



STAFF CODE OF CONDUCT POLICY

GOVERNING BODY APPROVAL:
Autumn Term - October 2020/21

COMMITTEE WITH RESPONSIBILITY FOR MONITORING
AND REVIEW:
[Personnel Committee](#)

NEXT REVIEW DATE: Autumn 2021/22

I. Definitions

Throughout this document references are made to "children\ "young people" and "pupils". These terms are interchangeable. All refer to children at Newman Catholic College.

References to "staff" or "adults" include teachers, other staff/governors, and volunteers, working in the school

The term "allegation" means any information that suggests an adult has caused or may cause hurt or harm to a child or young person.

II. Overview

The vast majority of adults who work with children in education settings act professionally. They seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for children and young people in their care. It is recognised that achieving these aims is not always straightforward. Much relies on pupil and staff interactions where tensions and misunderstandings can occur. It is here that staff behaviour can give rise to allegations being made against them. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

Staff working in education settings have expressed concern about their vulnerability and have requested clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. They have asked for practical guidance about which behaviours constitute safe practice and which behaviours should be avoided.

This document has been produced in response to these concerns. It seeks to ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour. It is hoped that it will also assist staff to monitor their own standards and practice.

The guidance will also support employers in giving a clear message that unlawful or unsafe behaviour will not be tolerated and that where appropriate, legal or disciplinary action is likely to follow.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that any such guidance cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of the justification for any such action already taken or proposed.

This document should be read in conjunction with the National

This document should be read in conjunction with the National Employers Organisation for School Teachers (NEOST) 'Guidance on Conduct', 'Preventing Abuse of Trust', and 'Staff Facing an Allegation of Abuse' jointly produced by NEOST and the six Teacher Unions. This document is also of relevance to LEAs and employers in education in respect of the requirements of Section 175 of the Education Act 2002 and the related guidance¹.

Publications referred to in this document are available in the Staff Room.

III. Underpinning Principles

- The welfare of the child is paramount (Children Act 1989).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work in an open and transparent way.
 - a Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
 - a Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- Staff should apply the same professional standards regardless of gender or sexuality.
 - ii All staff should know the name of their designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

¹ Safeguarding Children in Education September 2004 Ref: DCSF/0027/2004

Developing Safe Working Practices for the Protection of Children and Staff in Education Settings

1. Introduction

Staff have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

This means that these guidelines:

- apply to **all** adults working in education settings whatever their position, roles, or responsibilities.

2. Status of Document

This guidance has been produced by the IRSC* national network. It does not replace or take priority over advice or codes of conduct produced by Local Authorities or other sources. It underpins and complements guidance jointly produced by NEOST and the six Teacher Unions². The document therefore may inform and assist LEAs and employers in education to develop and review their guidelines on safe working practices in line with the requirements of Section 175 of the Education Act 2002 and the related guidance 'Safeguarding Children in Education'.

**Investigation and Referral Support Co-ordinators are funded by the DCSF. Their role is to support the development of best practice in child protection, especially where it relates to allegations against education staff.*

3. Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

LEAs, schools and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. When

This means that adults should:

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour.
- Report any incident to the relevant person within school

² National Employers Organisation for School Teachers - Guidance on Conduct, Preventing the Abuse of Trust, Staff Facing an Allegation of Abuse

individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards their employees under the Health and Safety at Work Act 1974³ which requires them to provide a safe working environment for staff and guidance about safe working practices. The Act also imposes a duty on employees⁴ to take care of themselves and anyone else who may be affected by their actions or failings. In this respect, the duty of care towards both staff and children can be demonstrated through the use of these guidelines.

An employer's duty of care and the staff duty of care towards children should not conflict. The safety of the child is paramount.

4. Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably. Line managers will be trained to deal with any issues raised with regard to the above. Induction for new staff will include the professional standards that will apply when a former student returns as a colleague.

This means that where no specific guidance exists staff should:

- *Avoid any actions, words or behaviours that are 'illegal, inappropriate or inadvisable'.*
- " *discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted*
- " *be prepared to seek advice prior to any proposed action if problems are anticipated*
- *always discuss any misunderstanding, accidents or threats with a senior manager*
- *always record discussions and actions taken with their justifications.*
- " *Log any concerns and copy these to the Headteacher, the relevant line manager and the member of staff responsible for Child Protection*

5. Power and Positions of Trust

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

This means that adults should not:

- ^a *use their position to gain access to information for their own advantage and/or a child's or family's detriment*
- *use their power to intimidate, threaten,*

³ Health and Safety at Work Act 1974 Part I, Section. 2 (1) and (2)

⁴ Health and Safety at Work Act 1974 Part I, Section.?

pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power" is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity⁴ More detailed guidance is available in the NEOST/Joint Union Guidance on Preventing Abuse of Trust,⁵ and Sexual Offences Act 2003 Sections 16 - 22.

6. Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the pupil.

Confidential information about a child or young person should never be used casually in conversation (e.g. in the corridor during break or lunchtime) or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities. Confidential

coerce or undermine pupils

- *use their status and standing to form or promote relationships with children, which are of a sexual nature.*
- *All adults should be aware of acceptable ways in which a child can be disciplined and of the difference between discipline and bullying*

This means that staff:

- *are expected to treat information they receive about children and young people in a discreet and confidential manner.*
- *in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff*
- *need to be cautious when passing information to others about a child/young person.*
- *Should record information in an objective and sensitive way and be prepared to defend anything they have written*
- *Staff should take responsibility for safe disposal or storage of confidential information e.g. Social Inclusion Forum minutes*

⁵ NEOST Guidance and Sexual Offences Act 2003 Sections 16 - 22

information should not be displayed on notice boards or on the staffroom whiteboard.

Gossip spreading within school should be nipped in the bud with situations being clarified publicly by a senior member of staff

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior management.

The storing and processing of personal information about pupils is governed by the Data Protection Act 1998. Employers should provide clear advice to staff about their responsibilities under this legislation.

The booklet 'What To Do If You're Worried A Child Is Being Abused'⁶ contains further guidance⁷ on sharing information to protect children.

7. Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

The General Teaching Council for England's (GTCE) Code of Professional Values and Practice, which is now embodied within the standards for Qualified Teacher Status, recognises that "Teachers support the place of the school in the community and appreciate the importance of their own professional status in society. They recognise that professionalism involves using judgement over appropriate standards of personal behaviour".

8. Dress and Appearance

Staff should consider the manner of dress and appearance appropriate to their professional role

This means that adults should not:

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *make sexual remarks to a pupil (including email, text messages, phone or letter)*
- *discuss their own sexual relationships with, or in the presence of, pupils*
- *discuss a pupil's sexual relationships in inappropriate settings or contexts*
- *make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.*

This means that adults should wear clothing which:

⁶What to Do if you are Worried that a Child is Being Abused. Department of Health May 2003

⁷www.doh.gov.uk/safeguardingchildren/index.htm

which may be different to that adopted in their personal life. All adults who work in a professional capacity with any student needs to be in professional attire. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation. The Headteacher can legitimately request that individual members of staff alter their dress or appearance if s/he deems this unacceptable.

9. Gifts

Staff should be aware of their Authority's guidance and/or school's policy including arrangements for the declaration of gifts received and given.

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when children or parents wish to pass small tokens of appreciation to staff eg at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Similarly, it is inadvisable to give such personal gifts to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a young person should be agreed practice within the establishment, consistent with the school's behaviour policy, recorded and not based on favouritism.

10. Infatuations

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk

- *promotes a positive and professional image*
- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or otherwise contentious slogans*
- *is not considered to be discriminatory*
- *denim, t-shirts and trainers are not part of professional dress and all staff in school working with our students should adhere to this (only site staff, cleaners and kitchen staff to be exempt).*

This means that adults should:

- *ensure that gifts received or given in situations which may be misconstrued are declared*
- *generally, only give gifts to an individual young person as part of an agreed reward system*
- *where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally.*

This means that adults should:

- *report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.*

of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff, who becomes aware that a pupil may be infatuated with themselves or a colleague, should discuss this at the earliest opportunity with the designated teacher for Child Protection so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

11. Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

It is not possible to be specific about the appropriateness of each social contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

However, staff should not give their personal details such as home/mobile phone number, home or e-mail address to pupils unless the need to do so is agreed with senior management. Where appropriate and where agreed, staff will be given the use of school-owned mobile phones. Staff should not use their mobile phones for social purposes in public areas within the school.

The school e-mail should be the only one given to students and this should only be used for communication regarding school work in accordance with school policy.

Any staff using Facebook, Bebo or any other social networking site must not have current students as 'friends'.

Reference should be made to the school mentoring policy for clarification of the above.

This means that adults should:

- a *always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme*
- *advise senior management of any regular social contact they have with a pupil which may give rise to concern*
- a *report and record any situation, which they feel, might compromise the school or their own professional standing.*
- a *Members of staff who currently have students on roll as friends will be required to comply.*

This means that:

- *Members of staff who have students on roll as friends will be required to comply*

12. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible by logging it with the Deputy Headteacher.

