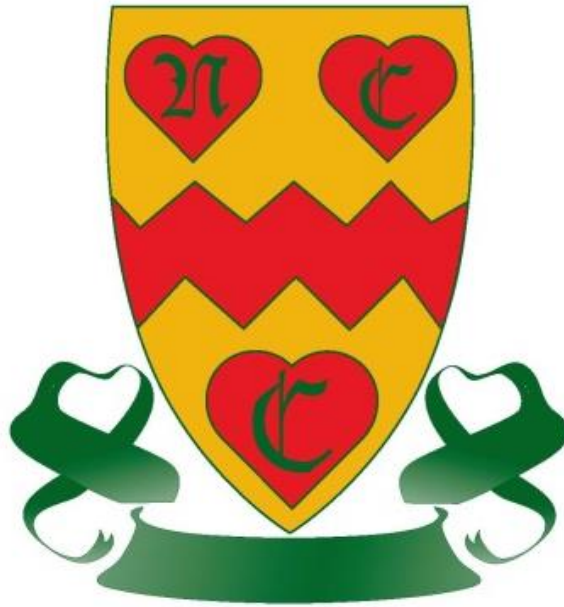


Staff Code of Conduct

Newman Catholic College



Everyone Counts
Everyone Contributes
Everyone Succeeds

Approved by: Personnel Committee

Last reviewed on: September 2025

Next review due by: September 2026

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1. Aims, scope and principles

1.1 Aims of the Policy

- This policy aims to set and maintain standards of conduct that we expect all staff to follow.
- This policy applies to all staff and volunteers in the school regardless of their position, role or responsibility. References made to ‘staff’ relate to all of the following groups:
 - All members of staff including leadership, teaching, support staff or other NCC personnel
 - Volunteers
 - Casual workers, e.g. examination invigilators
 - Temporary and supply staff, either from agencies or engaged directly
 - Student placements, including those undertaking initial teacher training and apprentices
- All those working for NCC are expected to read, understand and agree to comply with this policy.

1.2 Purpose of the policy

- By creating this policy, we aim to ensure our school is an environment where everyone is safe, happy and treated with respect.
- Many of the principles in this code of conduct are based on the [Teachers’ Standards](#). School staff have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour.
- We expect that all teachers will act in accordance with the personal and professional behaviours set out in the Teachers’ Standards. We expect all support staff, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

- Throughout this document references are made to "children", "young people" and "pupils". These terms are interchangeable. All refer to children at Newman Catholic College.
- The term "allegation" means any information that suggests an adult has caused or may cause hurt or harm to a child or young person.
- References to "staff" or "adults" include teachers, other staff/governors, and volunteers, working in the school.

1.3 – Catholic Ethos

Newman Catholic College Mission Statement

Inspired by faith, enabled by knowledge, and driven by love and service, NCC empowers every individual to fulfil their unique calling and build a just and inclusive world. Our mission is to enable all students to fulfil their God-given talents and abilities. Our values are underpinned by the Convention of the Rights of the Child.

- **Catholicity** - Our Catholic ethos and “Newman Values” empower students to serve God and others through love, selflessness, vocation and a sense of dignity.
- **Inclusivity** - Our school is a place of sanctuary to all, celebrating faith and cultural diversity through education, respect, and Christ's call to care, creating a safe and inclusive community for all
- **Culture** - Our positive learning environment builds on respect, resilience, and character development, thus empowering students to realise their full potential and inspire others.
- **Community** - We bring our Newman family values to the wider community through volunteering, charity work, participation, outreach work and by engaging stakeholders.

Our shared vision - For our students to grow in understanding of knowledge, action, peace and service.

- Our mission statement forms the core ethos of our school community and represents the essence of life at Newman Catholic College (NCC).
- We are a Catholic School inspired in our mission by the vision of life that is found in the teaching of the Gospel, the Church, sacramental life and in Jesus Christ, who came that we ‘...*may have life and have it to the full*’ (John 10:10). In striving to fulfil this mission we reflect the spirit of our patron; Saint John Henry Newman. In practice this means that we seek to: encourage, support and inspire young people and the wider school community in the journey of faith; create a community where everyone contributes, everyone counts and everyone succeeds.
- Students are valued and respected. We develop the intellectual, creative, physical, spiritual and religious potential of every pupil and encourage involvement in extra-curricular activities such as Sport, Music, Drama and Community Service. We prepare our young people for life beyond school as citizens in the community and to enable them to serve as examples to moral and spiritual values in the world, developing a sense of justice so that they ‘*act justly, love tenderly and walk humbly with God*’ (Micah 6:8).
- Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.
- Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the school and its pupils.

2. Legislation and guidance

2.1 – Legislation

- We are required to establish procedures for the regulation of staff conduct under regulation 7 of [The School Staffing \(England\) Regulations 2009](#).

2.2 – Guidance

- In line with the statutory safeguarding guidance [Keeping Children Safe in Education](#), we should have a staff code of conduct, which should cover low-level concerns, allegations against staff and whistleblowing, as well as acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications, including the use of social media.
- This policy also complies with our funding agreement and articles of association.

