

Islamiyah School



Date of issue: Sept 2019
Review date: Nov 2020

STAFF Code of Conduct

The Qur'an uses the term taqwa to describe the human quality that encompasses the concept of the ideal ethical value. It is referred to in various forms over two hundred times in the Qur'an, and represents, on the one hand, the moral grounding that underlies human action, while on the other, it signifies the ethical conscience which makes human beings aware of their responsibilities to God and society. Applied in a broader social context, taqwa becomes the universal, ethical mark of a truly moral community:

"O humankind! We have created you out of male and female and constituted you into different groups and societies, so that you may come to know each other - the noblest of you, in the sight of God, are the ones possessing taqwa." (49: 11-13)

Ali,R.A "O believer, surely this knowledge and courtesy are your price; then try to learn them. If your knowledge and courtesy become much, your price will be high.

Then you are led to your Lord by knowledge, and you can serve your Lord with courtesy very well," it is apparent that serving Allah and seeking knowledge requires "courtesy" and dignified behaviour. When refuting an idea, or providing evidence against a claim, as Muslims we should conduct ourselves with decorum and virtue. This will not only gain the respect of our companions, but also likely elicit a positive response from the teacher as well.



STAFF
Safer Care Code of Conduct
for Islamiyah school

1. Introduction

- 1.1 This Safer Care Code of Conduct ('the Code') sets out the professional standards expected and the duty upon staff, governors and volunteers to abide by it. All staff, governors and volunteers have a duty to keep pupils safe, promote their welfare and to protect them from sexual, physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgment. Following this Code will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.
- 1.2 Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. Adults have a duty to report any child protection or welfare concerns to a designated member of staff in school. Anyone who has concerns should refer to managing allegation policies procedures[detail internal process and cross reference to whistleblowing and managing allegations of abuse policies]. A member of staff who, in good faith, "whistleblows" or makes a public interest disclosure will have the protection of the relevant legislation.
- 1.3 This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff, governors or volunteers. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff, governors or volunteers have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best

interests and welfare of the pupils for which that individual is responsible.

1.4 Any member of staff who is found to have committed a breach of this Code will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The school will take a strict approach to serious breaches of this Code,

1.5 Where an allegation of abuse is made against a member of staff the school will follow the guidance set out in the latest guidance in Keeping Children safe in Education, September 2019. It should be read alongside the government's inter-agency safeguarding guidance, Working Together to Safeguard Children, which was updated on 2018, and its departmental advice on what to do if you are worried a child is being abused. Advice for practitioners. where it is alleged that a member of staff, a governor or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

2. Setting an Example

- a. All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- b. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.
- c. All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- d. This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in the Schools' Disciplinary Policy and Procedure.

All staff are expected to familiarise themselves and comply with all school policies and procedures.

Further relevant guidance From the Islamiyah staff Handbook.

Teaching

Training of new teachers

A crash course is available for new teachers and teachers experiencing problems with 'class control'. This course will cover the following main aspects:

- How to achieve class discipline
- The importance of covering the National Curriculum and the latest syllabus
- How to draw up an effective lesson plan
- Importance of researching topics being taught
- How to assess pupil progress
- How to mark homework/class work/tests
- Importance of (i) homework- how long it should be
(ii) End of topic/ end of term /end of year tests
- Importance of implementing the school rules
- Teachers responsibilities
- Form teachers responsibilities
- How to interact with pupils/ parents / fellow teachers

NOT & QTS

The school has been approved by the LEA and University of Cumbria to provide induction for newly qualified teachers and "in-school" QTS training program. . Assessment route only QTS is also available Please see Y Seedat for any CPD required

Teachers guide to class control and School discipline

- Study the teachers handbook.
- Make sure that all pupils follow the school rules at all times.
- Class control is of paramount importance.
 - (i) The key to class control is a well-prepared lesson plan. If you prepare for your lessons well, you will find it easier to win the pupils trust and make the lessons more enjoyable.
 - (ii) Research your topics thoroughly; make sure you cover the National Curriculum and the latest syllabus.
 - (iii) Ask for help from senior teachers.
 - (iv) Start the lesson with a short introduction and link to previous lessons (if appropriate).
 - (v) Do not just ask pupils to read textbooks!!
 - (vi) In the main body of the lesson, teachers should vary the activities they use. Practicals should also be used where appropriate for problem solving etc.
 - (vii) Finish with a summary of the lessons main points.

