



STAFF CODE OF CONDUCT

Applies to:

- The whole School, including the Early Years, along with all activities provided by the school, inclusive of those outside of the normal school hours
- all staff (teaching and support staff), pupils on placement, the Proprietors and volunteers working in the School.

Legal Status:

This policy has due regard to all relevant legislation, including but not limited to, the following:

- the Independent School Standards (the standards) . These are contained in the schedule to the Education (Independent School Standards) Regulations 2014 (ISSR), as amended, made under section 94 of the Education and Skills Act 2008; Part 3 Paragraph 14
- the Children Act 1989 and 2004 along with Section 157/175, Education Act (2002)
- Childcare Act 2006 Employment Rights Act 1996.

This policy also has due regard to the following statutory guidance:

- DfE (2024) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2023) 'Keeping children safe in education'
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)

Availability:

This policy is provided to staff on appointment and on request from the Headmistress.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.

The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. The key priorities from the review are incorporated into the School Development Plan on an annual basis.

Reviewed by:



Michelle Jenkin (Headmistress)

Date: 1st September 2025



Kane Andrews (Proprietor)

Date: 1st September 2025

Related Documents:

- Contract of Employment
- Employment Policies
- Safeguarding Policies (including E-Safety Policy)
- Anti Bullying, Supervision of Children and Behaviour and Discipline Policies
- Whistleblowing Policy

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INTRODUCTION

This policy applies to all Staff and volunteers in the School regardless of their position, role or responsibility. It sets out clear guidance on the standards of behaviour expected from all Staff at the School, including:

- all members of staff including teaching and support staff
- governors or advisory board members
- volunteers
- casual workers
- temporary and supply staff, either from agencies or engaged directly
- student placements, including those undertaking initial teacher training and apprentices.

The principles underlying the guidance aim to encourage staff to achieve the highest possible standards of conduct and minimise the risk of inappropriate conduct occurring. School staff are in a unique position of trust and influence as role models for pupils and must adhere to behaviour that sets a good example to all pupils within the School. Staff also have an individual responsibility to maintain their reputation and our reputation, both inside and outside working hours and whether you are inside or outside the work setting. This policy therefore applies equally when conducting lessons online or when it is necessary for staff to work from home.

We require all staff to have read and agreed to comply with this policy. Breach or failure to observe this policy may result in action being taken under our disciplinary procedures including, but not limited to, dismissal.

This Code of Conduct is not an exhaustive list of acceptable and unacceptable standards of behaviour. In situations where guidance does not exist in this policy, staff are expected to exercise professional judgement and act in the best interests of the pupils and the School.

This policy should be read in conjunction with the following related policies and procedures:

- Safeguarding Policy
- Equity, Diversity and Inclusion Policy
- Anti-Harassment and Bullying Policy
- Prevention of Sexual Harassment Policy
- Acceptable Use Policy
- E-Safety Policy
- Health and Safety at Work Policy
- Whistleblowing Policy

Staff should ensure that they have read and are familiar with these policies and procedures. Staff working directly with children are required to read and understand Part One and Annex A of the statutory guidance of 'Keeping Children Safe in Education'. Staff who do not work directly with children are required to read Part One of Keeping Children Safe in Education.

Underpinning Principles

- The welfare of the child 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 motivations 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 a member of the senior leadership team over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made or actions agreed.
- Staff should apply the same professional standards regardless of gender or sexuality.
- All staff should apprise themselves of the names of the designated safeguarding lead and be familiar with the school's safeguarding policy

Definitions used in this Code of Conduct are as follows:

Fundamental British values: taken from the definition of extremism as articulated in the Prevent Strategy. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance'.

Parents: include carers, guardians and other adults acting *in loco parentis*.

Pupils: should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years.

Special educational needs: as defined by the Department for Education.

Statutory frameworks: include all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

PERSONAL AND PROFESSIONAL CONDUCT

At St John's Priory School, it is incumbent on all staff including volunteers to comply with the following Professional Code of Conduct inclusive of implementing the anti-bullying, supervision of children and behavioural policies inclusive of their associated documents. All staff are required to demonstrate consistently high standards of personal and professional conduct.

