



CODE OF CONDUCT (STAFF) POLICY

Introduction

Our Code of Conduct is based on the commitments we make in our School Promise. It is also underpinned by the legal obligations placed upon us, as teaching professionals, through our duty of care to the pupils in the School and our position of trust as adults working with young people.

Your Duty It is the contractual duty of every member of staff to observe the following rules and to behave at all times in a reasonable way towards fellow staff, employees, Governors, contractors, visitors, pupils and their parents or guardians. A breach of your contract or this policy will be treated as misconduct and will render you liable to disciplinary action including dismissal.

We provide a caring and ambitious environment in which the talents of each individual are encouraged to flourish. We encourage pupils to be creative, tolerant and to strive for academic, sporting and cultural excellence. Respect for tradition and an openness to innovation are equally valued. The house system ensures a strong sense of belonging. We want pupils to enjoy their time here, but also to be made aware of their responsibilities. Pupils should leave us with the knowledge and self-belief to fulfil their own potential. Equally, we hope to foster a life-long empathy for the needs and views of others.

We aim to give an academic education of the very highest standard by only employing staff who love working with children and who demand excellence from themselves and their pupils, acting as dynamic and inspirational role models.

General Policy Conditions

1. *School Property* You must take proper care when using School property and you must not use School property for any private purpose or for gain, without the appropriate prior authority from the Head.
2. *Use of Premises* You must not carry out on School premises any work or activity other than pursuant to your terms and conditions of employment, unless you have received authority to do so from the Head.
3. *Low-level concerns* A low-level concern is a behaviour towards, involving or in the vicinity of a child by a member of staff that does not meet the harms threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:
 - Being over-friendly with children
 - Having favourites
 - Taking photographs of children on a personal device
 - Engaging in one-to-one activities where they can't easily be seen
 - Using inappropriate language

Low-level concerns can include inappropriate conduct inside and outside of work.

All staff have a duty to share any low-level concerns they have using the reporting procedures set out in our Low-Level Concerns Policy:

- It is important that low-level concerns are shared with the Head as soon as reasonably possible and, in any event, within 24 hours of becoming aware of it (where the concern relates to a particular incident) – although it is never too late to

share a low-level concern.

- If the Head is absent for any reason, low-level concerns should be shared with the Deputy Head who will ensure they inform the Head immediately on their return.
- If any low-level concern relates to the behaviour of the Head, it should be referred to the Chair of Governor
- If there is a conflict of interest in sharing a low-level concern with the Head, the low-level concern should be shared with the Chair of Governors, unless there is conflict of interest in doing so, in which case it should be reported directly to the LADO.

We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

All reports will be handled in a responsive, sensitive and proportionate way.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, trust and transparency in which our values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

How should a low-level concern be responded to?

- Staff are asked to share what they believe to be low level concerns, but it is for the Head to determine if further investigation and follow-up action is needed.
- Once the Head has received the low-level concern, they will – not necessarily in the below order but in an appropriate sequence according to the nature and detail of the particular concern shared with them:
 - Speak to the person who raised the low-level concern (unless it has been raised anonymously).
 - Speak to any potential witnesses (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted).
 - Speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted).
 - If they are in any doubt, seek advice from the LADO – on a no-names basis if necessary.
 - Review the information and determine whether the behaviour in question:
 - is entirely consistent with the School's Staff Code of Conduct and the law;
 - constitutes a low-level concern;
 - is not serious enough to consider a referral to the LADO but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary;
 - when considered with any other low-level concerns previously raised about the same person, could now meet the threshold of an allegation, and should be referred to the LADO/other relevant external agencies, and in accordance with the School's Safeguarding Policy, Part 4 of KCSIE 2024, and the relevant procedures and practice guidance stipulated by the School's Local

Safeguarding Partnership; or in and of itself meets the threshold of an allegation and should be referred to the LADO/other relevant external agencies, and in accordance with the School's Safeguarding Policy, Part 4 of KCSIE 2024, and the relevant procedures and practice guidance stipulated by the School's Local Safeguarding Partnership.

