



**C**aring **A**chieving **R**espectful **E**xciting

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# Working at Hardwick Primary School Staff Code of Conduct and Agreed Ways of Working

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**Link Governor:** C Foyle

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### **Vision, values and school code**

#### **Our vision**

We want everyone who is part of this school and its community, to care about each other and to help us be better than our previous best, so that everyone achieves their potential. We want it to be a place where everyone is respected and included and where we all share a love of learning, full of exciting experiences.

#### **Our values**

We want everyone involved with our school to CARE and make it a place that is;

**Caring** where everyone cares about each other and our school

**Achieving** where everyone always does their best

**Respectful** where everyone remembers their manners and respects one another

**Exciting** where everyone enjoys learning and new experiences

#### **Our school code is CARE**

At Hardwick Primary School we:

**Care** about each other and our school

**Always** do our best

**Remember** our manners

**Enjoy** learning

### **Staff Code of Conduct**

#### **Policy application**

This policy applies to all staff employed by the school. This code should be read in conjunction with the disciplinary rules contained within the disciplinary and dismissals policy.

You should always follow this code of conduct and never rely on your reputation or that of our organisation to protect you.

Any breach of this code will be regarded as misconduct, leading to disciplinary action up to and including dismissal. Nothing in this code overrides existing statutory or common law obligations.

We may also make a report to statutory agencies such as the police and/or the local authority child protection services.

#### **Statement of intent**

Hardwick Primary School expects all of its pupils to receive the highest possible quality of teaching and learning within a positive and respectful environment.

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

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

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

This document applies to all staff members who are:

- Employed by the school, including the Head of School / Head teacher.
- Employed in units or bases that are attached to the school.

This document does not apply to:

- Peripatetic staff members who are centrally employed by the LA or Dioceses.
- Employees of external contractors.

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

This code describes minimum expected standards that protect the integrity of both employees and the school; however, having a values-led approach is vital to the school's success. This is a defining attitude towards work, how we work together and engaging everyone to deliver their best. You are expected to demonstrate behaviours that reflect these values whilst performing your duties.

#### **The role of staff and volunteers**

In your role you are acting in a position of authority and have a duty of care towards the children and young people we work with. You are likely to be seen as a role model and are expected to act appropriately.

### **Responsibility**

You are responsible for:

- prioritising the welfare of children and young people
- providing a safe environment for children and young people
  - ensuring equipment is used safely and for its intended purpose
  - having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.
- following our principles, policies and procedures, including our policies and procedures for child protection/safeguarding, whistleblowing and online safety
- staying within the law at all times
- modelling good behaviour for children and young people to follow
- challenging all unacceptable behaviour and reporting any breaches of the behaviour code to the Head of School/Head teacher
- reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures, this includes behaviour being displayed by an adult or child and directed at anybody of any age.

### **Rights**

You should:

- treat children and young people fairly and without prejudice or discrimination
- understand that children and young people are individuals with individual needs
- respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation
- challenge discrimination and prejudice
- encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.

### **Relationships**

You should:

- promote relationships that are based on openness, honesty, trust and respect
- avoid favouritism
- be patient with others
- exercise caution when you are discussing sensitive issues with children or young people
- ensure your contact with children and young people is appropriate and relevant to the work of the project you are involved in
- ensure that whenever possible, there is more than one adult present during activities with children and young people
  - if a situation arises where you are alone with a child or young person, ensure that you are within sight or hearing of other adults.
  - if a child specifically asks for or needs some individual time with you, ensure other staff or volunteers know where you and the child are.
- only provide personal care in an emergency and make sure there is more than one adult present if possible, unless it has been agreed that the provision of personal care is part of your role and you have been trained to do this safely.

### **Respect**

You should:

- listen to and respect children at all times
- value and take children's contributions seriously, actively involving them in planning activities wherever possible
- respect a young person's right to personal privacy as far as possible
  - if you need to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.

### **Unacceptable behaviour**

When working with children and young people, you must not:

- allow concerns or allegations to go unreported including low level concerns – see below.
- take unnecessary risks
- smoke, consume alcohol or use illegal substances
- develop inappropriate relationships with children and young people
- make inappropriate promises to children and young people
- engage in behaviour that is in any way abusive, including having any form of sexual contact with a child or young person.
- let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account
- act in a way that can be perceived as threatening or intrusive
- patronise or belittle children and young people
- make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people.

### **Low Level Concerns**

Allegation/concerns that do not meet the harm threshold are referred to as 'low level concerns'. Low level concern does not mean it is insignificant, rather that the behaviour towards the child does not meet the harm threshold.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is:

- Inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or
- Not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO)

The behaviour can exist on a wide spectrum. Further information about distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour can be found in the school staff code of conduct policy.

Staff should share low level concerns with the Head of School, this may include self-referral where staff have found themselves in a situation which could be misinterpreted, might appear compromising to others and or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

Reports about supply staff or contractors will be notified to their employers.

All low-level concerns need to be reported using our Low Level Concerns Form (See Appendix 2) and reported to the Head of School. The records will be kept confidential, held securely, and comply with data protection legislation.

For further information about the procedure for responding to low level concerns see the Child Protection and Safeguarding Policy, Managing Allegations against Staff Policy, Disciplinary and Dismissals Policy, Complaints and Whistleblowing Policy.