We have a duty to uphold public trust in us as professionals and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law.

All staff must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. Also, they must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

Attendance and Timekeeping

Should you need to be absent or expect to be late for any reason, you should ask the Deputy Headmistress in advance when possible. If this is not possible, please contact the Deputy Headmistress at the earliest opportunity.

Smoking

To promote a healthy and pleasant working environment and because of the fire risk, smoking (in any form, including the use of e-cigarettes) is not allowed anywhere on site or within any of our School vehicles. You must not smoke on school premises or outside school gates. If you wish to smoke, you must leave the school grounds. You must not smoke whilst working with or supervising pupils offsite.

Alcohol and Illegal Drugs

Consumption of alcohol is not permitted on site, save where at a school function or as otherwise agreed when modest amounts of alcohol may be consumed. Consumption of illegal drugs is never permitted.

Your conduct and performance must not be adversely impacted by alcohol or drugs when undertaking your duties.

Security

In the interests of security, you must carry your identity card whilst in School and produce it on request. You must not remove any School documents from the site or take any photographs without due permission. We reserve the right to search your outer clothing, bags, lockers and vehicles etc. whilst you are on site. You may have a colleague in attendance on such occasions.

Health and Safety

You have a duty to ensure that a safe working environment exists. Fire and evacuation procedures must be adhered to at all times, and you are required to familiarise yourself with the procedures and your responsibilities set out in our Health and Safety at Work Policy.

Personal Appearance

We regularly receive visits from parents, prospective parents and others, and naturally wish to convey an impression of professionalism and organisation. Therefore, whilst not wishing to impose unreasonable obligations, you are, nonetheless, required to look smart in appearance at all times.

The School requires staff and pupils to have high standards of presentation, and staff must set a good example. The Headmistress has the authority to set rules relating to modest, conventional and

appropriate professional appearance. Staff may wear trousers, but they should be smart, not jeans or denim. Low cut tops or short skirts i.e. above the knee are not appropriate in a Prep School setting. Shirts and ties should be worn, and a jacket should be available in school, although this need not be worn constantly. Members of staff teaching PE should wear tracksuits and suitable footwear. If you are a classroom teacher and are timetabled to teach a PE lesson and require sports clothing, you should change into this for your lesson and change back after the lesson or at the most convenient time.

When working from home or remotely (including the delivery of online lessons, or virtual meetings using a virtual meeting platform such as Zoom and/or Teams) you must ensure you are dressed appropriately in clothing that is smart and of a similar style to what you would wear on a normal school day.

Mobility and Flexibility

Due to the demands and nature of the School, you should be prepared to transfer upon request to other classes or to teach other subjects, either temporarily or permanently and/or to undertake work of a different nature, providing it is reasonable and safe to do so and the individual is adequately trained.

Gifts, Rewards and Favours

You should take care to ensure that you do not appear to accept a gift that may be construed as a bribe or lead the giver to expect preferential treatment. You are required to familiarise yourself with the content of our Anti-Corruption and Bribery Policy.

You should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when excluding a child from an activity without prior consultation with the Headmistress or the Deputy Headmistress.

You should not give presents/rewards to an individual outside of our reward system, or without due permission from the Headmistress or Deputy Headmistress.

There are always occasions in school when children or parents wish to pass on a small token of appreciation such as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value.

COMMUNICATION

Good communication between all members of the School community is vital. All communication between Staff, pupils and parents should take place within clear, explicit and professional boundaries.

Communication with Parents

Form Tutors are expected to be the first point of contact between parents and the School, although enquiries will also come through the School Office. When communication with parents/carers the following principles apply:

- You may contact parents by telephone, email or letter. Microsoft Teams can also be used with prior arrangement.
- You should not contact parents or conduct any school business using personal email addresses.
- If you receive an email from a parent, a reply should normally be made within one working day. If a full reply cannot be made within that time, you should send a brief acknowledgment e-mail and let the parent know when a fuller reply can be expected.
- In certain situations, it may be appropriate to copy in (cc or bcc) the Headmistress when you send emails to parents/carers.
- You must inform the Headmistress if you receive an offensive email.