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and - so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact

This means that adults should:

- *be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to explain actions and accept that all physical contact be open to scrutiny*
- *never indulge in horseplay, tickling or fun fights.*
- *never touch a child in affection or anger*

This means that schools should:

- *Ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management.*
- *Provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care*
- *Make staff aware of the DCSF guidance in respect of physical contact with pupils⁸ and meeting medical needs of children and young people in school.⁹*
- *Highly volatile students will be subject to a risk assessment being completed by the Deputy Headteacher/ Inclusion Leader.*

⁸ DfEE Circular 10/98 Section 550A Education 1996 The Use of Force to Control or Restrain Pupils

⁹ DfEE Circular 14/96 Supporting Children with Medical Needs in School

might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

13. Physical Education and other activities which require physical contact.

Some staff, for example, those who teach PE and games, or who offer music tuition will on occasions have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment (see section 19, one-to-one situations, below). Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

14. Showers, Changing and Toilets

Young people are entitled to respect and privacy when changing clothes, taking a shower or going to the toilet. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that adults should:

- a *consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration.*
- *be familiar with and follow recommended DCSF guidance¹⁰*
- *always explain to a pupil the reason why contact is necessary and what form that contact will take.*

This means that adults should:

- *avoid any physical contact when children are in a state of undress*
- *avoid any visually intrusive behaviour and where there are shower areas:*
- *announce their intention of entering*
- *avoid remaining in the room unless pupil needs require it*

This means that adults should not:

- *change in the same place as children*

¹⁰ British Association of Advisers and Lecturers in Physical Education: Guidance for Schools and LEAs

Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

Specific ethnic or religious issues may need to be taken into account when deciding on appropriate behaviour with individual students

15. Pupils in Distress

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

16. Behaviour Management

Everyone has a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of demeaning or insensitive comments towards pupils is not acceptable

17. Care, Control and Physical Intervention

The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

This is a complex area and staff must have

regard to DCSF guidance.^{11, 12, 3}

- *shower with children.*

This means that:

- *no female member of staff to enter a boys' toilets*
- *male members of staff intending to enter a boys' toilet will announce their arrival*

This means that adults should:

- *consider the way in which they offer comfort to a distressed pupil*
- *always tell a colleague when and how they offered comfort to a distressed child*
- *record situations which may give rise to concern.*
- *Not be alone with a student (et. Oneto one situations) and avoid physical contact with students (et. Physical contact)*

This means that adults should:

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *keep parents informed of any sanctions*
- *adhere to the school's behaviour and rewards policy.*

This means that schools should:

- *regularly acquaint staff with DCSF Guidance*
- *ensure that staff are provided with appropriate training.*

This means that staff should:

- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary*
- *never lock a door when there are*

students in the room

¹¹ DCSF Circular 10/98 Section 550A Education 1996 The Use of Force to Control or Restrain Pupils

¹² DCSF Guidance LEN0242/2002 The Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

18. Sexual Contact with Young People

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust (see Section 5).

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working

¹⁴

Together to Safeguard Children' defines

sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

More detailed guidance is available in the joint NEOST/Union Guidance on Preventing Abuse of Trust and Sexual Offences Act 2003.

- a *never physically block a student's exit from a room (see Physical Restraint Policy)*

This means that adults should:

- *not pursue sexual relationships with children and young people either in or out of school*
- *avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative ie verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.*
- *when delivering content from the RE, Science or PSHE curriculum that may include sexual references, staff should operate strictly within the guidelines provided in departmental schemes of work (see the section on curriculum)*

¹³ DCSF Guidance LEA/0264/2003 The Use of Restrictive Physical Interventions for Pupils with Severe Behaviour Difficulties

¹⁴ Working Together to Safeguard Children Department of Health, Home Office, DCSF 1999

19. One to One Situations

All staff will be made aware of at risk, vulnerable students.

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

Schools need to consider these issues in drawing up their school policies and offer clear training and guidance for the use of any areas of the school which place staff or children in vulnerable situations eg photographic darkrooms, counselling rooms .

Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker. In addition, each assessment should take into account the individual needs of each pupil. Any arrangements should be reviewed on a regular basis.

Staff should endeavour to follow these procedures at all times including during informal meetings at break time and instances after school when pupils may be waiting to be collected to go home or have missed their bus

Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the head teacher or other senior colleague with delegated authority.

