will be notified of the proposed use of the imagery or video and the equipment and ensure that the use of such is included in lesson plans where this is necessary.

All photographs and videos will be available for scrutiny, and staff will be prepared to justify the images or footage taken.

Careful consideration will always be given to the activities which are being filmed or photographed, to ensure that images or videos are not indecent and cannot be misused.

Data protection and confidentiality

Regarding personal and sensitive data, staff members are required, under the GDPR and the Data Protection Act 2018, to:

- Consider the legal basis for collecting the data, ensuring that this is documented.
- Ensure that the data is stored on a GDPR-compliant server, and that the data is not held for any longer than necessary.
- Securely dispose of the data when the relevant retention period ends.

Staff members will not disclose sensitive information about the school, its employees or the LA to other parties.

The only exception whereby it is acceptable for a staff member to disclose information that would otherwise be considered confidential is when the confidential information gives rise to concerns about the safety or welfare of a pupil.

Staff members have the right to request access to data that is held about them. Such requests will be made to the Head Teacher in writing in accordance with the school’s Data Protection Policy.

Probity of records

The deliberate falsification of documents, such as references, academic qualifications or legal documents, is unacceptable. Where a staff member falsifies records or other documents, including

those held electronically, this will be regarded as a serious disciplinary matter and potentially a criminal offence.

Contacts

Staff members will not use school business contacts for acquiring materials or services at trade/discount prices for non-school activities, unless participating in concessionary schemes arranged by trade unions or other such groups.

Monitoring and review

This policy will be reviewed every three years and any changes made will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Appendix 1

Professional Standards for Lunchtime Supervisors and Play Leaders

Personal and professional conduct

Lunchtime staff at The Pioneer Academy should uphold public trust by:

- Having a professional commitment to the Pioneer vision, mantra and policies and conduct themselves as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community, putting the interests of the children first at all times.
- Having, as a priority, the need to safeguard pupils' well-being by following relevant statutory guidance along with Pioneer policies and practice.
- Upholding values consistent with those required from all members of staff by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Encourage positive behaviours and manage activities

Lunchtime staff at The Pioneer Academy are expected to:

- Ensure the dining room/ playground is laid out safely, effectively and efficiently.
- Identify and respond appropriately and sensitively to children who need support.
- Use positive behaviour management strategies consistently in line with The Pioneer Academy policy and procedures.
- See the lunchtime experience through the eyes of the child and build a rapport with pupils so they trust and respect lunchtime staff and the catering team
- Understand their roles and responsibilities within the lunch period and the whole school context recognising the need, and being prepared, to go the extra mile.

Safeguarding and confidentiality

Lunchtime staff at The Pioneer Academy should:

- Watch for indications of potential safeguarding issues and report immediately in line with organisational policies and procedures.
- Treat any information about The Pioneer Academy, its staff or pupils as strictly confidential.
- Refrain from posting statements on social media about any of the schools, children or staff within The Pioneer Academy.

Nutrition and allergies

Lunchtime staff at The Pioneer Academy are expected to:

- Understand what makes a healthy meal; encourage and explain to children why it is important to make healthy choices.
- Understand potential allergies and food restrictions and know the policies and procedures in place to deal with them.
- Be aware of what food is on offer and identify potential issues; guide children to make the correct choices.

Health, Safety and Hygiene

Lunchtime staff at The Pioneer Academy are expected to:

- Work positively with children to ensure an efficient and safe lunchtime.
- Maintain clean, tidy, safe and healthy environments.
- Lead by example to show pupils safe and hygienic behaviours.
- Have high levels of personal appearance and hygiene.
- Deal with first aid issues efficiently and according to school policy.

Working with Others

Lunchtime staff at The Pioneer Academy should:

- Communicate effectively and appropriately with pupils and staff.
- Work well in a team and be aware of how their work affects others in the wider school team.
- Avoid conflict where possible and have a solution-based approach to dealing with it if it occurs.

Appendix 2

Professional Standards for Teaching Assistants

The role of the teaching assistant

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

Personal and professional conduct

Teaching assistants at The Pioneer Academy should uphold public trust in the education profession by:

- Having a professional commitment to the vision, mantra and policies 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, putting the interests of the children first at all times.
- Having, as a priority, the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through attending training, self-evaluation and awareness of the primary curriculum.

Knowledge and understanding

Teaching assistants at The Pioneer Academy are expected to:

- Share responsibility for ensuring that their own knowledge and understanding of the primary curriculum is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying professional development to improve personal effectiveness.
- Take opportunities to acquire skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and the whole school context recognising the need and being prepared to go the extra mile.

Teaching and learning

With a commitment to our motto “Safe, Happy, Learning”, teaching assistants at The Pioneer Academy are expected to:

- Use progress data to adopt an 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 classroom learning and extracurricular activities.
- Use positive 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 performance and progress, following the marking policy.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Assist the class teacher in maintaining a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants at The Pioneer Academy are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers and the wider community by liaising effectively and working in partnership with them to promote the ethos of the academy.
- With the class teacher, keep other professionals accurately informed of performance and 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.
- Working in accordance with school policy and procedure, 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.