



# St Leonard's CE (A) First School

## **STAFF BEHAVIOUR POLICY**

### **'Our Code of Conduct'**

**Responsibility of: Governing  
Board**

**Developed in consultation with:**  
Teaching staff  
The Governing board

Adopted by the Governing Body:  
Sep 2022  
Date for review: Sep 2023

Date of last policy reviewed	Changes made
March 2016	Additions: GDPR Regulations to be followed. Declaration of association with a person in the same household who is disqualified.
April 2017	Change of dates.
April 2018	Change of dates.
April 2019	Disqualification by association section adapted to new guidance Staff should <ul style="list-style-type: none"> <li>self-declare that they are not Disqualified under the Childcare Act 2006, when working directly with reception age children.</li> <li>ensure that they keep the school fully updated with any changes to the above.</li> </ul>
May 2020	Change of dates
Sep 2021	Addition of the importance of recording any low-level staff concerns that may build up over time (KCSIE 2021) Inclusion of procedure for dealing with low level concerns.
Jan 2022	Policy reviewed against KCSIE 2022 Addition of statement regarding social media whilst staff members are absent sick from school.

## **St. Leonard's CE (A) First School**



### **Staff behaviour Policy**

#### **Background**

This policy seeks to raise the awareness of illegal, unsafe, unprofessional and unwise behaviour. Also, to assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them. Not all people who work with children work are paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by any person whose work brings them into contact with children at St Leonard's First School. Unacceptable behaviour of staff will not be tolerated.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that any policy cannot cover all eventualities. There may be times when professional judgements are made in situations not covered, or which directly contravene the guidance given by the employer. It is expected that in these

circumstances staff will always advise their senior colleagues of the justification for any such action already taken or proposed.

All staff at St Leonard's have a responsibility to be aware of systems within their school which support safeguarding and these are explained to them as part of staff induction, policy introduction and in regular staff training sessions.

### **Underpinning principles**

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from the Headteacher if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- School leaders will continually monitor and review practice to ensure this policy is followed.
- Staff will be made aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their Local Safeguarding Children Board LSCB procedures.
- School leaders will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. A culture where all concerns about adults are shared responsibly with the right person.

## **1. Introduction**

Adults have a crucial role to play in the lives of children. This policy has been produced to help them establish the safest possible learning and working environments which

safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.

## **2. Status of document**

This policy is not a statutory document however may be used by school leaders and Local Authority Designated Officers (the 'Designated Officer or DO1) when responding to allegations made against staff in Education settings.

## **3. Responsibilities**

Staff should:

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

## **4. Making professional judgements**

Staff should:

- discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the school's 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 Head teacher 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/the LA/Ofsted/NCTL/other Regulatory Body.

## **5. Power and positions of trust and authority**

Staff should not:

- use their position to gain access to information for their own advantage and/or a pupil's or family's detriment.
- use their power to intimidate, threaten, coerce or undermine pupils.
- use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.

## **6. Confidentiality**

Staff:

- need to know the name of their Designated Safeguarding Lead and be familiar with LSCB child protection procedures and guidance:
- are expected to treat information they receive about pupils and families in a discreet and confidential manner.

- should seek advice from a senior member of staff (designated safeguarding lead) if they are in any doubt about sharing information they hold or which has been requested of them.
- need to be clear about when information can/ must be shared and in what circumstances.
- need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported.
- need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure and GDPR regulations are followed.

## **7. Standards of behaviour**

Staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model.
- make, or encourage others to make sexual remarks to, or about, a pupil.
- use inappropriate language to or in the presence of pupils.
- discuss their personal or sexual relationships with or in the presence of pupils.
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.
- Highlight their sickness leave from school on social media.

Staff should:

- be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children.
- self-declare that they are not Disqualified under the Childcare Act 2006, when working directly with reception age children.
- ensure that they keep the school fully updated with any changes to the above.

## **8. Dress and appearance**

Staff should wear clothing which:

- 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.
- is compliant with professional standards.

## **9. Gifts, rewards, favouritism and exclusion**

Staff should:

- be aware of and understand their organisation's relevant policies, e.g. rewarding positive behaviour.
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded.
- only give gifts to a pupil as part of an agreed reward system.
- where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally.
- ensure that all selection processes of pupils are fair and these are undertaken and agreed by more than one member of staff.
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils.

## **10. Infatuations and 'crushes'**

Staff should:

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

## **11. Social contact outside of the workplace**

Due to the nature of our small rural community school and teachers who may also be parents of children at the school, we acknowledge that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff must keep the Headteacher fully informed of this social contact so that it can be monitored to protect them.

Staff should:

- always approve any planned social contact with pupils or parents with the Headteacher, for example when it is part of a reward scheme
- advise the Headteacher of any regular social contact they have with a pupil which could give rise to concern.
- refrain from sending personal communication to pupils or parents unless agreed with the Headteacher.
- inform the Headteacher of any relationship with a parent where this extends beyond the usual parent/professional relationship.
- inform the Headteacher of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring.
- Where the staff member is the Headteacher, the Chair of Governors will be kept informed of these relationships.

## **12. Communication with children (including the use of technology)**

Adults should:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work.
- not give out their personal details.