- Ensure that appropriate and detailed records are kept of all internal and external conversations regarding the concern, their determination, the rationale for their decision and any actions taken, and retain records in accordance with the Low-Level Concerns Policy.
- Consider whether the concern also potentially raises misconduct or capability issues – taking advice from the HR Manager on a named or no-names basis where necessary – and, if so, refer the matter to the HR Manager.

Reporting and responding to low-level concerns is covered in more detail in our Low Level Concerns Policy.

4. *Other Instances of Misconduct* The following is a non-exhaustive list of offences which amount to misconduct, which may fall short of gross misconduct (but which may be considered to constitute gross misconduct in extreme cases if considered sufficiently serious):

- Unauthorised absence from work.
- Lateness.
- Inappropriate standard of dress.
- Smoking on School premises.
- Time wasting.
- Contravention of minor safety regulations.
- Disruptive behaviour.

5. *Gross Misconduct* You should not commit any act of gross misconduct. Any such act will result in your dismissal without notice. Gross misconduct includes but is not limited to the examples set out below, offences of a similar nature and attempts to commit such offences.

- Gross neglect of duty.
- Abuse of authority or refusal to obey lawful instructions.
- Indecent, violent or offensive behaviour whether committed at or outside work.
- Inappropriate conduct with a pupil.
- Misuse of or deliberate damage to School property.
- Fraud, theft or dishonesty.
- Fighting and/or assaulting another person.
- Being on duty whilst unfit due to the influence of drugs and/or alcohol.
- Bullying.
- Conduct (whether committed at or outside work) which is likely to damage the School's reputation.
- Discrimination (including harassment or victimisation) on grounds of sex, marital status, race, disability, sexual orientation or religious belief.
- Disregarding health and safety rules/requirements and endangering yourself or others.
- Wilful neglect or refusal of duty.
- Misuse of confidential information.
- Sexual misconduct at work or involving pupils, or their parents, or members of staff of the School, or conviction for a sexual offence in a court of law. Viewing, retrieving or downloading of pornographic material, or any other material which the School believes is unsuitable.

Detailed Policy Requirements

Duty of Care - All staff have a legal 'duty of care' towards children under their protection. This involves a duty to keep young people safe and to protect them from sexual, emotional and physical harm. This means that they must always act, and be seen to act in the child's best interest, avoiding any conduct which would lead any reasonable person to question their actions. In relation to the handling of risks, the law requires that prudent and reasonable precautions be taken in relation to foreseeable harm. Risk assessments are required of us in order to fulfil that obligation. The concept of what it is 'reasonable' to expect is important in any legal consideration of a duty of care. KCSiE (2024) has further enhanced the protection and duty of Schools to safeguard and promote the welfare of children at all times. Failure to adhere to our duty of care statement may be deemed to be gross misconduct and will be dealt with accordingly.

Position of Trust - All adults working with young children are in positions of trust in relation to the young people in their care. This is not a relationship of equals, and adults clearly cannot use their position of authority either for their own personal advantage or gratification, or to intimidate, coerce or undermine children. For instance, under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over, such as a teacher, 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. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

Staff must also not use their position to intimidate, bully, humiliate, threaten, coerce or undermine young people. Staff are advised to have an open-door policy that must be applied when seeing a pupil in a 'one on one' situation to reduce the 'risk' of any allegations listed above. Alternatively they can choose to meet with a pupil for a one-to-one meeting in a classroom whose door has a glass panel fitted.

While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the school year, gifts from staff to pupils are only allowed with the permission of the Head.

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, or if a staff member is concerned at any point about a fellow staff member and a pupil, this should be reported in line with the procedures set out in our child protection and safeguarding policy.

