



**UNITED  
ENDEAVOUR**  
TRUST

## Policy Title: Code of Conduct for Staff Policy

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UNITED ENDEAVOUR TRUST  
EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



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## **Code of Conduct for Teaching and Support Staff**

### **Overview**

United Endeavour Trust Academies seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for its students and staff. This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided.

**If a member of staff does not follow this code of conduct this may lead to disciplinary procedures.**

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action already taken or proposed.

### **Core Principles**

- The welfare of students and staff is paramount.
- 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 discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.
- Staff should apply the same professional standards in keeping with the Trust's Equality Policy.
- All staff should know the name of their designated person for child protection, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect students.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## Safe Working Practices for the Protection of Students and Staff

### 1. Introduction

This guidance has been produced to help all staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

**This means that these guidelines:**

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

### 2. Duty of Care

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

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

There are legitimate high expectations about the nature of the professional involvement of staff in the lives of students. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

United Endeavour Trust as an employer has a duty of care towards its employees which requires it to provide a safe working environment for staff and guidance about safe working practices.

**This means that 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.*

**This means that the academy should:**

- *ensure that safeguarding procedures are in place and reviewed*
- *ensure that systems are in place for concerns to be raised*
- *ensure that adults are not placed in situations which render them particularly vulnerable.*

### 3. Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the 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.

### 4. Power and Positions of Trust

All adults working with students in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the academy, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

**This means that where no specific guidance exists staff should:**

- *discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted*
- *always discuss any misunderstanding, accidents or threats with a senior leader*
- *always record discussions and actions taken with their justification.*

**This means that staff should not:**

- *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.*
- *attempt to initiate a relationship with a recent ex-pupil, which is of a sexual nature.*

## 5. Confidentiality

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 student or his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the student.

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.

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.

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

Adults need to be aware that although it is important to listen to and support students, they must not promise confidentiality or request students to do the same under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.

### **This means that staff:**

- *are expected to treat information they receive about students in a discreet and confidential manner.*
- *in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff*
- *need to be cautious when passing information to others about a student.*
- *Should never leave sensitive documents on desks, in cars or in any other place that it may be seen by others*
- *need to know to whom any concerns or allegations should be reported.*

## 6. Propriety and Behaviour

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.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting so it is important to exercise due care and attention when outside of the academy environment.

Membership of organisations whose goals are in conflict with the values and equality policies of the academy is not acceptable.

### **This means that staff should not:**

- *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 with current students 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 mean that normal social life will bring the student 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. It is difficult to determine exact regulations in this area; if a member of staff feels that there are exceptional reasons why the general restriction on drinking alcohol with students should not apply, they should discuss the matter with senior staff.*
- *drink alcohol when supervising students or on academy trips. This applies even when there are no students present, as the member of staff may be called to act if an emergency occurs.*
- *make inappropriate remarks to a student in any form of communication*
- *discuss their own sexual relationships with or in the presence of students*
- *discuss a student's sexual relationships in inappropriate settings or contexts*
- *make (or encourage others to make) unprofessional personal comments in any form of communication*

### **Staff must:**

- *Be aware that their behaviour in their personal lives may impact upon their work with students.*

## 7. Dress and Appearance

Staff should consider the manner of dress and appearance appropriate to their professional role. We require students to be smart in their uniform. Smart and professional appearance is expected at all times for staff. 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 (which might include tattoos or piercings) could render themselves vulnerable to criticism or allegation. Appropriate personal presentation is expected of staff. Jewellery should not be ostentatious.

**This means that staff should ensure their appearance and clothing:**

- *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*

## 8. Gifts

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 students or parents wish to pass small tokens of appreciation to staff, for example 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. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Principal. Any member of staff receiving gifts or entertainment valued at more than £50 must disclose this to the Principal. The Head of HR/Head of Finance will then record it on the Trust's Gifts & Hospitality Register for audit purposes. Members of staff may not give personal gifts to students. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.

**This means that staff should:**

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

## 9. Infatuations

Staff need to be aware that it is not uncommon for students to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. A member of staff who becomes aware that a student may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

### **This means that staff should:**

- *report to senior colleagues any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff*
- *be mindful if they are alone in a room with a student and seek always to leave the door open if possible.*

## 10. Personal Living Space

No student should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents and senior leaders or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.