3 – Professionalism and Professional Standards			
3.1	<p>Exercise of Professional Judgement</p> <p>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 students 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.</p> <p>Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably.</p>	3.1	<p>This means that where no specific guidance exists staff should:</p> <ul style="list-style-type: none"> ● Discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the NCC designated safeguarding lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted; ● always discuss any misunderstanding, accidents or threats with the Headteacher or designated safeguarding lead ● always record discussions and actions taken with their justifications; ● record any areas of disagreement and, if necessary, refer to another agency / Brent LA / Ofsted / TRA / other regulatory bodies
3.2	<p>General Obligations</p> <p>Staff conduct should adhere to the Catholic Ethos of our institution which best reflects the Gospel Values upon which the school is founded. This is in the actions, intentions and impact of the work of all staff.</p>	3.2	<p>This means that staff should not :</p> <ul style="list-style-type: none"> ● Never use inappropriate or offensive language in school, including in office or staff spaces or contexts <p>Staff set an example to pupils. They will:</p> <ul style="list-style-type: none"> ● Maintain high standards in their attendance and punctuality ● Treat pupils and others with dignity and respect ● Show tolerance and respect for the rights of others ● Not undermine fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our ‘Newman Values’ reflect every aspect of school life that our community members should respect and enact.

		<ul style="list-style-type: none"> ● Not express personal beliefs in a way that exploits pupils' vulnerability or might lead them to break the law ● Understand the statutory frameworks they must act within ● Adhere to the Teachers' Standards ● 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. ● Never make personal, inappropriate or sexual remarks to a pupil (e.g. including email, text messages, phone, online or letter) ● Please see APPENDIX 1 - NCC Email Protocol ● Never discuss their own sexual relationships with, or in the presence of, pupils ● Never discuss a pupil's personal or sexual relationships in inappropriate settings or contexts
3.3	<p>Staff Behaviour</p> <p>All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, students and the public in general.</p> <p>There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA), a bar from engaging in regulated activity, or action by another relevant regulatory body.</p> <p>Members of staff should exercise care before becoming members or supporters of any organisation or interest group whose goals are in conflict with the values and equality policies of NCC. Membership of such organisations may lead to unacceptable conflicts of interest.</p> <p>Members of staff must not allow their own personal or political opinions interfere with their work and</p>	3.3 This means that staff should not: <ul style="list-style-type: none"> ● behave in a manner which would lead any reasonable person to question their suitability to work with students or act as a role model; ● drink alcohol or smoke/vape with current (or former students of within the previous 5 years) in public or private places, nor purchase alcohol for students. (There may be exceptional circumstances where a member of staff may be personal friends with a parent which means that normal social life will bring the pupil into social contact with a member of staff). However, generally, if a member of staff finds themselves in a pub or other meeting place in which current students are drinking, the member of staff should not join the students and may need to draw the attention of bar staff to the age of the students; ● drink alcohol or smoke/vape when supervising students or on NCC trips. This applies even when there are no students present, as the member of staff may be called to act if an emergency occurs; ● discuss their own sexual relationships with or in the presence of students; ● discuss a student's sexual relationships (unless in the context of professional pastoral care situations). ● make (or encourage others to make) unprofessional personal comments which scapegoat, demean, discriminate or humiliate, or might be interpreted as such;

<p>must at all times perform their duties in an objective manner.</p> <p>Whatever an employee’s role within an organisation they must declare to the Headteacher any financial or non–financial interest which could be in conflict with the NCC ethos or interest.</p> <p>Punctuality - Staff should be punctual to school and to their assigned duties and lessons to ensure the maximum professionalism and reduce the potential impact on colleagues or the efficient running of the school.</p> <p>Off site protocol - Staff should remain on site during their directed time (8.30am-3.30pm except lunchtime). If staff are required to leave the site for any reason, they should both inform the Headteacher (or a member of SLT if the Headteacher is not available) and sign out and back in. This is to ensure that there are sufficient staff on site at any time in the case of an emergency and for health and safety purposes.</p> <p>Smoking and Vaping - Staff should not be using directed school time to take additional breaks to facilitate smoking or vaping.</p> <p>Staff who do smoke in their designated break time should not smoke in view of either students nor in the direct vicinity of the grounds of the school.</p> <p>Respect for Others - All employees must:</p> <ul style="list-style-type: none"> ● Treat others with respect ● Not discriminate unlawfully against any person 	<ul style="list-style-type: none"> ● use their work to further the aims of any group whose ideas are in conflict with our values and policies; ● Employees may not display political posters, including election material, in areas of federated NCC premises or other council buildings which the public has access to. Trade union representatives may display trade union/association views on current issues on the appropriate authorised notice boards within the staff room, or in other places with the permission of the head teacher; ● Where political views are brought to the attention of pupils within NCC or during extracurricular activities they should be in the form of a balanced presentation of opposing views and be relevant to the subject being taught; <p>This means that staff should:</p> <ul style="list-style-type: none"> ● inform the Headteacher or specified person of any cautions, convictions, or relevant orders accrued during their employment, and/or if they are charged with a criminal offence; ● be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children or other staff; ● inform the Headteacher of any name changes that they have not previously declared; <p>This means that NCC leaders should:</p> <ul style="list-style-type: none"> ● have a clear expectation that all staff will discuss with managers any relationship/association (in or out of NCC or online) that may have implications for the safeguarding of children at NCC; ● create a culture where staff feel able to raise these issues; ● safeguard their employees’ welfare and contribute to their duty of care towards their staff. ● identify whether arrangements are needed to support these staff; ● consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming into NCC where a potential risk to children has been identified); <p>This means that staff must not</p> <ul style="list-style-type: none"> ● make remarks that are racist, sexist, ageist, homophobic, offensive to people who are disabled or of other religions; ● harass or discriminate against any member of the public or anyone you meet in the course of your work. NCC treats very seriously complaints of harassment or discrimination on grounds of race, gender, disability, religion or belief, ethnic or national origin, sexuality or age;
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		<p>In performing your duties make sure that you do not display any of the following behaviours:</p> <ul style="list-style-type: none"> ● aggressive behaviour, shouting or threatening, impolite or discourteous behaviour; ● unwelcome, sexual advances including touching, standing too close or circulating or displaying offensive material; ● spreading malicious rumours or insulting someone; ● ridiculing or demeaning someone or setting them up to fail; ● exclusion or victimisation; ● behaviour or decision-making which is based on improper prejudice; ● making unjustified, persistent criticisms;
3.4	<p>Staff-pupil relationships</p> <p>Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.</p> <p>If staff members and pupils must spend time on a one-to-one basis, staff will ensure that:</p> <ul style="list-style-type: none"> ● This takes place in a public place that others can access ● Others can see in to the room ● A colleague or line manager knows this is taking place <p>Staff should avoid contact with pupils outside of school hours if possible.</p> <p>Personal contact details should not be exchanged between staff and pupils. This includes social media profiles. Staff should not accept ex-students as friends as long as the ex-students are over the age of 21.</p> <p>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 not acceptable.</p> <p>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.</p>	<p>3.4 This means that staff should not:</p> <ul style="list-style-type: none"> ● use their position to gain access to information for their own advantage and/or a students' or family's detriment; ● use their power to intimidate, threaten, coerce or undermine students; ● use their status and standing to form or promote a relationship with a student, which is of a sexual nature; <p>Staff should</p> <ul style="list-style-type: none"> ● avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact ● report to senior colleagues any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff ● be mindful if they are alone in a room with a student. A recommendation is that you should leave the door open. ● have no secret social contact with students; ● consider the appropriateness of the social contact according to their role and nature of their work; ● 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 leadership of any regular social contact they have with a pupil or parent which, in their professional opinion, may give rise to concern; ● report and record any situation, which they feel, might compromise NCC or their own professional standing; ● be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations and of the need to maintain professional boundaries;