Reference should be made to the school mentoring policy for clarification of the above

20. Overnight Supervision and Examinations

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, staff may be asked to volunteer to supervise students perhaps in their own homes.

This means that adults should:

- a avoid meetings with pupils in remote, secluded areas of school (e.g. music practice rooms, offices etc.)*
- ensure there is visual access and/or an open door in one to one situations*
- inform other staff of the meeting beforehand, assessing the need to have them present or close by*
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- always report any situation where a child becomes distressed or angry to a senior colleague*
- consider the needs and circumstances of the child/children involved.*
- Inform a colleague that the meeting is taking place*
- Refer pupils to the general office at the end of the day if they are left on their own in school*

Cardinal Hinsley does not endorse this practice. The examination awarding bodies allow for alternative supervisory arrangements to be made and in such an instance the exams officer would contact the exam board to request that they arrange supervision.

21. Transporting Children

In certain situations eg out of school activities, staff or volunteers may agree to transport children. This should only take place if the general office has been informed and if the member of staff involved has the correct level of insurance. Parental permission must be given before any member of staff transports a pupil in a private vehicle.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy, has business cover as part of their insurance, and that the maximum capacity is not exceeded.

If pupils are intending to accompany a friend in their family vehicle then they must have the permission of their own parents to do so.

22. Educational Visits and After School Clubs etc.

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a suitable level of discipline must be maintained with staff remaining in a position of trust. A more informal dress code may be acceptable but staff need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to

This means that adults should:

- *plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements*
- *ensure that they are alone with a child for the minimum time possible*
- *be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer*
- *report the nature of the journey, the route and expected time of arrival to the general office in accordance with agreed procedures*
- *ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety*
- *take into account any specific needs that the child may have .*

This means that adults should:

- *always have another adult present in out of school activities , unless otherwise agreed with senior staff in school*
- *undertake a risk assessments*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times.*

provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

Staff should introduce lessons of a sensitive nature with clear guidelines about the parameters within which questions may be asked.

Students must be told that questions may not be asked about members of staff, any member of the student body or any known individual e.g. parents. In addition, students may not use inappropriate sexual language

Teaching and support staff have the right to opt out of the delivery of a module that addresses sexually explicit subject matter if they feel uncomfortable about delivering it.

26. Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

Children who have been previously abused in this way may feel threatened by the use of photography, filming etc in the teaching environment.

Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Using images of children for publicity purposes will require the consent of the individual concerned and their legal guardians. Ordinarily parents sign an authorisation as part of the admission process consenting to the use of photographic images. The general office keep records of which students' photographs should not be used. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public

This means that adults should:

- *be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded*
- *ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.*
- *ensure that all images are available for scrutiny in order to screen for acceptability*
- *be able to justify images of children in their possession*
- *avoid making images in one to one situations.*
- *Check with the office to ensure that permission has been given for the use of photographic images.*

This means that adults should not:

- *take, display or distribute images of children unless they have consent to do so.*

place includes areas where visitors to the school have access.

It is recommended that when using a photograph the following guidance should be followed:

- if the photograph is used, avoid naming the pupil
- if the pupil is named, avoid using their photograph
- schools should establish whether the image **will** be retained for further use
- images should be securely stored and used only by those authorised to do so.

27. Internet Use

The school has a clear policy about access to and the use of the Internet and has regard to DCSF guidance.¹⁹

This means that adults should:

- *follow the school policy on the use of IT equipment.*

DCSF guidance, 'Superhighway Safety Pack' is available at <http://www.safety.ngfl.gov.uk>.

Under no circumstances should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.

Using school or college equipment to access inappropriate or indecent material, including adult pornography, is likely to give cause for concern particularly if as a result pupils might be exposed to inappropriate or indecent material.

28. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible Whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. A copy is available to Staff.

This means that adults should:

- = *report any behaviour by colleagues that raises concern.*

Staff should acknowledge their individual

¹⁹ Superhighway Safety Pack <http://safety.ngfl.gov.uk>

responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

29. Sharing Concerns and Recording Incidents

All staff should be aware of the school's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

This means that adults:

- *should be familiar with their school/service system for recording concerns*
- *should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace. This will usually follow the line management route with a senior colleague being informed if it is the line manager whose behaviour causes concern*

This means that schools/services:

- *should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in school or the workplace.*

All adults working in education settings should know the name of the school's designated teacher for child protection, or the equivalent individual, and know and follow relevant child protection policy and procedures. All staff have a duty to report any child protection concerns to their designated person for child protection.