### **1. Legal framework**

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
- The General Data Protection Regulation (GDPR)
  - The Education Act
  - The Children Act
  - The Working Time Regulations (as amended)
- 1.2. This policy also has due regard to statutory guidance, including, but not limited to, the following:
- DfE 'Keeping children safe in education'
  - DfE 'Working together to safeguard children'

### **2. Related school policies**

- 2.1. This Staff Code of Conduct has due regard to the following school policies and procedures:
- Allegations of Abuse Against Staff Policy
  - Child Protection and Safeguarding Policy
  - Data Protection / GDPR Policy
  - Disability, Equality and Diversity Policy
  - Disciplinary and Dismissals Policy
  - E-safety Policy
  - Health and Safety Policy
  - ICT Acceptable Use Policy
  - Intimate Care Policy
  - Managing Allegations against Staff Policy
  - Photography Policy
  - Reasonable Restraint / Physical Intervention Policy
  - SEND and Inclusion Policy
  - Staff Attendance Management Policy
  - Staff Leave of Absence Policy
  - Whistleblowing Policy

### **3. Safeguarding pupils**

- 3.1. In accordance with 'Keeping children safe in education 2021' (KCSIE), staff members have a responsibility to safeguard pupils, and protect and promote their welfare.

- 3.2. Staff members have a responsibility to ensure that they provide a learning environment in which pupils feel safe, secure and respected.
- 3.3. To effectively safeguard pupils, staff members are required to follow the procedures outlined in this Staff Code of Conduct, the Behavioural Policy and the Child Protection and Safeguarding Policy, ensuring that they do not act in a way that may put pupils at risk of harm, or lead others to question their actions.
- 3.4. In accordance with the school's Behavioural Policy and Child Protection and Safeguarding Policy, staff members will be prepared to identify pupils who may be subject to, or at risk of, various types of abuse and neglect, including, but not limited to, the following:
  - Physical abuse
  - Emotional abuse
  - Sexual abuse
  - Neglect
  - Peer-on-peer abuse
  - Serious violence
  - FGM
  - Child sexual exploitation (CSE)
  - Child criminal exploitation (CCE)
  - Bullying; this includes cyberbullying, and prejudice-based and discriminatory bullying
- 3.5. Copies of policies and a copy of Part one (or Annex A for staff members not working directly with children) of KCSIE will be provided to staff at induction. Staff will have a clear understanding of the school's policies and procedures with regards to safeguarding issues, e.g. abuse, and the important role they play in preventing harm against pupils.
- 3.6. In accordance with the school's Child Protection and Safeguarding Policy, staff will also be aware of the factors that could increase a pupil's risk of being subject to safeguarding issues, including but not limited to:
  - Pupils who need a social worker (Child in Need and Child Protection Plans).
  - Pupils requiring mental health support.
  - LAC and previously LAC.
  - Pupils with SEND.
  - Pupils who identify as LGBTQ+.
  - Pupils perceived to be LGBTQ+.
  - Pupils struggling with mental health needs.
  - Pupils who have a family member in prison, or who are affected by parental offending.
  - Pupils that are frequently absent or permanently excluded from school.
- 3.7. If a staff member identifies a pupil who is subject to, or at risk of, abuse and neglect, they will follow the necessary reporting and referral procedures outlined in the Child Protection and Safeguarding Policy. Staff will be aware of the procedures to follow if a pupil tells them they are experiencing abuse, exploitation or neglect.



- 3.8. In all cases, if a staff member feels unsure as to whether an incident or pupil would be classed as a safeguarding concern, they will speak directly to the DSL. Staff will not assume a colleague will take action and share information that might be critical in keeping children safe.
- 3.9. Staff will understand that even if there are no reports of peer-on-peer abuse in the school, this does not mean it is not happening. Staff will report any concerns regarding any form of abuse to the DSL without undue delay. Staff will understand the importance of challenging inappropriate behaviours between peers that are abusive in nature.
- 3.10 Any staff member that has concerns about another staff member's (including volunteers and supply staff) actions or intent, or believes these actions may lead to a pupil being put at risk of harm, will report this in line with the Allegations of Abuse Against Staff Policy or Whistleblowing Policy immediately so appropriate action can be taken.
- 3.11 Upskirting is not tolerated by the school and any incidents of upskirting must be reported to the DSL who will decide on the next steps to take, which may include involving the police.
- 3.12 If a staff member feels unable to raise an issue with the school, they will use other whistleblowing channels, including contacting the NSPCC's helpline on 0800 028 0285 (between the hours of 8:00am and 8:00pm Monday to Friday) or email address [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Staff members can also access guidance at [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing). Fear about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of pupils.
- 3.13 If the concern is regarding the headteacher, staff will report this to the chair of the governing board.
- 3.14 Staff will partake in the appropriate safeguarding and child protection training, which will include online safety; additionally, staff will receive regular safeguarding and child protection updates at least annually.
- 3.15 Staff will recognise that, when teaching pupils about safeguarding and online safety, a one-size-fits-all approach may not be appropriate for every pupil, and a more personalised or contextualised approach may be needed for pupils who are vulnerable, victims of abuse and/or have SEND.
- 3.16 Staff will be aware of their local early help process and understand their role in it. Staff will also be aware of the process for making referrals to children's social care service (CSCS) and for statutory assessments under the Children Act 1989, along with the role they may be expected to play in such assessments.
- 3.17 Staff will reassure victims that they are being taken seriously and that they will be supported and kept safe by the school. Staff will never give the impression that pupils are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a pupil ever be made to feel ashamed for reporting an incident.
- 3.18 Staff will be aware that confidentiality must never be promised to a pupil – staff will understand the procedure for if a pupil discloses a potential safeguarding issue, in accordance with the school's Child Protection and Safeguarding Policy.
- 3.19 Staff will be aware of the school's legal duty to refer anyone who has harmed, or poses a risk of harm to, a child or vulnerable adult to the DBS – this includes where:

- The harm test is satisfied in respect of that individual.
- The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence.
- The individual has been removed from working in regulated activity or would have been removed if they had not left their post.