### **This means that staff should:**

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *be mindful of the need to maintain professional boundaries.*

## 11. Communication with students (including the use of technology)

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. Adults should not share any personal information with a student. They should not request, or respond to, any personal information from the student, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

### **This means that staff should:**

- *communicate with students in an appropriate and professional manner, making sure that parents are aware that this form of communication is 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 via the internet, without permission from parents*

Adults should also be circumspect in their communications with students so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to students including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior leadership and parents. E-mail or text communications between an adult and a student outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet-based web sites, such as social networking, instant messaging or gaming.

Communication with ex-students who are over 18 is left to staff discretion. Please be conscious of the fact that ex-students may be in contact with current students. Be aware that actions that bring the academy into disrepute could lead to disciplinary procedures being taken.

See separate Data Security Policy for more details.

## 12. Social Contact

Staff should not establish or seek to establish social contact with students, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a senior leader. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming. Staff should not give their personal details such as their home or personal e-mail address; social network profiles, gamer tags or web pages to students unless the need to do so is agreed with senior leadership.

- *only store images of students on the academy network for professional / educational use and ensure that access to these images is appropriately managed (see point 24).*
- *be cautious in their contact with ex-students, as there is still a professional relationship and there may be contact with current students*
- *lock down their social networking profile to ensure that data and images are not freely available. Seek advice if you are unsure how to do this*
- *do not permit current and recent students or parents to have access to your profile*
- *ensure all your passwords are kept strong and secure*
- *adhere to the academy's Information, Communication and Technology Policy.*

### **This means that staff should:**

- *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 student or parent which may give rise to concern*
- *report and record any situation, which they feel, might compromise the academy or their own professional standing.*

### 13. Physical Contact

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

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate.

Staff should use their professional judgement at all times about the appropriateness of any physical contact.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff.

Physical contact, which occurs regularly with an individual student, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open academy policy and subject to review.

Staff may legitimately intervene to prevent a student 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. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. In all cases where physical intervention is deemed necessary, the

#### **This means that staff should:**

- *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 student in a way which may be considered indecent*
- *always be prepared to explain actions and accept that all physical contact be open to scrutiny*
- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary.*
- *ensure they record incidents of physical intervention with students.*
- *adhere to the Restrictive Physical Intervention Policy.*

#### **This means that the academy should:**

- *provide staff, on a "need to know" basis, with relevant information about vulnerable students in their care.*

incident and subsequent actions should be documented and reported.

See separate Restrictive Physical Intervention Policy for more details.

#### **14. Physical Education and other activities which require physical contact.**

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

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

Staff should not fully participate in student activities, whether in lesson times or competitive contexts, such as staff versus student matches, because of the likelihood of injury caused by differences in size, strength, previous experience and confidence.

##### **This means that staff should:**

- *consider alternatives, where it is anticipated that a student might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable student in the demonstration*
- *always explain to a student the reason why contact is necessary and what form that contact will take unless their safety is at immediate risk*

#### **15. Showers and Changing**

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

##### **This means that staff should:**

- *avoid any physical contact when students are in a state of undress*
- *avoid any visually intrusive behaviour and where there are changing rooms:*
- *remain in the room when groups are changing*
- *ensure that sensitive students are offered the opportunity to change privately.*

be an assumption that adults need to remain in the room in order to maintain good behaviour. This can be achieved by being in close proximity and students being aware of it.

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

**This means that staff should not:**

- *just stand in the changing room watching students, or repeatedly go in and out without good reason*
- *change in the same place as students*
- *shower with students.*

## 16. Students in Distress

There may be occasions when a distressed student needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior leader.

**This means that staff should:**

- *consider the way in which they offer comfort to a distressed student*
- *always tell a colleague when and how they offered comfort to a distressed student*
- *record situations which may give rise to concern.*

## 17. Behaviour Management

All students have a right to be treated with respect and dignity. Staff should not use any form of degrading treatment to punish a student. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation.

See separate Behaviour for Learning Policy.