It is not uncommon for pupils to become strongly attracted to a member of staff or to develop an infatuation. If any member of staff becomes aware of an infatuation, they should discuss it with the Designated Safeguarding Lead (DSL) immediately so that they can receive support on the most appropriate way to manage the situation.

Teaching - 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. At Hazelwood we expect teachers to be intellectually and academically active and to demonstrate the same intellectual curiosity we expect of our students.

All teachers at Hazelwood must (as a minimum requirement):

- 1. Set high expectations which inspire, nurture, 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, conscientious and self-evaluative 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.
- teach the School values through 'Our Promise' which is free from radicalisation and forced religious/political opinions (KCSiE September 2021).

4. Plan and teach well-structured lessons:

- impart knowledge and develop understanding through effective use of lesson time,
- promote a love of learning and pupils' intellectual curiosity,
- set homework if appropriate 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 areas.

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

- know when and how to differentiate appropriately, using approaches which enable all pupils to be taught effectively, be able to record this good practise through NACE,
- 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 reflect on and 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.
 - only restrain a pupil when required (see Physical Intervention policy).

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.

Personal and Professional Conduct

1. **Propriety and Behaviour:** Staff should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and parents. An individual's behaviour, either in or out of school, should not compromise his/her position within the School. This means that staff should not behave in a manner which would lead any reasonable person to question their suitability to work with children (this might involve misuse or inappropriate use of drugs or alcohol, acts of violence or use of social media).

Staff are prohibited from consuming alcohol when undertaking any work duties in a professional capacity (parent meetings or information evenings, for example), and this includes any event involving the supervision of children. There will be certain events which staff are invited to attend in a supporting or personal capacity, rather than a professional capacity (such as HPA events); this will be made clear in the invitations to such events. For the avoidance of doubt, it should be assumed that consumption of alcohol by staff is prohibited at school events unless it has been made clear in advance that they shall attend the event in a personal capacity.

In addition staff must be even-handed, consistent and unambiguous in the way they treat pupils, avoiding any actions that would be considered 'unprofessional'. Pupils should be treated with dignity and respect and staff should always have regard for the need to safeguard and promote the well-being of all pupils. Staff should always show tolerance of and respect for the rights of others and staff should never promote views or act in a manner that undermines or belittles different genders, different sexualities, religions or racial groups. For instance the verbal slighting in public of a child (or indeed another member of staff), whether intended or unintended, might be regarded as unprofessional.

2. **Honesty and integrity:** Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities. Staff will not accept bribes. Gifts that are worth more than £50 must be declared.

Staff will ensure that all information given to the school is correct. This should include:

- Background information (including any past or current investigations/cautions related

- to conduct outside of school)
- Qualifications
- Professional experience

Where there are any updates to the information provided to the school, the member of staff will advise the school as soon as reasonably practicable. Consideration will then be given to the nature and circumstances of the matter and whether this may have an impact on the member of staff's employment.

3. **Communication:** It is advisable that communication between staff and pupils should, wherever possible, take place within clear and explicit professional boundaries, and staff should be vigilant about avoiding situations which might be open to misinterpretation. It is also increasingly important that staff recognise that these standards apply in all areas of mobile and internet communication. Staff must have all personal technological devices used for work purposes registered with the DSL. Social networking sites are also areas where colleagues need to be vigilant. Members of the staff team should not have students (past or present) as friends on social network sites. Sites should be protected with the highest levels of privacy settings, making content and images unavailable to pupils. Staff email addresses are available to parents for professional interaction only – for example, questions about work or the timing of practice sessions. Any dialogue which strays beyond professional boundaries may be open to misinterpretation. Staff should be guided by how any reasonable person may interpret both the message and motivation for communication. Staff should bring any inappropriate communication from a child or a parent to the attention of a senior member of staff.
4. **Data Protection:** Staff should be mindful of their obligation to protect pupil data (and other sensitive information) from unauthorised access. Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children (KCSiE 2024).