#### **4. Appearance and dress**

4.1. The school expects that staff members will:

- Ensure that their appearance is clean and neat when at work or representing the school. No jeans or casual sportswear is allowed.
- Dress in a manner that is appropriate to their role e.g. sportswear for PE and Sports sessions or staff.
- Remember that they are role models for pupils, and that their dress and appearance should reflect this i.e. be in line with the school's expectations for pupils.
- Cultural dress is encouraged providing it does not become a health and safety risk within the working environment.
- Not dress in a way that would cause embarrassment to pupils, parents/carers, colleagues or other stakeholders.
- Take all reasonable actions to cover any tattoos or body art whilst in school; small earrings/discrete piercings are acceptable, but all other body piercings must be removed.

#### **5. Attendance**

5.1. The school expects that staff members will:

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

#### **6. Professional behaviour and conduct**

- 6.1. Staff members are expected to treat other colleagues, pupils, parents/carers, and external contacts with dignity and respect.
- 6.2. The use of foul and abusive language will not be tolerated.
- 6.3. Discrimination, bullying, harassment or intimidation, including physical, sexual and verbal abuse, will not be tolerated.
- 6.4. Staff members will not misuse or misrepresent their position, qualifications or experience, or bring the school into disrepute.
- 6.5. Staff members will inform the Head of School / Head teacher if they are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution.

- 6.6. Staff will be aware that professional behaviour and conduct is expected to be extended to extra-curricular trips and visits. Staff attending a trip or visit will act in accordance with this Code of conduct.
- 6.7. Staff will act appropriately in terms of the views they express (in particular political views) and the use of school resources at all times and will not use school resources for party political purposes.

### **7. Conduct outside of work**

- 7.1. Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school. The nature of the work cannot be seen to bring the school into disrepute, nor be at a level which may contravene the working time regulations or affect an individual's work performance.
- 7.2. Staff will not engage in outside work which could seriously damage the reputation and standing of the school or the employee's own reputation, or the reputation of other members of the school community. In particular, criminal offences that involve violence, possession or use of illegal drugs or sexual misconduct are unacceptable.
- 7.3. Staff will not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute; this is explored further in [section 16](#).

### **8. Smoking, alcohol and other substances**

- 8.1. Staff will not smoke on, or within sight of, the school premises.
- 8.2. Staff will not smoke whilst working with or supervising pupils off-site, such as when on educational visits and trips.
- 8.3. The taking of illegal drugs or alcohol during working hours is unacceptable and will not be tolerated. Staff members must never attend work under the influence of alcohol or illegal drugs.
- 8.4. If alcohol or drug usage impacts on a staff member's performance, the school has the right to discuss the matter with the employee and take appropriate action in accordance with the school's disciplinary procedures, including referral to the police.

### **9. Health and safety**

- 9.1. Staff members will:
- Be familiar with and adhere to the school's Health and Safety Policy, and ensure that they take every action to keep themselves and everyone in the school environment safe and well.
  - Comply with health and safety regulations and use any safety equipment and protective clothing which is supplied to them.
  - Comply with hygiene requirements.
  - Comply with accident reporting requirements.
  - Inform the Head of School / Head teacher of any paid work which is undertaken elsewhere, for compliance with The Working Time Regulations (as amended).

### **10. Declaration of interests**

- 10.1. Staff members must not allow personal interests to conflict with the school's business. This means you must not use your school position, facilities or equipment to benefit yourself, family,

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

- 10.2. For the purpose of this policy, a financial conflict of interest is one where there is, or appears to be, opportunity for personal financial gain, financial gain for close relatives or friends, or where it may be reasonable for a third party to take the view that financial benefits may affect an individual's actions.
- 10.3. The term 'financial interest' means anything of monetary value, including:
  - Payments for services
  - Equity interests
  - Intellectual property rights
  - Hospitality or gifts
- 10.4. Examples of financial interests that must be declared include, but are not limited to, equity interests in services considered for use by the school.
- 10.5. Non-financial conflicts of interest can also come into conflict, or be perceived to come into conflict, with an individual's obligations or commitments to the school. These interests may include any benefit or advantage, including but not limited to, direct or indirect enhancement of an individual's career, or gain for immediate family or someone with whom the individual has a close relationship.
- 10.6. Examples of situations that could give rise to non-financial conflicts of interest include the following:
  - Pressure or temptation to accept gifts, inducements or hospitality
  - Participating in the appointment, hiring, promotion, supervision or evaluation of a person with whom the individual has a close personal relationship
  - Where a member of staff has or develops a close personal relationship with a colleague
- 10.7. Membership to a trade union or staff representative group does not need to be declared.
- 10.8. Staff members will also carefully consider whether they need to declare their relationship with any individual where this might cause a conflict with school activities.
- 10.9. Disclosure must be made as soon as it becomes evident there is or may be a conflict of interest. It may come to light in processes such as recruitment, tendering or during meetings. It must be declared immediately if you, a relative or friend has or could be perceived as having a personal interest in the process. Arrangements should be made to protect both the school and the employee's position.
- 10.10. You must also declare membership of any organisation not open to the public, which requires allegiance and which has secrecy about rules, membership or conduct.
- 10.11. Failure to make a relevant declaration of interests is a very serious breach of trust and, therefore, if employees are in doubt about a declaration, they are advised to contact the school or trade union.
- 10.12. Existing employees must not be involved in recruitment or other management processes involving a friend/relative, or someone they have a close personal relationship with. You must

inform the Head of School / Head teacher immediately if you identify an applicant that you have, or could be seen to have a close personal relationship with.