**This means that staff should:**

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *keep parents informed of any sanctions*
- *adhere to the academy's Behaviour for Learning Policy.*

## 18. Sexual Contact with Children

Any sexual behaviour by a member of staff with or towards a student/child is both inappropriate and illegal. Children are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes

**This means that staff should:**

- *not pursue sexual relationships with children and young people either in or out of academy.*
- *avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative ie verbal comments, letters,*

the prohibition on adults in a position of trust (see Section 5). The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include noncontact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

*notes, electronic mail, phone calls, texts, physical contact.*

## **19. One to One Situations**

Staff working in one to one situations with children and young people are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and students are met. Pre-arranged meetings with students away from the academy premises should not be permitted unless approval is obtained from their parent and the Principal or other senior colleague with delegated authority.

### **This means that staff should:**

- *avoid meetings with students in remote, secluded areas of the academy*
- *ensure there is visual access and/or an open door in one to one situations*
- *inform other staff of the meeting beforehand, assessing the need to have them present or close by*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a child becomes distressed or angry to a senior colleague*
- *consider the needs and circumstances of the child/children involved.*

## 20. Transporting Children

In certain situations, for example out of academy activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. The driver must also have appropriate insurance. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

### **This means that staff should:**

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

## 21. Extra-curricular activities

Staff should take particular care when supervising students in the less formal atmosphere of a residential setting or after-academy activity. During academy activities that take place off the academy site or out of academy hours, 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. Where out of academy activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these prior to the start of the trip. Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of academy activity.

### **This means that staff should:**

- *always have another adult present in out of academy activities, unless otherwise agreed with senior staff in the academy*
- *undertake a risk assessment*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times*
- *ensure adherence to the academy's Educational Visits Policy.*

See separate Educations Visits Policy

## 22. First Aid and Administration of Medication

The academy has a Supporting Students with Medical Conditions in Academy Policy, which must be adhered to at all times.

**This means that staff should:**

- *ensure adherence to the academy's Supporting Students with Medical Conditions in School Policy*

## 23. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise 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 plan should highlight particular areas of risk and sensitivity.

**This means that staff should:**

- *have clear written lesson plans.*

**This means that staff should not:**

- *enter into or encourage inappropriate or offensive discussion about sexual activity or otherwise sensitive issues.*

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the governing body's required policy on Sex and Relationships Education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

## 24. Photography, Videos and other Creative Arts

Many academy activities involve recording images. These may be undertaken as part of the curriculum, out of academy activities, for publicity, or to celebrate achievement. Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.

Using images of children for the academy's publicity purposes has already had the consent of parents through the Home-Academy Agreement. Images should not be displayed on other websites, in publications or in a public place without additional consent.

### **This means that staff should:**

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

### **This means that staff should not:**

- *have images of students stored on personal cameras, devices or home computers. Where staff do use personal mobiles to capture images they are subject to the constraints above.*
- *not make images of students available via the internet, without permission from parents.*

## 25. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Please refer to the academy Whistle Blowing Policy.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

See separate Whistleblowing Policy

### **This means that staff should:**

- *report any behaviour by colleagues that raises concern.*
- *ensure adherence to the academy's Whistleblowing Policy.*

## 26. Sharing Concerns and Recording Incidents – Child Protection

All staff should be aware of the academy's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association. In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff.

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

See separate Safeguarding Policy

### Low-level concerns

All staff have a duty to promote an open and transparent culture in which all concerns about all adults working in or on behalf of the academy (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. All concerns about adults should be shared responsibly and with the right person, recorded and dealt with appropriately.

Staff should report low level concerns in order to:

- enable the academy to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the academy are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our academy.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a

### This means that staff :

- *should be familiar with the academy's Safeguarding Policy and procedures*
- *should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual related to the academy.*

### This means that staff should avoid :

- *being over friendly with children*
- *having favourites*
- *taking photographs of children on their mobile phone, contrary to school policy*
- *engaging with a child on a one-to-one basis in a secluded area or behind a closed door,*
- *humiliating children.*

*Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.*

### Staff should share all low level concerns:

- *All low-level concerns should be shared initially with the DSL or with the Principal*
- *Staff should also self-refer, where, for example, they have found themselves in a situation which could be misinterpreted,*

'nagging doubt' - that an adult working in or on behalf of the academy 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 harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Staff share a responsibility to create and embed a culture of openness, trust and transparency in which the academy's values and expected behaviour set out in this staff code of conduct are lived, monitored and reinforced constantly by all staff.