Users must not:

- Share School passwords with family members (or others) and should ensure that family members do not have access to their School user account.
- Save personal data relating to staff, pupils, parents or volunteers to an unencrypted portable media device (e.g. USB stick), laptop, tablet, mobile phone or any other portable device. This includes data such as exam results, and documents such as school reports.
- Take copies of sensitive data relating to pupils, staff or volunteers (e.g. medical, child protection or criminal record information) off the School site without prior permission from the Head. If there is a genuine need to take sensitive information off site (e.g. for trips) the information should be printed, stored securely whilst it is needed and then securely destroyed. Trip leaders have standing permission to take paper copies of relevant pupil medical information with them on School trips.
- Make or distribute lists of pupils or parents including personal details without a specific legitimate purpose.

Users must:

- Ensure that laptops, desktops and mobile phones which may contain information relating to pupils (including School emails) are password protected and that data drives are encrypted where possible.
- Ensure that usernames/passwords are not “saved” or “remembered” on public computers.
- Make use of “InPrivate” web-browsing where available when using public computers (e.g. to check email)

Users who email groups of parents must avoid exposing all of the email addresses to all of the recipients. When sending out a group email to parents, users must place their own email address in the “To” field, and the email addresses of the intended recipients in the “BCC” field.

5. **Dress and Appearance:** A person's dress and appearance are matters of personal choice and

self-expression. However, staff should ensure that their appearance promotes a positive and professional image and is appropriate to their role and status. Further details of the minimum expected standards of dress are available in the Staff Handbook.

6. **Punctuality:** Staff should set the same standards of punctuality as we expect of the pupils. Staff should arrive on site punctually for the start of their professional commitments. Lessons and other activities should start and end accurately at the times assigned. A child should not be detained by a member of staff so that they are late for their next engagement.
7. **Knowledge of School Policies:** The School is required by law to have certain policies and others have been produced in response to issues over time. These policies are published in full on the intranet, and some are included in other specific handbooks. It is unrealistic to expect staff to have a detailed knowledge of all the policies, but they should know of their existence and be ready to look them up as needed and appropriate. There are, however, some policies which need to be well known by all members of staff. Of these the three most important are **Anti-Bullying Policy, Child Protection and Safeguarding Policy** (including Whistleblowing and KCSiE) and **Behaviour, Rewards, Sanctions Discipline and Exclusion Policy**. Child protection and anti-bullying are the business of every member of the School community. It is also important that staff are aware of the need and the means to report significant **Incidents or Conversations** and any **Accidents** – either by email or on the forms designed for this purpose.

We must have a written record of these. Similarly, staff should have knowledge of School policies for **Marking and Feedback** and **Physical Intervention** and the **Staff Code of Conduct**. Finally there are a variety of policies which fall under the general umbrella of 'Health and Safety'. Those of which staff should be particularly aware relate to **fire, School trips, and the medical policy**.

8. **Behaviour Policy:** The Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy for the School is set out in full in the Policy Folder, found in the shared area. Staff should be aware of the main features of this policy. They should actively promote and teach the 'Expected Behaviour' code. Praise and encouragement should be used to reward good behaviour and achievement, either informally or using the house point system. Staff should also be clear about the different levels of sanctions and their responsibilities in this context. The promotion of good behaviour and discouragement of bad behaviour are the general responsibility of all staff.
9. **One-to-One Situations:** Staff working in one-to-one situations with pupils are potentially more vulnerable to allegations. It therefore makes sense to plan and conduct such meetings to ensure that the security of both pupil and staff is met. It is recommended that such meetings should take place where there is visual access and/or an open door. It is also strongly recommended that notes are kept of any meeting are likely to be difficult, and consideration given to having another member of staff in the room or close by. If any pupil becomes distressed or angry in any such meeting, always report this to a senior colleague. If anyone employed by the School is regularly in a one-to-one situation with pupils, a risk assessment can be undertaken.
10. **Pupil Privacy:** All pupils have a right to personal privacy. Avoid going into areas where pupils are showering unless there is some kind of emergency.
11. **Physical Contact:** There are occasions when it is entirely appropriate for staff to have physical contact with pupils, but it is crucial that it should be appropriate to their professional role. It is not possible to be specific about all situations, since it varies from child to child, dependent upon the age of the child and to the particular set of circumstances. A general culture of 'limited touch' should be adapted to the individual requirements of each child – it is not illegal to touch a child. However, staff should be aware that even well-intentioned physical contact may be misconstrued, that children should never be touched in a way that could be viewed as indecent, that they should never indulge in horseplay or 'fun fights' with children and that all physical