Use your voice, body language to control the class and make lessons more enjoyable. Make sure that you are in charge of the class at all times.

Parent Teacher Association (PTA)

School has in the process of forming PTA which is very much involved in supporting, raising funds and profile of the school. Any parent or well wisher who would like to take part in these activities should contact the office or the Headteacher.

Newsletter

IGHS publishes a school newsletter at least once every half-term. The newsletter includes information about what is happening at IGHS. Additionally, pupils and teachers contribute articles, poems and stories.

Student Council

The purpose of the Student Council is to give the pupils a voice and improve communication between pupils, teachers and management. The aim is to give them a positive role in school and ensure they feel they are listened to and respected for their ideas and concerns. It involves the pupils in many of the decisions, which are made regarding the day-to-day running and management of the school. Discussions in classes and at the Council meetings help to develop social and learning skills in many areas such as speaking and listening, problem solving and decision-making.

Holiday Classes

It is a teacher's duty to ensure that their classes are up-to-date with the syllabus and are ready to sit any external examinations. If this is not the case then they should arrange extra lessons for their classes (especially exam classes) during the school holidays. These classes can also be held for revision purposes. The regular timetable is not followed during the holidays and therefore teachers need to inform the relevant admin staff a couple of weeks in advance so that letters can be sent to parents of the pupils concerned.

Islamic etiquette

All teachers are encouraged to say salaam to pupils and other teachers at every opportunity. Teachers are role models for pupils and should use every opportunity to convey good Islamic attitude and character: Modesty is part of faith in dress and outlook. Uniform for muslim staff is to wear a Jubba.

No voluntary or political activity should be carried out in the school, nor any canvassing or distribution of pamphlets done in or around the school.

When dealing with parents, staff members are required to be polite and courteous at all times.

Staff Conduct

All teachers should adopt a professional manner of teaching and encourage Islamic values and 'Adab' and should avoid confusing pupils with their own Islamic ideals. Pupils must be referred to the Islamic studies teacher for clarification on any issues they are unsure of.

Pupil/teacher relationships must be kept formal and professional in order to ensure that pupils are treated fairly and respectfully. Formality also encourages discipline.

Staff room

No pupils should be allowed to enter the staff room at any time. If they need to talk to a teacher the teacher should speak to them outside.

- ☉ **Hence no lessons should take place in the staff room either.**
- ☉ **It is the responsibility of staff using the staff room to keep it clean & tidy.**

☛ **Everyone should bring in their own mugs/ cups & ensure that they are kept clean.**

- **In future any important messages (e.g. notification of the change in timetable) will be displayed on the staff notice board or via email @staff briefing' & therefore staff members are requested to check it every day.**
- **Pupils should not be sent to the staffroom to collect anything from teacher's trays etc. Staff are expected to enter the classroom well equipped, thus being an example to the pupils.**

Registration

Form tutors should be in their respective classes by 8.40am with KSM and mark pupils . Pupils who are late 3 times will be given a detention. Lessons should start promptly.

N.B It is a legal requirement to take the register every morning . A respective member of staff whose lesson it is in the afternoon and will take the register for session.

Absentees

If a pupil is absent the space against her name should be marked with an N. Form tutors should collect in absent notes from any such pupils and then fill in the relevant space accordingly. For further clarification please ask a member of the admin staff.

Classroom Expectations of Teachers

In order to ensure consistency we need clear expectation of all staff, which is followed by everybody.