- 10.13. Where a candidate is appointed that results in being managed by or management of a relative or someone with a close personal relationship, wherever possible, alternative management arrangements will be put in place to ensure compliance with this code.
- 10.14. Close relationships that develop during the course of employment between employees/Governors must be declared by both parties. Alternative management arrangements will be put in place to ensure compliance with this code.
- 10.15. All declarations, including nil returns, will be submitted in writing to the Head of School / Head teacher for inclusion on the Register of Business Interests.

### **11. Relationships with pupils**

- 11.1. The school expects that staff will:
  - Maintain professional boundaries and relationships with pupils at all times, and will consider whether their actions are warranted, proportionate, safe and necessary.
  - Act in an open and transparent way that would not lead to others questioning their actions.
  - Ensure that they do not establish social contact with pupils for the purpose of securing a friendship, or to pursue or strengthen a relationship.
  - Ensure that they do not develop personal or sexual relationships with pupils; this includes sexual remarks and discussing their own sexual relationships with, or in the presence of, pupils.
  - Only contact pupils via the school's established mechanisms; personal phone numbers, email addresses or social media platforms will not be used to contact pupils.
- 11.2. Under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect to that child, even if the relationship is consensual.

### **12. Physical contact with pupils**

- 12.1. The school understands that there are circumstances in which it is entirely necessary for staff to have physical contact with pupils, e.g. when applying first aid and assisting with intimate care, but staff will only do so in a professional and appropriate manner in line with relevant school policies.
- 12.2. When physical contact is made with pupils, it is imperative that it is conducted in a way which is responsive to the pupil's needs, is of limited duration and is appropriate to their age, stage of development, gender, ethnicity and background.
- 12.3. Staff will seek the pupil's permission, where possible, before initiating contact.
- 12.4. Staff will always use their professional judgement when determining what physical contact is appropriate, as this may differ between pupils. As such, the pupil's feelings and wishes will always be taken into account.
- 12.5. Staff will never touch a pupil in a way which is indecent, and will always be prepared to explain their actions.

- 12.6. Staff will be aware that even well-intentioned physical contact may be misconstrued by a pupil, an observer or by anyone to whom this action is described and, therefore, will be prepared to justify their actions.
- 12.7. Staff will not engage in rough play, tickling or fun fights with pupils.
- 12.8. Extra caution will be taken where it is known that a pupil has previously suffered from abuse or neglect.
- 12.9. Physical contact will never be secretive; if a member of staff believes an action could be misinterpreted, this will be reported to the Head of School / Head teacher and appropriate procedures will be followed.
- 12.10. Where it is necessary in PE classes for teachers to demonstrate use of equipment, this will be conducted with another member of staff if possible; if a pupil is required to participate, their consent will be given before doing so.
- 12.11. If a child is in distress and in need of comfort as reassurance, staff may use age appropriate physical contact, such as placing their hand on the pupil's shoulder. Staff will remain self-aware of their actions at all times and ensure that their contact is not threatening, intrusive or subject to misinterpretation.
- 12.12. Staff may also use reasonable force as a means of physical contact with pupils for restraint purposes; such instances will always be in accordance with the school's Reasonable Restraint / Physical Intervention Policy.

### **13. Showering and changing**

- 13.1. Pupils are entitled to respect and privacy whilst they are changing before/after PE; however, a level of supervision is required to ensure that pupils are safe, and that they are not subjected to bullying.
- 13.2. The supervision will be appropriate to the needs and ages of the pupils, and sensitive to the potential for embarrassment.
- 13.3. Staff will announce their intention of entering the changing room to allow pupils to maintain their privacy.
- 13.4. Staff will never change or shower in the same area as pupils.

### **14. Transporting pupils**

- 14.1. When it is necessary to transport pupils off-site, staff will ensure that the transport arrangements of the vehicle meet all legal requirements, they have an appropriate license, and the vehicle is roadworthy, has a valid MOT certificate and is business insured.
- 14.2. Staff will gain consent from parents/carers before transporting pupils, and will be aware that the welfare of all pupils in the vehicle is their responsibility.
- 14.3. Two or more staff will be present in the vehicle to avoid any discrepancy regarding safeguarding concerns.

### **15. Financial inducements**

- 15.1. Staff members will:



- Familiarise themselves and comply with the school's financial regulations.
- Declare to the governing board, in writing, any gifts received, with the exception of:
  - Low cost, functional items suitable for business rather than personal use and displaying the supplier's logo – these items may be accepted.
  - Non-excessive gifts offered by parents/carers or pupils to school staff to express their gratitude, but staff members should always refuse monetary gifts.
  - Hospitality in the form of meals and drinks where it is part of a normal business meeting.
  - Authorised visits to exhibitions, demonstrations, conferences, business meals and social functions in connection with the school's business, which shall be at the school's expense.
- Not accept a personal gift, payment, or other incentive from a business contact – any such gifts should be returned.
- Declare any gift that cannot be returned to the governing board, who will decide how it will be used.
- Only accept offers to specific events after authorisation from the governing board.
- Staff must never provide assistance to parents and business contacts when drafting a will or act as a witness. Great care must be taken to ensure you are never placed in a position where it may appear that you are influencing or advising a parents or business contacts about the content of their will. Any gifts or monies left to you in a will must be declared using the acceptance of hospitality/gifts process described above.