contact will be open to scrutiny. In sport, physical contact with children should never be seen as putting the child in any danger or not paying due regard to the wider duty of care. It is vitally important that staff report and record any incident which has the potential to be misconstrued. The School's policy on **Physical Intervention** of pupils is published as a separate document.

12. **Sensitive Curriculum Issues:** Many areas of the curriculum can raise issues or subject matter which is sexually explicit. This requires careful planning and judgement, which takes into account the aim of the lesson in the context of the syllabus. Staff should not engage in offensive or inappropriate discussion about sexual activity. It should also be noted that under the provisions of the Equality Act (Sexual Orientation) Regulations 2010, it is unlawful to discriminate either directly or indirectly on grounds of sexual orientation. Schools must use non-discriminatory practices and procedures, and staff must also ensure in their teaching and pastoral work that they do not show discrimination on grounds of sexual orientation. Additionally, teaching must not undermine fundamental British Values or discriminate against pupil's contrary to the Equality Act, that is, based on the protected characteristics.
13. **Photography, Video and other Creative Arts:** This is a difficult area which stems from public concern that recorded images of children have the potential to be misused for pornographic or 'grooming' purposes, and from the need to defend those rights of privacy and data protection which any individual should enjoy. Any such image-recording activity needs to have a clear purpose, and consideration should be given to what will happen to the images when the activity finishes. There is a School policy on 'Photographic Images' in which consent for all photography is assumed in the contract between parent and school, but any pupil, parent or member of staff is entitled to withdraw such consent either generally or for any specific occasion or purpose. Staff should be particularly sensitive to children who are clearly uncomfortable with being filmed or photographed and realise the potential for misinterpretation of their activity. The use of mobile phones or other photographic devices to take photographs of pupils or staff without their consent is forbidden by the School rules. Where possible and practicable, images should be taken on equipment owned by the School, and not on personal recording devices.
14. **Issues of Confidentiality and Media Relations:** You may be party to confidential information about the School and its business. This might include personal details of parents, pupils, and staff or financial information and marketing plans. You should not disclose such information either intentionally or inadvertently, other than in the proper course of your employment with the School. You should also take care that any electronically stored confidential information which is taken off the School premises should be always kept safe and secure. Any press or other media inquiries concerning School business or information should be passed on to the Head or, in her absence, to the Deputy Head, or another member of the SMT.
15. **Transporting Children:** There are many occasions when staff transport pupils either in School or hired minibuses or in their own cars. The rules governing minibus use are dealt with separately, but there are certain important steps which all need to be taken in relation to transporting children. The first is that no alcohol should be consumed prior to driving. If you are faced with a sudden emergency, when you may have been drinking and were not expecting to have to drive, use a taxi. Secondly it is your responsibility, when using your own car, to ensure that the vehicle is safe and meets all legal requirements, including properly working seatbelts. Most insurers cover occasional use of a car to drive pupils. Never exceed the maximum capacity of the vehicle or drive for hours longer than are reasonably considered safe. Staff should avoid transporting a single pupil. If this is unavoidable due to, for instance, an emergency, then the pupil should sit in the back seat, and the member of staff should tell another adult (preferably a member of SMT) about the arrangement. Parental permission, if possible, should also be sought.
16. **Professional Judgement:** There will inevitably be situations where the guidance given here is incomplete, and there may be situations where you must make decisions in the best interest of the pupils that could contradict this guidance, or where no guidance exists. In these situations you should make judgements based on what you feel needs to happen to support the welfare

of the pupils. It is important that you always record why a judgement was made and that you share it with the lead DSL at the earliest possible opportunity.