			<ul style="list-style-type: none"> inform a senior member of staff of any requests where parents wish to use their services outside of the workplace e.g. babysitting or tutoring;
3.5	<p>Infatuations</p> <ul style="list-style-type: none"> It is not unusual for students, or sometimes their parents, to develop infatuations towards members of staff. All such situations must be responded to sensitively to maintain the dignity of those concerned and reported to the Headteacher. Staff should also be aware that such circumstances carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. Any indications of an infatuation towards you or another member of staff must be reported to the Headteacher. 	3.5	<p>This means that staff should not :</p> <ul style="list-style-type: none"> encourage or engage in inappropriate humour, chat or gestures show messages, photos or other content on their personal mobile phones or other electronic devices to students
<p>4. Safeguarding</p>			
4.1	<p>Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect.</p> <p>Staff will familiarise themselves with our child protection and safeguarding policy and procedures, and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.</p> <p>Our child protection and safeguarding policy and procedures are available in the policies section of our school website.</p>	4.1	<ul style="list-style-type: none"> Staff are expected to sign a document annually to show that they have read these documents.
4.2	<p>Low level concerns about members of staff</p> <p>A low-level concern is a behaviour towards a child by a member of staff that does not meet the harm 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:</p> <ul style="list-style-type: none"> Being over-friendly with children Having favourites Taking photographs of children on a personal device <ul style="list-style-type: none"> Engaging in 1-to-1 activities where they can’t easily be seen Humiliating pupils <p>Low-level concerns can include inappropriate conduct inside and outside of work.</p> <p>All reports will be handled in a responsive, sensitive and proportionate way.</p> <p>Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.</p>	4.2	<ul style="list-style-type: none"> All staff should share any low-level concerns they have using the reporting procedures set out in our child protection and safeguarding policy. 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.

	<p>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.</p> <p>Reporting and responding to low-level concerns is covered in more detail in our child protection and safeguarding policy. This is available in the policies section of our school website.</p> <p>Our procedures for dealing with allegations will be applied with common sense and judgement.</p>		
4.3	<p>Whistle-blowing</p> <p>Whistle-blowing reports wrongdoing that it is “in the public interest” to report. Examples linked to safeguarding include:</p> <ul style="list-style-type: none"> ● Pupils’ or staff members’ health and safety being put in danger ● Failure to comply with a legal obligation or statutory requirement ● Attempts to cover up the above, or any other wrongdoing in the public interest <p>Staff are encouraged to report suspected wrongdoing as soon as possible. Their concerns will be taken seriously and investigated, and their confidentiality will be respected.</p> <p>Staff should consider the examples above when deciding whether their concern is of a whistle-blowing nature. Consider whether the incident(s) was illegal, breached statutory or school procedures, put people in danger or was an attempt to cover any such activity up.</p> <p>Staff should report their concern to the Headteacher. If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing body.</p> <p>Concerns should be made in writing wherever possible. They should include names of those committing wrongdoing, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter.</p> <p>For our school’s detailed whistle-blowing process, please refer to our whistle-blowing policy in the policies section of the school website.</p>	4.3	<p>This means that staff should:</p> <ul style="list-style-type: none"> ● report any behaviour by colleagues that raises concern. <p>This means that NCC should:</p> <ul style="list-style-type: none"> ● have clear systems in place for all reporting of adults’ behaviour causing concern. ● promote an open and transparent culture where staff feel valued and are confident to report any concerns; ● report allegations against staff and volunteers to the head teacher or senior manager. Applying the Whistleblowing Policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistle blowing procedures should have their employment rights protected; ● The NSPCC ‘what you can do to report abuse’ dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their Example Schools or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