Communication with Pupils

You should carefully consider the manner in which you communicate with pupils at all times so as to avoid any possible misinterpretation of your motives or behaviours. The following principles apply:

- You should not give your personal mobile phone numbers or email addresses to pupils, nor should you communicate with them by social media, text message or personal email.
- Any communication on video call platforms, such as Microsoft Teams or Zoom must be for professional reasons only and should accord with the rules of this policy at all times.
- Pupils should be encouraged to discuss with their parents or carers any issues that are troubling them. It may be appropriate to suggest that a pupil sees a member of the pastoral team.

RELATIONSHIPS WITH PUPILS

You should understand that you are in a position of trust in relation to pupils, giving them influence and power by virtue of the knowledge you have and/or the authority invested in your role. You should ensure that your relationship with pupils clearly takes place within the boundaries of a respectful, professional relationship and avoid behaviour which may be misinterpreted by others.

You are encouraged to self-refer under our Low-Level Concerns Policy in the event that you have found yourself in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection you believe you have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

You are reminded that it is a criminal offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of power, even if the child is over 16 and the relationship is consensual.

Staff should take great care to ensure that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is friendly, fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence.

Infatuations

On occasion, pupils may develop an infatuation for a member of Staff. If you suspect or become aware of an infatuation, the advice of the Headmistress must be sought immediately. Other members of Staff must alert a colleague to the possibility of an infatuation in order that appropriate steps can be taken. You should deal with these situations sensibly and appropriately to maintain the dignity and safety of all concerned.

If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child be immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Headmistress immediately.

One-to-One Situations

If working individually with pupils, you should be aware of the potential vulnerability of pupils and Staff in such situations. You should manage these situations and take reasonable and sensible precautions to ensure the safety and security of the pupil and yourself alike.

One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door. When in a private meeting with a child or one-to-one session as occurs with Therapists, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured. Where it is necessary to close doors for reasons of confidentiality a colleague should be made aware of this and asked to remain vigilant.

No member of staff should ever be behind a locked door with a child.

Where it is necessary to conduct a one-to-one session online (for example, using a platform such as Zoom or Teams) you must ensure that a senior member of staff is aware of the session and arrange for a parent to be in the same room.

TRUST AND ETHICAL CONDUCT

As a result of our knowledge, position, and/or the authority invested in their role, all our staff are in positions of trust. A member of staff can be described as in a position of power or influence because of their role. It is vital for all staff to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

Staff are expected to ensure that while there is an unequal balance of power, staff have a responsibility to ensure that this is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries and avoid behaviour, which could be misinterpreted by others. We expect all staff to report and record any incident with the potential to contravene these expectations.

PHYSICAL CONTACT WITH PUPILS

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. Physical contact may be appropriate in the following circumstances:

- when a pupil seeks comfort or reassurance e.g. following an accident or personal crisis
- when a pupil needs encouragement to attempt a new challenge e.g. to climb on to a piece of apparatus
- when there is a need to take urgent action to avoid an incident or injury.

You should use your professional judgement at all times. Physical contact must be appropriate for the age, understanding and sex of the child and must never threaten or be sexually inappropriate. You must also be sensitive to an individual's cultural background and any special educational needs.

You should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

PREVENT DUTY

You should understand that we have a legal duty under section 26 of the Counterterrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty.

We are required, in recognition that pupils may be susceptible to being drawn into terrorism or other forms of extremism, to carry out appropriate risk assessments which assess how pupils or staff may be at risk of being radicalised into terrorism, including online. Consequently, you should:

- understand the factors that lead people to support terrorist ideologies or engage in terrorist related activity
- be able to recognise susceptibility to terrorism and be aware of what action to take in response
- be aware of what action to take in response, including our internal Prevent referral arrangements.