At the **start of lessons** teachers should:

- Have all lessons clearly planned and organised before the start of the day.
- Arrive at lessons on time
- Have the aims of the lesson and an initial task on the board
- Use a seating plan which best supports learning
- Ask pupils to get out diaries, books and equipment.
- Start as quickly as possible
- Make the aims of the lesson clear to everyone

During the lesson teachers should:

- Remind class as necessary of classroom expectations – refer to notes displayed in the class
- Not let pupils out of class unless there is a very good reason
- Pupils should only be allowed to the toilet in absolute emergency and then only one at a time.
- Teachers should look out for pupils writing in textbooks and remind them not to do so and give detention if necessary.
- Please do not allow any pupils to eat or drink in class. They may however use bottled water. This rule also applies for teachers.
- Set homework at a planned time. Write homework on the board and ensure pupils have copied it in their diaries.

- Teachers will be asked if pupils are found outside their classes, the reasons for their lack of supervision.
- Class discipline is the teacher's responsibility. Please avoid sending a child outside the class as punishment, since this will hamper her progress. There should be NO PHYSICAL PUNISHMENT AT ALL.

At the **end of lessons** teachers should:

- End the lesson with a plenary session, which remind pupils of the learning aim and checks on what has been learnt
- Try to finish on time. Pupils must not be dismissed before the end of the lesson
- Do not continue into the next lesson, teachers should leave promptly.

At the **end of the day**:

- Last lessons should go on until the bell is rung at 3:05 p.m.
- Only allow pupils to pack away when told.
- Ensure pupils leave the room clean, tidy and free from litter.
- Class can be kept in for 10 minutes after school without notice if they have not cleaned up or as a short detention.
- Teachers should also switch off the lights and close the windows before leaving the classroom. The whole class can be requested to detention if the room is not clean and tidy.

A member of staff has been allocated to check that the classrooms are being left in an orderly manner at the end of the day.

After school:

Any teachers teaching lessons after school are responsible for supervising pupils leaving the school. Teacher has to make sure all children under her supervision have been collected or handed over to another staff member who is present and able to take responsibility for them until they are collected.

If children are found waiting outside the school to be collected, they must be told to wait inside the school where they can be safe and supervised.

Scheme of work

All teachers are required to draw up 'schemes of work' to show how they intend to cover the syllabus throughout the year. Please hand in one copy to the admin staff. For help and guidance in drawing up schemes of work please see Apa Saba or Mr Seedat. Lesson plan for the week must be emailed to the Deputy Headteacher Apa Saba in advance.

Copies of the scheme of work must be kept in the office for reference use only. It should be referred to for syllabus guidelines.

Teachers must make sure any amendments to schemes of work are carried out as soon as they come into practice. Also schemes of work must be developed and updated regularly.

Lesson plans

- Plans must be made for each individual lesson. This must be kept in school for reference, should the subject teacher be absent.

- Teachers must cover the National Curriculum when making lesson plans and ensure that they are following the latest syllabus.
- Various different standard forms for 'lesson plans' are attached with this handbook. Please use the one which best suits your needs to draw up your lesson plan.
- Teachers should differentiate within a class, and pupils of all abilities (higher and lower) should be targeted.
- Please think of alternative ways to explain to children who find it difficult to understand the concept you are teaching using a variety of resources.

Resources

All subject teachers are responsible for the correct use and welfare of teaching resources. Lost, damaged or missing items should be dealt with immediately. Make sure resources are issued and returned to the library.

Photocopying

- All photocopying should be done either early in the morning or on a previous day- or emailed to the admin staff before 8:00pm. You can also photocopy after 3:05 p.m. as the school is open until late. Please do not photocopy during lesson time as this time should be spent teaching and assisting the pupils. **THE CLASS SHOULD NOT BE LEFT UNATTENDED.**
- In the case of emergency teachers may request a member of the admin staff to photocopy for them. However, please keep in mind that they also have a lot of their own work to do.