5. Confidentiality

<p>5.1</p>	<p>In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents.</p> <p>This information should never be:</p> <ul style="list-style-type: none"> ● Disclosed to anyone unless required by law or with consent from the relevant party or parties ● Used to humiliate, embarrass or blackmail others ● Used for a purpose other than what it was collected and intended for <p>This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child has been harmed or is at risk of harm, as detailed further in our child protection and safeguarding policy.</p> <p>The storing and processing of personal information is governed by the General Data Protection Regulations UK (GDPR) and Data Protection Act 2018. Employers should provide clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.</p> <p>Members of staff may have access to confidential information about students in order to undertake their everyday 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 their family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.</p> <p>Confidential information about students should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously.</p> <p>There are some circumstances in which a member of staff may be expected to share information about a student, 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.</p> <p>If a member of staff is in any doubt about whether to share information or to keep it confidential he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior leadership.</p>	<p>5.1</p> <p>This means that NCC leaders should:</p> <ul style="list-style-type: none"> ● Ensure that all staff who need to share 'special category personal data' are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk; <p>This means that staff:</p> <ul style="list-style-type: none"> ● need to know the NCC safeguarding procedures and who to contact if a safeguarding issue arises; ● are expected to treat information they receive about students in a discreet and confidential manner ● should, if in any doubt about sharing information they hold or which has been requested of them, seek advice from the Designated Safeguarding Lead ● need to be clear about when information can/ must be shared and in what circumstances; ● need to know to whom any concerns or allegations should be reported; ● need to ensure that where personal information is recorded electronically that systems and devices are kept secure;
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	<p>If a pupil (or their parent/carer) makes a disclosure regarding abuse or neglect, staff need to follow the NCC Child Protection Policy. Staff need to be aware that although it is important to listen to and support students/parents/carers, they must not promise confidentiality but should give reassurance that the information will be treated sensitively.</p> <p>Additionally concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.</p>		
5.2	<p>Acceptable use of technology</p> <p>Staff will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.</p> <p>Staff will not use personal mobile phones and laptops, or school equipment for personal use, in school hours or in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils.</p> <p>We reserve the right to monitor emails and internet use on the school IT system.</p> <p>Staff should use Artificial Intelligence Technology (AI) cautiously, and should not share any personal data or institutional data (i.e. student names, student grades).</p> <p>Use of Mobile Phones - Staff should refrain from using their mobile phones for personal usage in front of students at any time. Mobile phones should not be used during meeting time or training time unless directed by the leading staff. The only exception to this is if a staff member is required to complete their register using The Bromcom “<i>My Child at School</i>” application.</p>	5.2	For further guidance please refer to the AST AI policy.

6 - Physical Contact

6.1	<p>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 by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive, the incident and circumstances should be immediately reported to the manager and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (the DO).</p> <p>Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances</p>	6.1	<p>This means that staff should:</p> <ul style="list-style-type: none"> ● be aware that even well-intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described; ● never touch a pupil 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 or fun fights; ● always allow/encourage pupils, where able, to undertake self-care tasks independently; ● ensure the way they offer comfort to a distressed pupil is age appropriate;
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	<p>staff should deter the child sensitively and help them to understand the importance of personal boundaries.</p> <p>A general culture of ‘safe touch’ should be adopted where appropriate, to the individual requirements of each child. Pupils with special educational needs or disabilities may require more physical contact to assist them, however physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described.</p>	<ul style="list-style-type: none"> ● always tell a colleague when and how they offered comfort to a distressed pupil; ● establish the preferences of pupils; ● consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact; ● always explain to the pupil the reason why contact is necessary and what form that contact will take; ● report and record situations which may give rise to concern; ● be aware of cultural or religious views about touching and be sensitive to issues of gender; <p>This means that senior leaders should:</p> <ul style="list-style-type: none"> ● ensure they have a system in place for recording 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 children in their care
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6.2 - Other types of Physical Contact

6.2	<p>Other activities that require physical contact</p> <p>In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.</p> <p>Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e., one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.</p> <p>Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer. It is good practice that all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.</p>	6.2	<p>This means that staff should:</p> <ul style="list-style-type: none"> ● treat pupils with dignity and respect and avoid contact with intimate parts of the body; ● always explain to a pupil the reason why contact is necessary and what form that contact will take; ● seek consent of parents where a pupil is unable to give this; e.g., because of age or disability; ● consider alternatives, where it is anticipated that a pupil might misinterpret any such contact; ● be familiar with and follow recommended guidance and protocols; ● conduct activities where they can be seen by others; ● be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact; <p>This means that senior leaders should:</p> <ul style="list-style-type: none"> ● have in place up to date guidance and protocols on appropriate physical contact, have written care plans in place for any pupil who could be expected to require intimate care; ● update intimate / personal guidance that promote safe practice and include clear expectations of behaviour and conduct; ● ensure that staff are made aware of this guidance and that it is continually promoted
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6.3	<p>Behaviour Management</p> <ul style="list-style-type: none"> ● Corporal punishment and smacking are unlawful in all Example Schools and education settings. Staff should not use any form of degrading or humiliating treatment to punish a child. ● The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Staff should understand the importance of challenging inappropriate behaviours between peers, including peer on peer sexual violence and sexual harassment. ● Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. ● Where pupils display difficult or challenging behaviour, adults should follow NCC behaviour for progress policy using strategies appropriate to the circumstance and situation. ● Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate. ● Senior managers should ensure that the establishment’s behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil’s human rights and/or false imprisonment. 	6.3	<p>This means that staff should:</p> <ul style="list-style-type: none"> ● not use force as a form of punishment; ● try to defuse situations before they escalate; ● keep parents informed of any sanctions or behaviour management techniques used; ● be mindful of and sensitive to factors both inside and outside of NCC which may impact on a pupil’s behaviour; ● follow the establishment’s behaviour management policy; ● behave as a role model; ● avoid shouting at children other than as a warning in an emergency/safety situation; ● refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI); ● be aware of the legislation and potential risks associated with the use of isolation and seclusion; ● comply with legislation and guidance in relation to human rights and restriction of liberty; ● be clear as to NCC’s policy and procedures with regard to peer-on-peer abuse; ● be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
6.4	<p>Care, Control and Physical Intervention</p> <p>The law and guidance for NCC adults 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.</p> <p>Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.</p> <p>Under no circumstances should physical force be used as a form of punishment. The use of</p>	6.4	<p>Please refer to the NCC Physical Restraint Policy.</p> <p>This means that staff should:</p> <ul style="list-style-type: none"> ● always seek to defuse situations; ● always use minimum force for the shortest period necessary; ● not use physical intervention as a form of punishment; <p>This means that senior leaders should:</p> <ul style="list-style-type: none"> ● ensure that they have a lawful physical intervention policy consistent with local and national guidance; ● regularly acquaint staff with policy and guidance;