17. **Allegations of criminal activities or domestic abuse:** If made against a member of staff, it may result in a temporary suspension whilst the allegations are investigated. If found guilty of domestic abuse, then the individual will be dismissed immediately. Other criminal offences will be dealt with on a case-by-case basis.

18. **Whistleblowing:** Hazelwood has a culture of safety and raising concerns in a professional manner that shows an excellent duty of care for our pupils. Procedures for handling concerns are detailed in our **Whistleblowing Policy**. Training and support will always be given to staff who take action. regs ask for whistleblowing procedures to be referenced- is the above enough

19. **Use of Technology:** Staff should ensure they have read and understand the **Acceptable Use (Staff) Policy**. This Policy is designed to establish acceptable and appropriate use of Hazelwood School and Hazelwood Nursery and Early Years (collectively known as 'the School') technology and protect both users and the School. It should enable the School to safeguard and promote the welfare of pupils and staff and to minimise the risk of harm to the assets and reputation of the School. It should also serve to prevent abuse of e-mail and internet facilities.

Appendix one

Safeguarding Children and Young People - Safe Working Practice Agreement

Hazelwood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

It is everyone's responsibility to ensure that pupils are cared for appropriately and safeguarded from any harm, and their duty of care to promote the health, safety and welfare of all members of the School community.

The staff Code of Conduct gives clarity to the measures needed to ensure that all employees and pupils can work within and enjoy being part of a safe and caring environment.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Head and Governing Body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate*.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the School, including those involved in home visits or any out of School activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- Adhere to all School policies, many of which are specifically written with safeguarding in mind. For example: Child Protection, Behaviour Rewards, Sanctions, Discipline and Exclusion, Physical Intervention, Anti Bullying, Equal Opportunities, Health and Safety, Use of Images (photography and DVD), Equal Opportunities, E safety.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the pupils
- Observe other people's right to confidentiality (Unless you need to report something to the Head or the DSL e.g. concerns about a child protection issue).
- Treat all children equally; never confer favour on particular children, or build 'special relationships' with individual children, except where one to one working is part of a plan agreed with your manager (eg for counselling, tuition, mentoring or other purpose).

Report to the Head / DSL (or in the case of an allegation concerning the Head) to the Chair of Governors: (As soon as possible)

- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself
- Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another adult in the School which give you cause for concern or breach of this code of conduct or other School policies and procedures

You should never:

- **Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.**
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any child.
- Give personal contact details, text email or telephone except for agreed work purposes using work IT, or make arrangements to contact, communicate or meet children outside of work.
- Use digital media in your personal life in a way which could compromise your own suitability to work in a position of trust with children, or bring the School's reputation into disrepute
- Develop 'personal' or sexual relationships with children.
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so
- Be sarcastic, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate* or offensive nature
- Give or receive (other than 'token') gifts unless arranged through your line manager / Head, for example, outgrown sports kit, football boots or uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
- Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, fail to use seatbelts and drive in a safe manner at all time whilst transporting children.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.

*** Please note:**

It is the perception of the person subject to a remark or action rather than your stated intention that defines 'appropriate' or 'inappropriate'.

..... have read the School's policy on
Safeguarding Children and Young People for Staff and agree to abide by the Safe Working
Practice guidance contained therein.

SignedDate

The Head and Governors of Hazelwood School thank you for your support of the arrangements made for the safety and care of young people and adults in our School community.

..... Head