Coursework

Coursework should be completed in accordance with the syllabus. All coursework should be ready in time to be submitted to the examining board. Admin staff will inform teachers of the deadline.

All coursework should be moderated by Head of Department and teacher and records must be kept for reference.

Coursework should be regularly monitored and all front sheets completed on time.

Home work

Consistent assignments should be set. Records should be kept in a mark book for reference and reports. All work should be marked and handed back to pupils as soon as possible and regular feedback should be given.

Homework Policy

Homework is an essential part of our school approach to helping pupils learn, think and work effectively.

Purposes

- Encouraging pupils to develop the skills, confidence and motivation needed to study effectively as independent learners.
- Consolidating and reinforcing understanding, skills and attributes developed at school.

- Extending school learning through a range of learning activities sustainable in and beyond the classroom environment.
- Encouraging and sustaining the involvement of parents' carers and other adults in the management of pupils learning
- Encouraging stakeholder partnership through keeping parents involved and informed about the work pupils are doing.
- Managing particular demands, such as research project work and GCSE coursework.

Amount and types of Homework

The homework timetable will be put up in the staff room for teachers to use as a reference. Please do not give too much or unnecessary homework.

- Teachers are responsible for ensuring that homework is set and marked regularly.
- Activities set should be varied and might include reading, investigating, research, preparing a presentation and problem solving.
- It is important when setting homework that all subject areas remain aware of different learning styles and include a range of activities that acknowledge how individual pupils best learn.
- Staff need to be responsive to those who find homework tasks difficult and should set appropriate homework. However all pupils are expected to complete their homework, no matter what their level of ability.
- Homework for more able pupils should involve greater challenge rather than a greater amount of work. It is the quality of the task rather than the quantity that is important.

Marking Homework

Homework should be marked and returned to pupils promptly, usually within two weeks in accordance with the school marking and assessment policy.

Monitoring Homework

When collecting and marking homework teachers should keep detailed records of work set and marks.

Homework is considered as part of the lesson observation process.

Assessment and target setting

Is an integral part of the pupils/ schools achieving and succeeding and all staff must be thoroughly acquainted assessment and target setting policy of the school and implementing it. See Appendix 1 in staff Handbook

Examinations

The school caters for public examinations such as Yr 7 CATS tests, Standardised Tests (SATS) and GCSE. Pupils also have end of topic/diagnostic tests and twice yearly internal school examinations.

Cleanliness

Classroom

- It is the teacher's responsibility to ensure classrooms are tidy and in order at all times.
- Class prefects should ensure that their classroom is kept clean and tidy. If class fellows do not co-operate, the prefect should inform the form tutor.
- Teachers with last lesson should ensure that their respective classes are clean. For example litter in the bin etc. They should also shut all windows.

Corridors

Teachers responsible for each form should allocate a number of pupils each week to carry out duties of lunch, prayer etc. All obstructions must be removed promptly by teachers for health and safety reasons.

Pupils Personal, Social and Health Development (PSHE)

- To monitor and support the personal and social development of each individual.
- To provide opportunities and encourage pupils to take responsibilities, e.g. via the prefect and monitor system.
- To model the behaviour, attitudes and values which we expect from our pupils.
- To deliver PSHE in and out of curriculum subjects wherever appropriate.

Form tutors will be informed of any pupils who are suspended/ expelled and the reason for this taking place. They should then inform other subject teachers for that particular class.

Class assemblies may be presented in the main hall in front of the school. The form tutors are requested to help their class prepare for the presentation.

All form tutors are responsible for certain particulars of their form:

- Absentees
- Jewellery and other forbidden items
- Uniform check
- General conduct and well-being.

Child Protection and Pastoral Support

All members of staff have a duty of care and responsibility to protect pupils from neglect, emotional and physical or sexual abuse. This is best achieved through working as a team.

If a child seems unhappy teachers should enquire what the problem is and take appropriate steps to solve it. If pupils approach with problems teachers cannot help with (academic or social) please direct pupils to the Head Mistress or approach her on their behalf.