<p>unwarranted physical force is likely to constitute a criminal offence.</p> <p>In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported. Similarly, where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.</p>	<ul style="list-style-type: none"> ● ensure that staff are provided with appropriate training and support; ● have an agreed policy for when and how physical interventions should be recorded and reported;
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7. Communication and social media

<p>7</p> <p>Communication and social media</p> <ul style="list-style-type: none"> ● In order to make the best use of the many educational and social benefits of IT, students need opportunities to use and explore the digital world. E-safety risks are posed more by behaviour and values than the technology itself. ● Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming, and blogs. ● School staff social media profiles should not be available to pupils. If they have a personal profile on social media sites, they should preferably not use their full name, as pupils may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private. ● Staff should not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They will not make any efforts to find pupils' or parents' social media profiles. ● Staff will ensure that they do not post any images online that identify children who are pupils at the school without their consent. ● Staff should be aware of the school's online safety policy. ● All members of staff at NCC are advised not to publish specific and detailed private thoughts, concerns, pictures or messages on any social media services, especially content that may be considered threatening, hurtful or defamatory to others. 	<p>7</p> <p>This means that staff should:</p> <ul style="list-style-type: none"> ● Images or personal data taken in a work setting for work purposes should be deleted as soon as it has been appropriately shared or uploaded. ● Not give their personal contact details to students, including their mobile telephone number; ● communicate with students in an appropriate and professional manner, making sure that parents have given permission for this form of communication to be used; ● only make contact with students for professional reasons; ● not use internet or web-based communication channels to send personal messages to a student; ● not have images of students stored on personal cameras, devices or home computers; ● not make images of students available on the internet, other than through NCC's network/website, without permission from parents and senior teachers; ● be cautious in their contact with ex-students, as there is still a professional relationship and there may be contact with current students; ● follow NCC's Acceptable Use policy and E-Safety policy; ● not discuss or share data relating to children/parents / carers in staff social media groups; <p>This means that education settings should:</p> <p>wherever possible, provide NCCs devices such as cameras and mobile phones rather than expecting staff to use their own (e.g. on Schools trips, remote teaching, etc)</p>
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8. One to One Situations

<p>8</p>	<p>Staff working in one-to-one situations with pupils at the setting, including visiting staff from external organisations, can be more vulnerable to allegations or complaints. 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 students are met.</p> <p>To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one-to-one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.</p> <p>Pre-arranged meetings with students away from NCCs premises should not be permitted unless approval is obtained from their parent and the Headteacher or other senior colleague with delegated authority.</p> <p>Where staff are expected to work one-to-one with a pupil on a virtual platform, clear expectations should be set out for all of those involved that are reflective of the settings Safeguarding policies and procedures.</p>	<p>8</p>	<p>This means that staff should:</p> <ul style="list-style-type: none"> ● avoid meetings with students in remote, secluded areas of NCC; ● ensure that wherever possible there is visual access and/or an open door in one to one situations; ● avoid use of 'engaged' or equivalent signs wherever possible, as 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; ● ensure prior to any online learning, there are clear expectations of behaviour and conduct of all parties that have been agreed in advance.
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9. Honesty and integrity

	<p>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.</p> <p>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 e.g. 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.</p> <p>Staff will ensure that all information given to the school is correct. This should include:</p> <ul style="list-style-type: none"> ● Background information (including any past or current investigations/cautions related to conduct outside of school) ● Qualifications ● Professional experience <p>Where there are any updates to the information provided to the school, the member of staff will advise the school as such as soon as reasonably practicable. Consideration will then be given to the nature and circumstances of the matter and whether</p>		
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	this may have an impact on the member of staff's employment.		
10. Dress code			
10	<p>All staff are role models to our students. As such we should “...<i>demonstrate the positive values, attitudes and behaviour we expect from children and young people</i>” (Professional Standards for Teachers).</p> <p>Staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life.</p> <p>All adults who work in a professional capacity with any student need to be in professional attire which is both reflective of a professional business environment, and models our expectations of students who must adhere to our uniform policy. 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.</p> <p>The Headteacher and SLT have the right to legitimately request that individual members of staff alter their dress or appearance if they deem this unacceptable.</p> <p>A staff member's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. .</p>	10	<p>This means that staff should wear clothing which:</p> <ul style="list-style-type: none"> ● will not be overly revealing, and we ask that tattoos are covered up. ● will not display any offensive or political slogans. ● 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 ● Male staff should wear a shirt, tie, trousers and smart shoes (unless inappropriate for the subject taught e.g. PE staff) ● Female staff skirts/dresses/tunics should be an appropriate length e.g. below mid-thigh. ● Staff dress should not be revealing in any way* ● Footwear – Staff should not wear footwear that puts them at risk of harm or injury. Trainers are only appropriate for PE staff or if staff have a medical condition (with permission from the Headteacher with proof of medical advice). For health & safety reasons, teaching staff are strongly advised not to wear backless shoes/sandals. Flip flops are not acceptable footwear. <p><i>*N.B. Denim or jeans of any colour, revealing or excessively tight clothing that over-exposes parts of the body, t-shirts, shoestring straps, strapless tops, mini skirts/dress, 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 to allow role-specific clothing).</i></p>
11. Conduct outside of work			
11.1	Staff will not act in a way that would bring the school, or the teaching profession, into disrepute. This covers conduct including but not limited to relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school on social media.		