Anyone who has concerns or is in doubt should refer to the document "What To Do If You're Worried a Child Is Being Abused" and follow that guidance.

Non negotiable Teaching and Learning Expectations

PROGRESS

1. Meet, greet and seat
2. Differentiation
3. Pace and variety: Engagement (VAK)
4. Literacy and numeracy
5. Questioning
6. Praise
7. AFL Feed-forward<>feedback; Peer Assessment; Self Assessment
8. Effective use of LSAs
9. Modelling
10. Marking: fortnightly
11. Homework
12. Classroom for progress

**Department
for Education**

Teachers' Standaras

May 2012

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

INTRODUCTION, LEGAL STANDING AND INTERPRETATION

1. The new Teachers' Standards published by the Secretary of State for Education introduce some significant changes in terms of structure, content and application. This introduction is designed to assist those who will be using the standards to understand those changes and to implement the new standards effectively.
2. The Teachers' Standards contained in this document come into effect on 1 September 2012, though the Teaching Agency will use the conduct elements from 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replace the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TOA),¹ and the General Teaching Council for England's *Code of Conduct and Practice for Registered Teachers*.
3. **The new standards will apply to the vast majority of teachers regardless of their career stage.** The Teachers' Standards will apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (with the exception described in para 4 below). Part 2 of the Teachers' Standards relating to professional and personal conduct will be used to assess cases of serious misconduct, regardless of the sector in which the teacher works.
4. From 1st April 2012, teachers with Qualified Teacher Learning and Skills (QTLS) status will be able to teach in schools as fully qualified teachers. This change has been made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's *Review of Vocational Education*. Head teachers will have the freedom to decide which standards they assess the performance of QTLS holders against. They can either assess QTLS holders' performance against the Teachers' Standards or against any other set of standards relating to teacher performance issued by the Secretary of State or against any other professional standards that are relevant to their performance or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) will be informed of the standards against which their performance in that appraisal period will be assessed.
5. The new standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The

¹ <http://webarchive.nationalarchives.gov.uk/20111218081624/tda.gov.uk/teacher/developinq-career/professional-standards-guidance.aspx>

Education (School Teachers' Qualifications) (England) Regulations 2003.²

- 6 The new standards will need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*.³
- 7 Similarly, head teachers (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether a Newly-Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards.
- 8 The new standards replace the existing Core professional standards, and will be used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs as opposed to those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment will therefore need to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.
- 9 Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. From September 2012, teachers' performance will be assessed against the standards as part of the new appraisal arrangements in schools.

Presentation of the Standards

- 10 This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**.
- 11 The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the standards for

² <http://www.legislation.gov.uk/2003/1662>

³ <http://www.tda.gov.uk/training-provider/itt/gts-standards-tit-requirements.aspx>

Professional and Personal Conduct.

- 12 In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2** of this document.
- 13 The new standards are presented as separate headings, numbered from 1 to 8 in **Part 1**, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

- 14 The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of introduction of the new standards

- 15 The revised standards come into effect on 1 September 2012, on which date they become the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases⁴ a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training will need to ensure that all trainees who complete their training on or after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

⁴ For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have Qualified Teacher Learning and Skills (QTLS) status may also be exempt from meeting the Teachers' Standards.

- 16 NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or have started but not completed induction by 1 September 2012, will need to be assessed against the new standards at the end of their induction.
- 17 Existing teachers who have already passed induction will be expected to use the new standards instead of the previous Core standards for appraisal, identifying professional development, and other related purposes.
- 18 When considering new cases of serious misconduct received from 1 April 2012, the Teaching Agency, acting on behalf of the Secretary of State, will have regard to the personal and professional conduct aspects of the new Teachers' Standards document instead of the General Teaching Council for England's (GTCE) *Code of Conduct and Practice for Registered Teachers*. The Teaching Agency will still be able to refer to the GTCE's *Code of Conduct* for any partially completed cases it receives from the GTCE at the point of its abolition.

Note on Terminology Used/ Glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in Academies and Free Schools will depend on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.
- **'Special educational needs'**, as defined by the Department for Education's *Special Educational Needs Code of Practice* (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders

them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

- e **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions Document.

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

- o 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
- o reflect systematically on the effectiveness of lessons and approaches to teaching
- o 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
- o 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
- e 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

- e know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- o make use of formative and summative assessment to secure pupils' progress
- " use relevant data to monitor progress, set targets, and plan subsequent lessons
- s 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

- 11 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
- e 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.

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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.

- e Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o 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
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- o 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.
- o Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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Department for Education

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