In the case of a pupil feeling unwell she should be sent to the First Aid officer who will see to her and if necessary send her to the medical room where she can sit and recuperate. Judging on her health the child may be sent home.

Form tutors can organize regular meetings with the subject teachers to discuss issues concerning individual pupils or the whole class. Any action decided must be discussed with the head mistress first.

If you have suspicions about the neglect or abuse of any pupil this should be discussed in the first instance with the pupils form tutor or the head teacher. Discussions with child should be documented. The head teacher will make any further decisions required. Under no circumstances should any teacher make direct contact about the suspected abuse with the family concerned.

If a girl reveals abuse to a member of staff, the teacher concerned should report the matter immediately to the DSL. It is not appropriate to promise any kind of secrecy to the pupil. Pupils need to be made clear that if they do reveal abuse to you, it is your clear responsibility to pass on the information in order for the matter to be resolved appropriately. See Staff Handbook re: child protection policy

Health and Safety procedures

All employees must take reasonable care for the health and safety of themselves and others. In particular:

- Understand the hazards in their work (this is especially important for science teachers).
- Follow safety rules and procedures.
- Use work equipment, personal protective equipment, substances and safety devices correctly.
- Work in accordance with the training provided and only deal with tasks that they have been trained for.
- Co-operate with the employer's arrangement for protecting the health and safety of their employees.
- Report all accidents, incidents of violence and abuse and any work related ill health.
- Report any circumstances, which present or may present a hazard.
- It is everyone's duty to ensure that there is no running in the corridors or up and down the stairs. Extra care should be taken in the playground during break.
- Teachers should ensure that floors are always clear of things that may cause pupils or staff to fall over.
- All cuts/grazes should be dealt with independently and appropriate action taken by first aid officer. A basic **First Aid box** is kept in the office and in the medical room
- A note of any child being hurt and resulting action taken should be made in the **First Aid register** (kept with the admin staff) irrespective of how minor/ major it is. A letter should be sent home to notify parents.
- In the event of a serious accident/ illness it is the duty of admin staff to ensure that the parents are informed so that the child may be picked up from school.
- Ensure that doors are either held open or hooked up when children are moving around, since there have been incidents in the past where fingers have been caught.
- Teachers should not allow pupils to go to the lab or computer room unsupervised.
- All teachers should familiarise themselves with the actions that need to be taken in the event of a fire or fire drill and for this should refer to the fire emergency plan included at the end of this handbook. Also see fire exit plan in each class.
- Estate Manager/ Fire Marshall should ensure that there is always more than one fire extinguisher on each level and that the fire alarms can be heard from all levels and classrooms. They will also be responsible for carrying out regular fire drills.
- Any child feeling unwell in class should be sent to the admin office so that necessary steps can be taken. Parents should also be informed that their child is not feeling well and in serious circumstances the parents should be asked to come and take their child home.

Classroom Situation

Teachers in certain subject areas (i.e. IT and Science) should have their own Health and Safety Policy (could be as simple as a list of do's and don'ts).

Accidents

Accidents to staff and pupils must be reported immediately to the office. Staff with experience of first aid are available to offer assistance. An accident report form will be issued if necessary to be completed by the person in charge of the pupil at the time the accident occurred.

If any staff need to take time off work following an accident please ensure the information is given to the office. The office should have information on next of kin.

Personal Safety

Working alone: staff should not work alone in the building without informing someone of their presence.

Interviewing pupils/parents: there may be times when you need to consider your own safety when interviewing parents or pupils. If you believe a confrontational situation may arise, do not interview alone.

Handling Cash: Do not count money in the presence of pupils. Money collected from pupils should be handed to the office as soon as possible.

Role of Form Tutor

To administer the academic, pastoral and personal development of all the pupils within the tutor group, tutors are expected to adopt the role of key worker with their group of pupils.