- use only equipment and Internet services provided by St Leonard's CE First School.
- follow the school online safety policy.
- ensure that their use of technologies could not bring their employer into disrepute.
- Ensure that personal, social networking sites have high privacy settings.
- Not 'friend' pupils on personal social networking sites.

### **13. Physical contact**

Staff should:

- be aware that even well intentioned physical contact may be misconstrued by the pupil, an observer or any person 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.
- 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.

### **14. Other activities that require physical contact**

staff should:

- 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 a 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.

## **15. Intimate / personal care**

### **Staff should:**

- adhere to their organisation's intimate and personal care and nappy changing policies
- make other staff aware of the task being undertaken
- always explain to the pupil what is happening before a care procedure begins
- consult with colleagues where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers
- avoid any visually intrusive behaviour.
- where there are changing rooms announce their intention of entering.
- always consider the supervision needs of the pupils and only remain in the room where their needs require this.

### **Adults should not:**

- change or toilet in the presence or sight of pupils.
- shower with pupils.
- assist with intimate or personal care tasks which the pupil is able to undertake independently.

## **16. Behaviour management**

### **Staff should:**

- not use force as a form of punishment.
- try to defuse situations before they escalate e.g. by distraction.
- keep parents informed of any sanctions or behaviour management techniques used.
- be mindful of and sensitive to factors both inside and outside of the school or setting 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.

## **17. The use of control and physical intervention**

### **Staff should:**

- adhere to the school's physical intervention policy.
- always seek to defuse situations and avoid the use of physical intervention wherever possible.
- where physical intervention is necessary, only use minimum force and for the shortest time needed.

### **Staff should not:**



- use physical intervention as a form of punishment.

## **18. Sexual conduct**

Staff should:

- not have any form of sexual contact with a pupil from the school or setting.
- avoid any form of touch or comment which is, or may be considered to be, indecent.
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact.
- not make sexual remarks to or about a pupil.
- not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role.

## **19. One to one situations**

- Staff should:
- 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. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- always report any situation where a pupil becomes distressed or angry.
- consider the needs and circumstances of the pupil involved.

## **20. Home visits**

Staff should:

- agree the purpose for any home visit with the Headteacher
- adhere to agreed risk management strategies.
- avoid unannounced visits wherever possible.
- ensure there is visual access and/or an open door in one to one situations.
- always make detailed records including times of arrival and departure.
- ensure any behaviour or situation which gives rise to concern is discussed with the Headteacher.

## **21. Transporting pupils**

Staff should:

- 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.
- 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.

- 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 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

## **22. Educational visits**

Staff should:

- adhere to their organisation's educational visits guidance.
- always have another adult present on visits, unless otherwise agreed with senior staff.
- undertake risk assessments.
- have parental consent to the activity.
- ensure that their behaviour remains professional at all times.
- never share beds with a child/pupil.
- never share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with Head teacher, parents and pupils.
- refer to local and national guidance for Educational visits, including exchange visits (both to the UK and abroad).

## **23. First Aid and medication**

Adults should:

- adhere to the school or setting's health and safety and supporting pupils with medical conditions policies.
- make other staff aware of the task being undertaken.
- 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.

## **24. Photography, videos and other images**

Staff should:

- 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 the school or setting.
- 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 making images in one to one situations.

Adults should not:

- take images of pupils for their personal use.
- 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 children which could be considered as indecent or sexual.

## **25. Exposure to inappropriate images**

Staff should:

- abide by the establishment's acceptable use and online safety policies.
- ensure that children cannot be exposed to indecent or inappropriate images.
- ensure that any films or material shown to children are age appropriate.

## **28. Curriculum**

Staff should:

- have clear written lesson plans.
- 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 lessons plans.

Adults should 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.

## **29. Whistleblowing**

Staff should:

- report any behaviour by colleagues that raises concern, including low-level concerns that may build up over time. Low level does not mean insignificant. Sharing these concerns should protect those working in schools from potential false allegations and misunderstandings.
- report allegations against staff and volunteers to their manager, or registered provider, or where they have concerns about the manager's response report these directly to the LADO.

### **30. Sharing concerns and recording incidents**

Staff should:

- be familiar with their establishment's arrangements for reporting and recording concerns and allegations.
- know how to contact the LADO / DO and Ofsted/regulatory body directly if required.
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or setting.
- All concerns (including low level) should be recorded in writing and passed to the headteacher.
- All records will be kept confidentially.

### **31. Response to concerns raised about staff behaviour**

- Serious concerns will be referred to the LADO following the school's whistleblowing Policy.
- Low level concerns will be dealt with in the following way
  1. Headteacher will talk to the member of staff/ adult who has raised the concern as soon as possible.
  2. The Headteacher will talk to the individual named in the concern.
  3. The Headteacher will talk to any witnesses.
  4. The Headteacher will decide what further action needs to be taken and record the rationale for decisions taken and the actions taken following.



# St Leonard's CE First School

*'From a tiny spark to a bright flame.'*

**CONFIDENTIAL**

## Low level staff concern report form

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Location/department:** \_\_\_\_\_

**Please give a brief outline of your concern?** (Please give relevant names, dates, locations etc)

**Were there any other witnesses? If so, please give their full contact details.**

**Did you take any action at the time? - if so, please outline what action you took**

**if you did not take action at the time, please give details as to why you took no action**

**Signed: .....**

**Date.....**

**Designation.....**