### **16. Acceptable use of technology**

- 16.1. Staff will adhere to the procedures outlined in the school's E-safety Policy and ICT Acceptable Use Policy at all times.
- 16.2. Staff will be aware of how the use of technology can impact safeguarding and wellbeing issues, e.g. online abuse. Staff will be vigilant to ensure their own behaviour is respectful and that pupils are using technology appropriately while under their care.
- 16.3. Staff are required to employ the highest security settings on any personal profiles they may have.
- 16.4. Staff will not engage in inappropriate use of social networking sites; this includes contacting pupils or their family members, accepting or inviting friend requests from pupils or their family members, or following pupils or their family members on social media.
- 16.5. The school understands that some staff members are also parents/carers of pupils at the school and, therefore, may wish to make contact with other parents/carers. When doing so, staff will exercise their professional judgement and will not contact family members on social media if this would lead to a conflict of interest.
- 16.6. Staff will remain mindful of their use of social media and their web-based presence; this includes written content, videos or photographs, and views expressed directly or indirectly which may bring themselves, the school or the school community into disrepute.

### **17. Premises, equipment and communication**

- 17.1. School equipment and systems are available only for school-related activities and will not be used for the fulfilment of another job or for personal use, unless specifically authorised by the Head of School / Head teacher.
- 17.2. Illegal, inappropriate or unacceptable use of school equipment or communication systems may result in disciplinary action and, in serious cases, could lead to an employee's dismissal.
- 17.3. Employees receiving inappropriate communication or material, or who are unsure about whether something he/she proposes to do might breach this policy, should seek advice from the Head of School / Head teacher.
- 17.4. The school reserves the right to monitor emails, phone calls, internet activity or document production, principally in order to avoid offensive or nuisance material and to protect systems from viruses, but also to ensure proper and effective use of systems.
- 17.5. Communication systems may be accessed when the school suspects that the employee has been misusing systems or facilities, or for the investigation of suspected fraud or other irregularity. Access will be secured by the systems manager, only with the permission of the governing board.
- 17.6. Passwords should not be shared and access to computer systems must be kept confidential except on the express request of the Head of School / Head teacher or systems manager. Breach of this confidentiality may be subject to disciplinary action.
- 17.7. School equipment that is used outside the premises, e.g. laptops, will be returned to the school when the employee leaves employment, or if requested to do so by the Head of School / Head teacher.

### **18. Photography and videos**

- 18.1. Photographs and videos will only be taken using school equipment – using personal mobile phones for this purpose is prohibited, in accordance with the school's Photography Policy.
- 18.2. Consent for taking photographs will be obtained from parents, or the pupil themselves, if they are deemed old enough and able to make the decision for themselves.
- 18.3. The age of consent that is legislated is 13 and above; however, this is only applicable for online services provided directly to children. For everything else, an appropriate age of consent is considered on a case-by-case basis by the DPO, Head of School / Head teacher and a pupil's parents (where appropriate).
- 18.4. Pupils who have not provided consent, either personally or via their parents, to have their photograph taken or be filmed will have their wishes respected, in line with the Photography Policy.
- 18.5. All photographs and videos will be available for scrutiny, and staff will be prepared to justify the images or footage taken.
- 18.6. Careful consideration will always be given to the activities which are being filmed or photographed, in order to ensure that images or videos are not indecent and cannot be misused.



### **19. Inventions, patents and copyright**

- 19.1. Any inventions made before the Patents Act 1977 belong to the School if they were made during the course of your employment. However, after 1 June 1978, inventions will only belong to the School if:
- they have been made in the course of your normal duties
  - you would be expected to be inventive as part of your duties
  - they were made in the course of your duties and you had a special obligation to further the School's interest.
- 19.2. Any material that is related to work belongs to the School under the Copyright, Designs and Patents Act 1988. This means you cannot claim ownership of any material, written or produced by yourself or others during the course of your employment and you must not use any School material for your own gain or a third party.

### **20. Data protection and confidentiality**

- 20.1. Regarding personal and sensitive data, staff members are required, under the UK GDPR and the Data Protection Act 2018, to:
- Consider the legal basis for collecting the data, ensuring that this is documented.
  - Ensure that the data is stored on a GDPR-compliant server, and that the data is not held for any longer than necessary.
  - Securely dispose of the data when the relevant retention period ends.
- 20.2. Staff members will not disclose sensitive information about the school, its employees, the LA, DDAT or Dioceses to other parties.
- 20.3. The only exception whereby it is acceptable for a staff member to disclose information which would otherwise be considered confidential is when the confidential information gives rise to concerns about the safety or welfare of a pupil.
- 20.4. Staff members have the right to request access to data that is held about them; such requests will be made to the Head of School / Head teacher in writing, in accordance with the school's Data Protection Policy.

### **21. Probity of records and professional qualifications**

- 21.1. The deliberate falsification of documents, such as references, academic qualifications or legal documents, is unacceptable. Where a staff member falsifies records or other documents, including those held electronically, this will be regarded as a serious disciplinary matter and potentially a criminal offence.
- 21.2. Staff in roles that require specific professional registration to be able to practise their profession must maintain this requirement. You must also comply with the professional standards, codes of practice and any continuing professional development requirements.

### **22. Contacts and sponsorship**

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

- 22.2. When an outside organisation wishes to sponsor a School activity or an individual employee, the rules as described in section 2.2 about accepting gifts and hospitality apply.
- 22.3. When the School wishes to sponsor an event/organisation/individual, you must follow the rules for declaring a conflict of interest in section 2.5 if you may benefit or it could be perceived you may benefit from the arrangement.