**Senior staff are required to:**

- ensure their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others
- empower staff to share any low-level safeguarding concerns (see below)
- address unprofessional behaviour and supporting the individual to correct it at an early stage
- handle and respond to such concerns sensitively and proportionately when they are raised, and
- helping identify any weakness in the academy's safeguarding system.

**Role of Principal and DSL**

The DSL should inform the Principal of all reported low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The Principal will be the ultimate decision maker in respect of all low-level concerns, although the Principal may wish to consult with the DSL and take a more collaborative decision making approach.

*might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.*

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If the Principal is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with the LADO.

If the concern has been raised via a third party, the Principal (or a nominated deputy) will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously, and
- to the individual involved and any witnesses.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information will be recorded in writing along with the rationale for their decisions and action taken.

### **Recording Low Level Concerns**

All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

These records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records will be reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the Principal will decide on a course of action,

either through our disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the academy that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

This information will be retained until the individual leaves their employment. KCSIE guidance is clear that schools and colleges should only provide substantiated safeguarding concerns/allegations (including a group of low-level concerns about the same individual) that meet the harm threshold in references. Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.

## **27. Intellectual Property Rights**

All data and documents (including electronic documents and copies) provided for your use by the Trust or produced by any Trust employee in the course of their employment remains the property of the Trust.

Any original or copy documents obtained by you in the course of your employment shall be returned to the Head of HR/Head of IT at any time on request or at the end of your employment with the Trust. Failure to comply with this request will be regarded as a breach of Trust Policy and may be treated as gross misconduct.

*from the owner. In this instance permission must be sought from the CEO, Trust Director, Head of HR/Head of IT.*

### **This means that staff should not:**

*knowingly download or transmit any information that was written by another person or organisation without getting permission*

## EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy						
Title of Policy	Code of Conduct for Staff Policy					
PART 1	Positive Impact – reducing inequalities					
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i>  <i>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p><b>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</b></p> <p>Policy is designed to support employees and staff in understanding expectations of their behaviour at work or whilst engaged in educational activity. This applies to any member of staff, regardless of characteristics.</p> <p><b>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</b></p>					
Characteristics Indicate areas of likely impact ☒	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
D	✓	✓	✓	✓	✓	✓
GA	✓	✓	✓	✓	✓	✓
P	✓	✓	✓	✓	✓	✓
R	✓	✓	✓	✓	✓	✓
R/B	✓	✓	✓	✓	✓	✓
S	✓	✓	✓	✓	✓	✓
SO	✓	✓	✓	✓	✓	✓
A	✓	✓	✓	✓	✓	✓
M/CP	✓	✓	✓	✓	✓	✓
<b>Equality Impact Assessment of UET Policy</b>	<b>Records</b>					
<b>Name of person responsible for policy</b>	Sarah Rowell					
<b>Date of EIA of Policy</b>	13.9.22					

*A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies*

Equality Impact Assessment of UET Policy	Evidence
<b>PART 2</b>	
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i>  <i>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p><b>What is the evidence for your answers above? (list any quantitative and qualitative)</b></p> <ol style="list-style-type: none"> <li>1. Applies to all staff regardless of characteristics</li> <li>2. Should have positive but low impact on EO</li> </ol>

Equality Impact Assessment of UET Policy	Conclusion
<b>PART 3</b>	
<b>Summary of findings</b>	Policy is designed to support employees and staff in understanding expectations of their behaviour at work or whilst engaged in educational activity. This applies to any member of staff, regardless of characteristics. This will have a positive impact in the way that it is applied equally in all cases.

Equality Impact Assessment of UET Policy	Next steps		
<b>PART 4</b>			
<b>Category</b>	<b>Actions</b>	<b>Target Date</b>	<b>Person responsible</b>
<b>Next Steps – Action Plan</b>	1. Communication of policy as necessary		Sarah Rowell (Head of HR)
<b>Practical changes required to reduce adverse impact</b>	1. None		Sarah Rowell (Head of HR)
<b>Monitoring and evaluation and Review (publish revised policy)</b>	Review on case by case basis – every individual casework dependant on circumstances of incidents as they arise. When it becomes necessary to make use of the code for staff disciplinary cases, the anonymised incident should be logged and reported to the Local Governing Body/MAT Board Disciplinary Committee.		Sarah Rowell (Head of HR)