	Staff should uphold the values of Newman Catholic College at all times including off site events and online.		
11.2	<p>Online Presence</p> <p>Employees should ensure that the content of their blogs/social networking sites does not bring NCC into disrepute or breach their obligations in relation to confidentiality and appropriate behaviour. Employees should not access personal blogs/social networking sites during working hours. When accessing such sites outside working hours employees are advised not to write about their work or make reference to Example on external web pages. Where an employee chooses to do so he/she should make it clear that the views expressed are his/hers only and do not reflect the views of NCC .</p>	11.2	<p>This means that staff must not:</p> <ul style="list-style-type: none"> ● Disclose any information that is confidential to NCC or any third party or disclose personal data or information about any individual/colleague/pupil/parent which could be in breach of the Data Protection Act; ● Disclose any information about NCC which is not yet in the public arena; ● Post illegal material, e.g. material which incites racial hatred; ● Link their own blogs/personal web pages to the NCC website; ● Include any information, sourced from NCC, which breaches copyright; ● Make defamatory remarks about NCC, colleagues, governors, students and parents; ● Publish any material or comment that could undermine public confidence in an individual as an employee of NCC or in their position of trust within the community; and/or ● Misrepresent NCC, by posting false or inaccurate statements about the work of NCC.

12. Monitoring arrangements

	<p>This policy will be reviewed annually, but can be revised as needed. It will be approved by the Board of Governors.</p> <p>Our Board of Governors will ensure this code of conduct is implemented effectively, and will ensure appropriate action is taken in a timely manner to safeguard children and deal with any concerns.</p>		
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13. Transporting Children

13	<p>In certain situations, staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.</p> <p>Consideration must be given to the potential distraction of the driver and the supervision of the passengers. A judgement should be made about the likely behaviour and individual needs of the child/ren. If any of them may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted or compromised.</p> <p>Staff should not offer lifts to pupils unless the need for this has been agreed by a manager. A designated</p>	13	<p>This means that staff should:</p> <ul style="list-style-type: none"> ● plan and agree arrangements with all parties in advance; ● respond sensitively and flexibly where any concerns arise; ● take into account any specific or additional needs of the pupil; ● have an appropriate licence/permit for the vehicle See also: <p>https://www.gov.uk/government/publications/health-and-safety-advice-for-Example-Schools</p> <ul style="list-style-type: none"> ● ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive;
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<p>member of staff should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in a private vehicle and with at least one adult additional to the driver acting as an escort.</p> <p>It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats /booster seats for younger children. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements.</p> <p>They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.</p> <p>Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the child’s parent(s).</p> <p>NCC’s health and safety policy and/or educational visits policy should set out the arrangements under which staff may use private vehicles to transport pupils.</p>	<ul style="list-style-type: none"> ● ensure that if they need to be alone with a pupil this is for the minimum time; ● be aware that the safety and welfare of the pupil is their responsibility until this responsibility is safely passed over to a parent/carer; ● report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures; ● ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety, this includes having proper and appropriate insurance for the type of vehicle being driven; ● ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified; ● refer to Local and National Guidance for Educational visits. <p>This means NCC Business Manager and or senior leaders settings should:</p> <ul style="list-style-type: none"> ● seek evidence that the vehicle is safe. This means that it holds a valid MOT certificate, where relevant, that the driver certifies it has been serviced in line with the manufacturer’s schedule, and that the driver carries out any pre-use checks specified by the manufacturer ● ensure the driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements; ● ensure there is a valid insurance policy covering the driver and the vehicle for the intended use, this may require that the driver has ‘business use’ cover; ● Retain evidence of the above with the risk assessment. <p>This means that staff should:</p> <ul style="list-style-type: none"> ● adhere to their organisation’s educational visits guidance; ● always have another adult present on visits, unless otherwise agreed with senior staff in NCC.
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14. Educational and extracurricular visits