Tutors have to deliver a tutorial every PSHE lesson in the morning according to Citizenship and PSHE topics – suggestions can be taken from pupils. These must be documented. An assembly is held on the topic of the week led by pupil and staff alternately every Friday

Tutor group ethos

- To work with the tutor group to create a cohesive group and positive ethos
- To ensure that whole school policies and expectations are clearly understood and implemented within the group.
- To ensure that pupils arrive quietly and promptly to assembly
- To ensure and observe that pupils are in correct school uniform and bring the correct equipment to school.

Expected Professional Standards

All staff, governors and volunteers as appropriate to the role and/job description of the individual, must:

- place the well-being and learning of pupils at the centre of their professional practice.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

Teachers are required to comply with the Teachers' Standards in force September 1st 2012, in particular Part 2 Personal and Professional Standards

Confidentiality

As data controllers, all schools are subject to the GDPR policy. In addition, teachers owe a common law duty of care to safeguard the welfare of their pupils. This duty is acknowledged in the provisions governing disclosure of information about pupils.

- 4.1 Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be sensitive and/or confidential. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.
- 4.2 There are some circumstances in which a member of staff may be

expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.

- 4.3 Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.
- 4.5 If a member of staff is in any doubt about the storage of sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

Propriety, Behaviour, Reputation and Appearance

- 5.1 All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and the public in general. An individual's behaviour or actions, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute. The misuse of drugs, alcohol or acts of violence would be examples of such behaviour.
- 5.2 A person's dress and appearance are matters of personal choice and self-expression. However staff, governors and volunteers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. Those who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.
- 5.3 Personal property of a sexually explicit nature such as books, magazines, CDs, DVDs or such material on any electronic media must not be brought onto or stored on the school premises or on any school equipment.
- 5.4 Social networking sites and blogging are popular. Staff, governors and volunteers must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the school's disciplinary procedure.

6 Sexual Contact with Children and Young People and Abuse of Trust

- 6.1 A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.
- 6.2 Any sexual behaviour or activity, whether homosexual or heterosexual, by a member of staff, governor or volunteer with or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it 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
- 6.3 Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening'.
- 6.4 Staff, governors and volunteers must not have sexual relationships with pupils, have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or young person or discuss their own sexual relationships with or in the presence of pupils. Staff, governors and volunteers should take care that their language or conduct does not give rise to comment or speculations. Attitudes, demeanour and language all require care and thought.
- 5.5 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 or young person, and manipulate that relationship so that sexual abuse can take place. Staff, governors and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

6 Infatuations and Crushes

6.1 A child or young person may develop an infatuation with an adult who works with them. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken to avoid any hurt, distress or embarrassment. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations.

6.2 Examples of situations which must be reported are given below:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust,
- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- Where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship.

7 Gifts

7.1 Staff, governors and volunteers need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Eid 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.

7.2 Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

7.3 Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

7.4 All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools

8 Social Contact and Social Networking

- 8.1 Communication between pupils 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, emails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. If a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgment in making a response and should ensure that all communications are transparent and open to scrutiny.
- 8.2 Staff and volunteers must not give their personal contact details such as home/mobile phone number; home or personal e-mail address or social networking details to pupils unless the need to do so is agreed in writing with senior management.
- 8.3 It is recommended that staff ensure that all possible privacy settings are activated to prevent students from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.

9 Physical Contact and Personal Privacy

- 9.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.
- 9.2 Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible in the school's incident book, and, if appropriate, a copy placed on the child/young person's file.
- 9.3 Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should

seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

- 9.4 There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- 9.5 Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.
- 9.6 Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil
- 9.7 Pupils 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 pupils, 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 pupils concerned and sensitive to the potential for embarrassment.
- 9.8 Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

10 Behaviour Management and Physical Intervention

- 10.1 All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of the behaviour management policy.
- 10.2 Physical intervention can only be justified in exceptional circumstances. Updated non-statutory guidance which relates to the Education and Inspections Act 2006 is available from the Department of Education website. See 'Guide for Heads and School Staff on behaviour and discipline (including reasonable force) for maintained schools' and 'Use

of reasonable force -advice for Head Teachers, Staff and Governing Bodies for all Schools and Academies. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. 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. The school uses guidance set out by Dfe for whole school reference and compliance.