### **23. Whistleblowing**

If you become aware of activities, which you believe are illegal, improper, unethical or otherwise inconsistent with this code, you can should follow the school's Whistleblowing Policy

### **24. Monitoring and review**

- 24.1. This policy will be reviewed on an annual basis by the Head of School / Head teacher and any changes made will be communicated to all members of staff.
- 24.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

### Agreed Ways of Working

In addition to the policies listed in connection with the Staff Code Conduct, the Agreed Ways of Working have due regard to the following school policies and procedures:

- Assessment Procedures
- Attendance Policy
- Curriculum Subject Policies
- Display Policy
- Handwriting and Presentation Policy
- Marking and Feedback Policy

### General agreed ways of working

1. All decisions and actions taken by staff will be in line with the school's vision, ethos and follow agreed policies, procedures and principles.
2. All operational or strategic decisions to be clearly communicated and agreed with staff individually, collectively in their presence or consulted upon before being implemented.
3. All decisions and actions within a member of staff's area of responsibility to be first delegated to the relevant member of staff/leader unless:
  - they are absent;
  - need immediate attention;
  - have been delegated to/are the responsibility of another more senior member of staff.
4. All scheduled meetings, monitoring activities and deadlines are set as part of the school's long term strategic plan and key dates planner. Staff must ensure these:
  - are met/attended on time;
  - take place with all relevant parties included/in attendance unless absent or cancelled in advance.
5. All meetings and events to be arranged in advance with at least two weeks' notice and to avoid teaching time unless urgent, unavoidable or inappropriate.
6. All outcomes of meetings to be communicated within 1 working day to all relevant parties and staff unless they are of a restricted or confidential nature.
7. All communications to be timely and all actions to be given with at least 1 working days' notice unless agreed in advance by all parties or require immediate emergency attention.
8. All communications of all types e.g. emails, face to face, text etc. and meetings with other leaders, staff, parents and children to be held in an appropriate professional and polite manner at all times.
9. All staff to follow and check agreed school communication systems internal and external e.g. SIMs, MS Teams, school network, calendar, emails, phones, Weduc etc.
10. All complaints and communications to be addressed and referred to the appropriate team leader first before referral to senior leaders or governors unless inappropriate.

### Curriculum agreed ways of working

#### General

1. Curriculum breadth and coverage requirements of the Early Years Foundation Stage and National Curriculum are set out and followed as per long term planners and shared on the school's web site.
2. Each theme is linked to a quality text where possible with an agreed vocabulary bank to be taught each week.
3. Visits / visitors are arranged to give relevant first hand experiences for each theme.
4. Planning is to be completed on agreed templates, in agreed format and shared with relevant staff with sufficient time to allow adequate planning and preparation.
5. Follow agreed timetables on time with no time slippage between sessions.
6. Children are clear about what they are learning in lessons and how it fits into the big picture.
7. Learning objectives are context free and subject specific for the main focus of lessons.
8. Remember Tos (Success Criteria) are shared with children to support learning objectives.
9. Always Remember Tos (ARTs) for writing and maths are displayed on working walls and referred to in all learning.
10. Skillful questioning, modelling and scaffolding of learning is used as appropriate to support the children's learning.
11. High expectations of basic skills and presentation are maintained in all learning.
12. All staff, over seen by the class teacher, will follow the schools assessment, marking and feedback policy.
13. Children receive ongoing feedback and next steps to improve and develop their learning.
14. Ongoing formative assessments inform current and future learning.
15. Summative assessment/screening procedures to be completed on time, deadlines met and targets for reading, writing and mathematics set.
16. Photographic evidence is stored in the correct place on MS Teams or web application.
17. Resources are returned to the correct resource area straight away and stored safely / tidily.
18. Labels, signs, worksheets and resources created by staff to be in school's agreed font.
19. At least three open events are organised per year to celebrate and involve parents in their children's learning.
20. At least once per year children take part in a school / public performance.

### English

1. 5 GPS/phonics sessions a week in KS1 and 5 GPS/phonics sessions a week in KS2, following Little Wandle.
2. Shared reading with the whole class takes place 3 times a week in KS2. Children receiving phonics receive 3 Little Wandle reading sessions per week. In KS1, once children have passed the phonics screening they continue to have 3 group reading sessions.
3. For reading, decoding is the priority. Children need to be able to read fluently before comprehension is assessed.
4. Reading exercise books are used to show evidence of reading skills and will be marked.
5. Writing is taught using the Talk for Writing approach and strategies. Each unit of work should be underpinned by a quality text wherever possible.
6. Vocabulary is taught using the Word Aware approach and strategies.
7. Phonics/key words screening, reading, writing assessments completed termly. Reading and writing targets set termly.
8. At least 3 pieces of work in books per week.
9. Feedback grids to be used during the innovate stage.
10. 1 whole display board dedicated to English as a working wall with ARTs, WALT, purpose, audience, vocabulary and spelling.
11. All classes to have a dedicated reading area/book corner with 30- 40 books.

### Maths

1. Daily maths sessions following Maths No Problem and mastery maths strategies.
2. Assemblies to be used to pre/post teach Maths.
3. Weekly basic skills maths sessions based on next steps and/or reasoning.
4. Maths assessments to be completed and targets set termly.
5. Maths journals used for reasoning at least once a fortnight.
6. 1 whole display board dedicated to maths as a working wall with ARTs, WALT, vocabulary, reasoning vocabulary and a balance of prior and current learning.

### Computing

1. All children to produce at least 1 substantial piece of work per term.
2. Children to save work electronically wherever possible. When children are not able to, evidence to be recorded in theme books.

### **Science and Technology**

1. Science to be taught every half term, linked to themes where possible.
2. At least 6 pieces of work in theme books per topic.
3. At least 1 science investigation per half term.
4. At least 1 Design and Technology project per term linked to and allowing practical application of scientific learning and the design and technology process. (At least 3 topics per year)
5. 1 whole display board (or section) dedicated to Science linking to current topic being taught including relevant scientific vocabulary.