<p>14 Staff responsible for organising educational visits should be familiar with the Department for Education’s advice on Health and Safety available at: https://www.gov.uk/government/publications/health-and-safety-on-educational-visits9 OEAP updated guidance (July 2018) https://oeapng.info/3618-transporting-young-people-in-private-cars/</p> <p>OEAP updated guidance (July 2018) https://oeapng.info/3618-transporting-young-people-in-private-cars/</p> <p>Guidance is also available from the Outdoor Education Advisers’ Panel http://oeapng.info/</p>	<p>14 Please refer to the external school trip policy and guidance</p> <p>This means that staff should:</p> <ul style="list-style-type: none"> ● always have another adult present in out of Example Schools activities, unless otherwise agreed with senior staff in NCC; ● undertake a risk assessment; ● have parental consent to the activity; ● ensure that their behaviour remains professional at all times.
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<p>The duties in the Health and Safety at Work etc. Act 1974 and the supporting regulations apply to activities taking place on or off NCC premises (including Example Schools visits) in Great Britain. All Example Schools employers must have a Health and Safety policy. This should include policy and procedures for off-site visits, including residential visits and any Example Schools-led adventure activities.</p> <p>The Management of Health and Safety at Work Regulations (1999) impose a duty on employers to produce suitable and sufficient risk assessments. This would include assessment of any risks to employees, children or others during an educational visit, and the measures that should be taken to minimise these risks. For regular activities, such as taking pupils to a local swimming pool, the risks should be considered under NCC's general arrangements and a check to make sure that the precautions remain suitable is all that is required. For annual or infrequent activities, a review of an existing assessment may be all that is needed. For new higher-risk activities or trips, a specific assessment of the significant risks should be carried out.</p> <p>Staff should take particular care when supervising pupils in the less formal atmosphere of an educational visit where a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.</p> <p>Where out of Example Schools or setting activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, adults and parents should be informed of these prior to the start of the trip. In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe staff/child ratio and suitable gender mix of staff.</p>	<ul style="list-style-type: none"> All staff on a trip should be fully briefed on a students' personal, SEND or Medical need where additional support may be required (as per NCC external trip guidance).
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15. First Aid and Administration of Medication

<p>15.1 Advice on managing medicines is included in the statutory guidance on supporting pupils at Example Schools with medical conditions. In circumstances where a pupil needs medication regularly, this would usually be recorded in their individual healthcare plan.</p> <p>This provides details of the level and type of support a child needs to manage effectively their medical condition and should include information about the medicine to be administered, the correct dosage and any storage requirements.</p>	<p>15.1 Please refer to the Medical Policy and Medical Room Policy</p> <p>This means that senior leaders should:</p> <ul style="list-style-type: none"> ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant; if there is no member of staff available who has completed 'first aid at work' training, identify a senior person to be responsible each day;
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	<p>After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures. This could include for example, the application of any ointment or sun cream, or use of inhalers or Epipens.</p> <p>If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead.</p> <p>Adults taking medication, which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children.</p> <p>Risk assessment is likely to recommend that staff medication on the premises must be securely stored and out of reach of children at all times.</p> <p>Teachers cannot be required to do these tasks but other members of staff, whose contracts are agreed locally, can be required to do so if their contracts provide for it.</p>	<ul style="list-style-type: none"> ● Ensure that staff receive regular training in relation to the expectations contained within the Medical Policy. ● review and update first aid, medicines in Example Schools and crisis / emergency policies and relevant risk assessments; ● ensure training is regularly monitored and updated; ● Refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions. <p>This means that all staff whether paid or volunteering should:</p> <ul style="list-style-type: none"> ● adhere to NCC or setting’s health and safety and supporting pupils with medical conditions policies; ● Be familiar with the Medical Policy and their responsibilities as outlined therein; ● have regard to pupils’ individual healthcare plans; ● always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities; ● explain to the pupil what is happening; ● always act and be seen to act in the pupil’s best interest; ● make a record of all medications administered; ● not work with pupils whilst taking medication unless medical advice confirms that they are able to do so.
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16. Delivery of the Curriculum

16	<p>Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama.</p> <p>The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children’s questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead.</p> <p>Care should be taken to comply with the setting’s policy on spiritual, moral, social and cultural (SMSC)</p>	16	<p>This means that staff should:</p> <ul style="list-style-type: none"> ● have clear written lesson plans and ensure that content is appropriate to the children’s age and cognitive development; ● take care, when encouraging pupils to use self-expression, not to overstep personal and professional boundaries; ● be able to justify all curriculum materials and relate these to clearly identifiable lesson plans. ● not enter into or encourage inappropriate discussions which may offend or harm others; ● undermine fundamental British values; ● express any prejudicial views; ● attempt to influence or impose their personal values, attitudes or beliefs on pupils. ● Uphold the fundamental British Values
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	<p>which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for relationships, sex and health education (RSHE), particularly in consideration for the Diocese of Westminster guidelines for SRE in a Catholic School.</p>	
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17. Photography, Videos and other images / media