- 10.3 All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

11 One to One Situations and Meetings with Pupils

- 11.1 One to one situations have the potential to make children/young persons more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.
- 11.2 Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless written approval is obtained from their parent/ guardian and the head teacher or other senior colleague with delegated authority. A declaration form may be found in appendix 1 of this document
- 11.3 No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been established and agreed with parents/carers and a senior manager/Head teacher.

12 Transporting Pupils

- 12.1 In certain situations e.g. out of school activities, staff, governors or volunteers may agree to transport pupils. Transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other

than in private vehicles, with at least one adult additional to the driver acting as an escort.

- 12.2 Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded
- 12.3 It is inappropriate for staff to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with parents/carers.
- 12.4 There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

13 Educational Visits and School Clubs

- 13.1 Staff, and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. Please refer to the school's policy on educational visits.

14 Curriculum

- 14.1 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.
- 14.2 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff. Staff and volunteers must not enter into or encourage inappropriate discussion about sexual activity or behaviour.
- 14.3 Please refer to the School's policy on PSHE (available in GS curriculum)

15 Photography, Videos and other Creative Arts

- 15.1 Please refer to the school's guidance on the use of images and the consent forms therein.
- 15.2 Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act

1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child before any images are made such as those used for school web sites, notice boards, productions or other purposes.

- 15.3 Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.
- 15.4 Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.
- 15.5 Adults should only use equipment provided or authorised by the school to make/take images and should not use mobile telephones or any other similar devices to make/take images.
- 15.6 When using a photograph the following guidance must be followed:
 - if the photograph is used, avoid naming the pupil
 - if the pupil is named, avoid using the photograph
 - images must be securely stored and used only by those authorised to do so.
 - 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 the images made
 - do not make images in one to one situations.
 - do not take, display or distribute images of pupils unless there is consent to do so.

16 Internet Use and Electronic Communication

- 16.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools' E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work
- 16.2 Under no circumstances should adults access inappropriate images in school or on school equipment outside school. This will be treated as

gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people.

- 16.3 Staff and volunteers must ensure that pupils are not exposed to any inappropriate images or web links. Staff and volunteers must ensure that children have appropriate controls with regard to access and personal passwords should be kept confidential.

17 Reporting Concerns and Recording Incidents

- 17.1 All staff, governors and volunteers must report concerns and incidents in accordance with the school whistleblowing policy and/or the managing allegations of abuse policy. The following is a non-exhaustive list of behaviours which would be a cause for concern:

An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

18. Disciplinary Action

Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including but not limited to dismissal.

19. Compliance

All staff must complete the form in appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

PROFESSIONAL RESPONSIBILITIES

When using any form of ICT, including the Internet, in school and outside school

For your own protection we advise that you:

- Ensure all electronic communication with students, parents, carers, staff and others is compatible with your professional role and in line with school policies.
- Do not talk about your professional role in any capacity when using social media such as Facebook and You Tube.
- Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role.
- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera.
- Do not disclose any passwords and ensure that personal data (such as data held on MIS software) is kept secure and used appropriately.
- Only take images of students and/or staff for professional purposes, in accordance with school policy and with the knowledge of SLT.
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute.
- Emails should be checked daily, as a minimum on working days if one day is particularly busy.
- You have a duty to report any eSafety incident which may impact on you, your professionalism or the school.

Appendix 1

Relationships with students outside of work declaration

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name	<i>Student Name</i>	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:-

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- No monies come through the school at any point, informally (e.g. via the child) or formally
- No private tutoring is to take place on the school premises

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed

Date

Once completed, signed and dated, please return this form to the Headteacher

Appendix 2

Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name

Position/Post Held.....

Signed

Date

Once completed, signed and dated, please return this form to the Headteacher