### **History and Geography**

1. At least 2 history and 1 geography theme per year.
2. At least 6 pieces of work in books per theme.
3. 1 whole display board dedicated to thematic learning as working wall/corridor display to include history and geography.

### **Religious Education**

1. 5 Religious Education themes per year.
2. At least 6 pieces of work in RE books per theme.
3. Key festivals celebrated in assembly.
4. 1 whole display board dedicated to thematic learning as working wall/corridor display to include RE.

### **Art and Music**

1. Art and Music to be planned into all themes.
2. At least 3 project pieces of art per year. Observational art must be from artefacts not pictures.
3. Children to mix all colours from primary colours, black and white.
4. At least 1 quality discussion about art or music every term.
5. 1 whole display board dedicated to thematic learning as working wall/corridor display to include artwork.

### **PE and PSHE**

1. 2 hours of PE lessons every week, including 10 minutes of daily physical activity.
2. Staff and children to have in school and wear correct PE kit.
3. No jewellery to be worn by children in PE lessons.

4. R-Time every week according to needs of the class.
5. PSHE to be planned according to the long term planner and following PSHE Matters.

### **Inclusion and SEND**

1. The class teacher takes responsibility for the inclusion and progress of children with SEND in their class.
2. All children will have access to the full breadth of the curriculum, unless specific intervention sessions are required through their personalised learning plans/EHCPs (for example where daily physiotherapy is required) or EHCPs describe individual provision.
3. As far as possible, pupils with SEND will be taught following age-related expectations with appropriate supports in place. Where this is not possible, curriculum progression grids and assessments will be used to identify the next most appropriate step on the pupil's journey towards age-related expectations, or pupils' EHCP/MEP outcomes will be targeted.
4. All teaching assistants are available to support notional and additional hours for SEND children following agreed timetabled interventions and personalised programmes as identified in their MEPs and EHCPs, though it is expected that pupils with SEND will retain close contact and teaching time with their teacher.
5. Pupils with SEND will complete as much of their learning as possible within their classrooms and alongside their peers, and also access breaktimes and lunchtimes with their class/year group. Breakout spaces will be identified for children who need this but will be accessed with the intention of gradually reducing the need for their use.
6. Interventions specified through children's EHCPs, MEPs and via external professionals (such as Speech and Language Therapy) will be implemented consistently by year group teachers and/or teaching assistants (including teaching assistants allocated to individual children).
7. Identified EAL children will have their starting points assessed using an initial language assessment.
8. All signs and communication systems will be developed using Widgit Online. As and when appropriate, staff will use a set of symbols on a lanyard to aid communication with children.
9. Visual timetables will be in place in all classrooms to support pupil understanding of the structure and routines of the day.
10. All staff will follow the school's agreed Good Behaviour Policy or the individual behaviour plans and strategies for identified children.
11. All staff will follow advice given by outside professionals to meet the needs of the pupils within the school and classroom.
12. Referrals for children to the SENDCo will be made in a timely fashion through pupil progress meetings or through the use of the referral forms.



### Directed hours of work

1. All staff are to work their allocated hours as per their agreed contracts.
2. Allocated start and finish times are not taken from the time you arrive in/leave the school building, but are from the time you start and finish your allocated responsibilities and tasks.
3. For office, lunchtime and kitchen staff directed hours are from your starting time until your finishing time.
4. For teachers and teaching assistants the directed hours of work are as set out below.

### Teachers (32.5 hrs per week x 39 weeks)

| Tasks                                                                                                  | Number of hours                                                 | Total hours   |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------|
| Teaching/PPA Time (190 days per year)<br>8:35 – 12:00<br>12:55 – 3:25                                  | 5 hours 55 mins x 190 days<br>= 1124 hours per year             | 1124 hours    |
| INSET (5 days per year)<br>9:00 – 12:00 / 12:45 – 3:45                                                 | 6 hours x 5 days<br>= 30 hours per year                         | 1154 hours    |
| Parents' Evenings (5 sessions per year)<br>3:25 – 6:00                                                 | 2 hours 35 minutes x 5 sessions<br>= 13 hours per year          | 1167 hours    |
| Catch Up Club 1 per week (24 sessions per year –<br>Autumn 2, Spring 1 and 2, Summer 1)<br>3:25 – 4:00 | 35 minutes x 24 sessions<br>= 14 hours per year                 | 1181 hours    |
| Staff meetings 1 per week (31 meetings per year)<br>3:25 – 4:45                                        | 1 hours 20 mins x 31 meetings<br>= 41.5 hours per year          | 1222.5 hours  |
| Curriculum meetings / tasks<br>Team meetings                                                           | 15 hours per year<br>15 mins per week<br>= 24.75 hours per year | 1247.25 hours |
| Unforeseen / Communication / Community tasks                                                           | 17.75 hours per year                                            | 1265 hours    |