17.1	<p>Schools activities involve recording images. These may be undertaken as part of the curriculum, out of Example Schools activities, for publicity, or to celebrate achievement.</p> <p>All settings should have arrangements with regard to the taking and use of images, which is linked to their safeguarding and child protection policy. This should cover the wide range of devices which can be used for these to be taken and/or misused or manipulated for pornographic or ‘grooming’ purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.</p> <p>Pupils who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography, filming etc. Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation.</p> <p>Making and using images of pupils will require the age-appropriate consent of the individual concerned and their parents/carers. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the setting have access.</p>	<p>17.1 This means that staff should:</p> <ul style="list-style-type: none"> ● be clear about and adhere to NCC’s arrangements with regard to the taking and use of images; ● be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded; ● 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. <p>This means that staff should not:</p> <ul style="list-style-type: none"> ● have images of students stored on personal cameras, devices or home computers; ● display or distribute images of students unless they are sure that they have parental consent to do so (and, where appropriate, consent from the student); ● take images of children using personal equipment. <p>This means that staff should:</p> <ul style="list-style-type: none"> ● adhere to their establishment’s policy; ● only publish images of pupils where they and their parent/carer have given explicit written consent to do so; ● only take images where the pupil is happy for them to do so; ● only retain images when there is a clear and agreed purpose for doing so; ● store images in an appropriate secure place in NCC; ● ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose; ● be able to justify images of pupils in their possession. ● avoid taking images in one-to-one situations. <p>This means that staff should not:</p> <ul style="list-style-type: none"> ● take images of pupils for their personal use;
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		<ul style="list-style-type: none"> ● display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child); ● take images of children using personal equipment; ● take images of children in a state of undress or semi-undress; ● take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care; ● make audio recordings of a child's disclosure; ● take images of children which could be considered as indecent or sexual. <p>When using images for publicity purposes the following guidance should be followed:</p> <ul style="list-style-type: none"> ● if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames); ● if the child is named, avoid using their image; ● Example Schools and settings should establish whether the image will be retained for further use, where and for how long; ● images should be securely stored and used only by those authorised to do so.
17.2	<p>Use of the Internet</p> <p>NCC has a clear policy about access to and the use of the Internet. Please refer to the Use of the Internet and NCC Network policy for further guidance.</p> <p>In deciding whether to provide virtual or online learning for pupils, senior leaders should take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc.</p> <p>Virtual lessons should be timetabled and senior staff, DSL should be able to drop in to any virtual lesson at any time – the online version of entering a classroom. Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:</p> <ul style="list-style-type: none"> ● think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be nondescript; ● staff and pupils should be in living / communal areas – no bedrooms; 	<p>17.2 This means that staff should:</p> <ul style="list-style-type: none"> ● Read and follow the guidance included in the Use of the Internet and Example Schools Network policy. <p>This means that senior leaders should:</p> <ul style="list-style-type: none"> ● ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them; ● have clearly defined operating times for virtual learning; ● consider the impact that virtual teaching may have on children and their parents/ carers / siblings; ● determine whether there are alternatives to virtual teaching in 'real time' – e.g., using audio only, pre-recorded lessons, existing online resources; ● be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons; ● take into account any advice published by the local authority, MAP or their online safety / monitoring software provider; <p>This means that staff should:</p> <ul style="list-style-type: none"> ● adhere to their establishment's policy; ● be appropriately dressed;

<ul style="list-style-type: none"> ● staff and pupils should be appropriately dressed; ● filters at a child’s home may be set at a threshold which is different to NCCs; ● resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content; <p>Under no circumstances should adults at NCC 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.</p> <p>It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary.</p> <p>Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately. Staff, parent and pupil should clearly state the standards of conduct required.</p> <p>If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use ‘caller withheld’ to ensure the pupil / parent is not able to identify the staff member’s personal contact details.</p> <p>Using Example Schools equipment to access inappropriate or indecent material, including adult pornography, would normally lead to disciplinary action, particularly if as a result students might be exposed to inappropriate or indecent material.</p>	<ul style="list-style-type: none"> ● ensure that a senior member of staff is aware that the online lesson / meeting is taking place and for what purpose; ● avoid one to one situations – request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the session; ● only record a lesson or online meeting with a pupil where this has been agreed with the head teacher or other senior staff, and the pupil and their parent / carer have given explicit written consent to do so; ● be able to justify images of pupils in their possession. <p>This means that staff should not:</p> <ul style="list-style-type: none"> ● contact pupils outside the operating times defined by senior leaders; ● take or record images of pupils for their personal use; ● record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff); ● engage online while children are in a state of undress or semi-undress.
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18. Links with other policies

<p>This policy links with our policies on:</p> <ul style="list-style-type: none"> ● Staff disciplinary procedures, which will be used if staff breach this code of conduct. It also sets out examples of what we will deem as misconduct and gross misconduct ● Staff grievance procedures ● Child protection and safeguarding 	
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	<ul style="list-style-type: none"> ● Online safety ● Whistle-blowing ● AST AI policy ● External school trip policy and guidance 		
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APPENDIX 1 - NCC Email Protocol

NCC Email Protocol

RATIONALE – This guidance relates to effective staff email usage, reducing workload and improving communication.

Aims

- To reduce workload
- To reduce volume of emails
- To encourage better forward planning and use of “Communication Matters”
- To re-enforce the importance of our bi-weekly communication meetings
- To increase face-to-face communication
- (Increase use of SIMS messenger)
- To increase productivity
- To focus email usage for essential school business only

GUIDELINES:

Courtesy Copying

- Avoid where possible
- Only Copy any staff directly relevant to the content of the email
- The purpose of CCing is to share information. At NCC, there is a distinction between Pastoral, Academic and Staff concerns:
 - **Pastoral:** SIMS should be the first point of record and communication. Emails with outside agents (e.g. Social services, SEN matters) should CC tutor, head of year, relevant teacher and where appropriate, SLT Line Manager.
 - **Academic:** should be dealt with internally by department
 - **Staff:** Line Managers should only be CC-ed if an issue has the potential to require their direct intervention eventually.
- Only reply to the original sender; do not send replies to the CC address - only ‘reply to all’ when necessary (only send to staff that need to read the email)

Blind Courtesy Copying

- Avoid using this function

Use of 'all-staff' emails

- All-Staff messages can **only** be sent by SLT and Admin Staff, and only for important school business

Reduce replies

- Remove expectation to reply if point/content is agreed

Length of emails

- Emails should aim to be brief, limited to 1 paragraph (4-5 sentences) where possible.

No need to reply

- Unless colleague replies, assume email has been read, understood and agreed.

Frequency of emails

- Reduce how frequently messages are sent – essential business only
- Consider having a conversation or phone call instead of sending an email; if your message is very urgent, please see the relevant party in person or make contact by telephone.

Length of emails

- The length of emails should be kept to a minimum – if the information needs to be longer it could be sent in an attachment.

Timing of emails:

- Between 7.00am and 6.00pm are reasonable emailing hours – no need to reply until returning to working hours. Please refrain where possible from emailing out of these times. A recommendation is that emails can be scheduled within these recommended emailing times.

NB: Teaching is a human activity at its heart.