### Teaching Assistants

| Tasks                                                                          | Number of hours                                        | Total hours   |
|--------------------------------------------------------------------------------|--------------------------------------------------------|---------------|
| For 32.5 hours per week x 38.2 weeks                                           |                                                        |               |
| Teaching Time (190 days per year)<br>8:30 – 11:30<br>12:00 – 3:30              | 6.5 hours per day x 190 days<br>= 1235 hours per year  | 1235 hours    |
| INSET (1 day per year)<br>9:00 – 12:00<br>12:45 – 3:45                         | 6 hours x 1 day<br>= 6 hours per year                  | 1241 hours    |
| For 35 hours per week x 38.2 weeks                                             |                                                        |               |
| Teaching Time (190 days per year)<br>8:30 – 11:30<br>12:00 – 3:30              | 6.5 hours per day x 190 days<br>= 1235 hours per year  | 1235 hours    |
| Class Support / Communication tasks (4 days per week)<br>3:30 – 3:45           | 15 mins per day x 152 days<br>= 38 hours per year      | 1273 hours    |
| INSET (1 day per year)<br>9:00 – 12:00<br>12:45 – 3:45                         | 6 hours x 1 day<br>= 6 hours per year                  | 1279 hours    |
| Parents' Evenings (2 sessions per year)<br>3:45 – 5:00                         | 1.25 hours x 2 sessions<br>= 2.5 hours per year        | 1281.5 hours  |
| Enrichment Club 1 per week (24 sessions per year)<br>3:45 – 4:15               | 30 mins x 24 sessions<br>= 12 hours                    | 1293.5 hours  |
| Staff Meetings (31 meetings per year)<br>3:30 – 4:45                           | 1 hour 15 mins x 31 meetings<br>= 38.75 hours per year | 1332.25 hours |
| Unforeseen / Community tasks                                                   | 4.75 hours per year                                    | 1337 hours    |
| For 37 hours per week x 39 weeks                                               |                                                        |               |
| As above for 35 hours plus                                                     |                                                        |               |
| Class Support / Communication tasks (3 days per week)<br>3:45 – 4:00           | 15 mins per day x 114 days<br>= 28.5 hours per year    | 1365.5 hours  |
| Disadvantaged Enrichment Club 1 per week (34 sessions per year)<br>4:00 – 5:00 | 1 hour x 34 sessions<br>= 34 hours per year            | 1399.5 hours  |
| INSET (4 days per year)<br>9:00 – 12:00<br>12:45 – 3:45                        | 6 hours x 4 days<br>= 24 hours per year                | 1423.5 hours  |
| Unforeseen / Community tasks                                                   | 19.5 hours per year                                    | 1443 hours    |

## APPENDIX 2

### Expected behaviours and attitudes

| All staff should show the following       | Positive examples of behaviours / attitudes                                                                                                                                                                                                                                             | Negative examples of behaviours / attitudes                                                                                                                                                                                                                     |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CARING</b>                             |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                 |
| <b>Teamwork and flexibility</b>           | <ul style="list-style-type: none"> <li>doing what you don't want to do</li> <li>contributing to all school events and activities</li> <li>sharing with and including / listening to others</li> <li>valuing and encouraging others</li> </ul>                                           | <ul style="list-style-type: none"> <li>not supporting others initiatives and ideas</li> <li>only giving help to those you get on with</li> <li>exploiting and ridiculing others weaknesses</li> <li>not valuing the skills and experiences of others</li> </ul> |
| <b>Effective communication</b>            | <ul style="list-style-type: none"> <li>sharing information with others openly and honestly</li> <li>taking responsibility to find out information</li> <li>giving information out to the right people at the right time</li> <li>sharing information clearly and sensitively</li> </ul> | <ul style="list-style-type: none"> <li>keeping information to yourself</li> <li>not listening to / reading information carefully</li> <li>talking over others / when others are speaking</li> <li>giving unequal voice to some</li> </ul>                       |
| <b>ACHIEVING</b>                          |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                 |
| <b>Professionalism and responsibility</b> | <ul style="list-style-type: none"> <li>know your roles and responsibilities and those of others</li> <li>following through agreed actions</li> <li>demonstrating high standards and expectations</li> <li>talk to the right people if you have a problem straight away</li> </ul>       | <ul style="list-style-type: none"> <li>unreasonable expectations / dumping on others</li> <li>inconsistent and poor expectations / standards</li> <li>moaning to others not involved in issue</li> </ul>                                                        |
| <b>RESPECTFUL</b>                         |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                 |
| <b>Mutual respect and consideration</b>   | <ul style="list-style-type: none"> <li>politeness and manners</li> <li>treat everyone with equal respect regardless of position, background or beliefs</li> <li>apologising for mistakes</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>rudeness and thoughtless comments</li> <li>bullying, racism, sexism etc.</li> <li>raising your voice / shouting at others</li> <li>aggressive / threatening body language</li> </ul>                                     |
| <b>Confidentiality and trust</b>          | <ul style="list-style-type: none"> <li>being clear about what / who information can be shared with</li> <li>allowing others to get on without unnecessary consultation</li> <li>offering advice and support</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>gossiping about and undermining others</li> <li>making others feel uncomfortable</li> <li>being unapproachable and distant</li> </ul>                                                                                    |
| <b>EXCITING</b>                           |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                 |
| <b>Positive attitudes and behaviours</b>  | <ul style="list-style-type: none"> <li>prepared to have a go</li> <li>following through agreed actions</li> <li>smiling and laughing</li> <li>proactive solutions</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>being dismissive of others' ideas</li> <li>giving up at the first difficulty</li> <li>seeing problems without solutions</li> <li>reactive solutions</li> </ul>                                                           |

## APPENDIX 2

### Low-Level Concern Form

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult may have acted in a way that:

- is inconsistent with Hardwick Primary School staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

The record should be signed, timed and dated.

#### Details of concern

|                                |                   |                             |  |
|--------------------------------|-------------------|-----------------------------|--|
| <b>Name of staff member:</b>   |                   | <b>Department and Role:</b> |  |
| <b>Signed:</b>                 |                   | <b>Time and Date:</b>       |  |
| <b>Received by</b>             | <b>At: (Time)</b> | <b>On: (Date)</b>           |  |
| <b>Action Taken: (Specify)</b> |                   |                             |  |
| <b>Signed:</b>                 |                   | <b>Time and Date:</b>       |  |

This record will be held securely in accordance with Hardwick Primary School record keeping procedures.

Please note that low-level concerns will be treated in confidence as far as possible, but Hardwick Primary School may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.