We protect children from being drawn into terrorism by having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided. Our procedure for dealing with concerns that a pupil may be susceptible to being drawn into to extremist ideology and radicalisation is set out in our Safeguarding Policy.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. As with other safeguarding risks, you should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. You should use your judgement in identifying children who might be susceptible and act proportionately, which may include making a Prevent referral. More guidance for schools from the DfE on this can be found at:

https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

This guidance should be read in conjunction with other relevant guidance including:

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.' (July 2018)

BEHAVIOUR MANAGEMENT

Unacceptable behaviour should be dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. The following sanctions / punishments will *never* be used:

- any form of hitting of a child (including hitting a child in anger or retaliation)
- deprivation of food or drink
- enforced eating or drinking
- prevention of contact by telephone parents or any appropriate independent listener or helpline
- requirement to wear distinctive clothing
- withholding of any aids or equipment needed by a child
- verbal belittling or humiliation of a child

Corporal punishment

Please note that ***Corporal Punishment is never used or threatened*** or deemed to be acceptable at any time at St John's Priory School. However, teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including disruptive behaviour when safety is paramount. Further guidance is available.

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain. The school policy is that under no circumstances will corporal punishment ever be used. Guidance is given to all members of staff on the circumstances in which 'physical intervention' is allowable.

Physical restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in St John's Priory School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Details of such an event (what happened, what action was taken and by whom alongside the names of witnesses) are brought to the attention of the Headmistress and recorded in the child's personal file. The child's parents are to be informed on the same day.

TRANSPORTING PUPILS

Save for the case of extreme emergencies, staff will at no time travel unaccompanied outside of the school with children. In the event of such an emergency, the DSL should be informed in advance or as soon as is practicable.

When travelling in the School minibus, you should ensure that the driver is not distracted while the vehicle is in motion for any reason other than an emergency and should also ensure all passengers are wearing correctly fastened seatbelts.

INTIMATE CARE

Helping young children with toileting or caring for children with disabilities may involve intimate physical contact. Such activities must be part of a formally agreed care plan and procedures such as the Intimate Care Policy. Any emotional response to intimate care is recorded and carefully and sensitively observed, including the escalation to senior managers and/or parent/carer(s).

All our children have the right to privacy, safety and dignity when contact of a physical nature is required. Children should be expected to act as independently as possible, depending on their age, abilities and maturity. The views of the child will always be sought, wherever possible, when drawing up procedural arrangements with parent/carer(s) and fully recorded.

Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. Male members of staff should never be in girls' changing areas unless accompanied by a female member of the staff.

CONTACT WITH PUPILS OUT OF SCHOOL

You should not:

- arrange meetings with pupils off the School premises (whether in person or online) without the prior approval of the Headmistress
- arrange private tuition of any of our pupils in school or outside of school whether in term-time or outside of term-time without the prior written approval of the Headmistress
- give pupils your home address or any of your personal contact details.

CONDUCT OUT OF SCHOOL

You are expected to be loyal to our stated aims and objectives and may not engage in any outside activity which, in the reasonable view of the Headmistress, might interfere with the efficient discharge of your duties or is in conflict with our School's interests.

You should at all times, both in and out of School, uphold our ethos and conduct yourself in a manner consistent with your position.

You must notify us of any outside conduct, activity or circumstances that are likely to either bring the School into disrepute or put into question a staff member's suitability for their role at the School.

School Events

You are expected to behave appropriately at School events, including School organised social occasions. A School event, which may or may not take place outside of working hours or on School premises, is sufficiently connected to the School such that the standards of behaviour expected will be in line with the requirements in this policy.

ACCEPTABLE USE OF TECHNOLOGIES

You should ensure that you are familiar with and comply with our E-Safety and Acceptable Use Policies at all times. In particular, you must:

- not engage in inappropriate use of social network sites which may bring yourself, the School or the School community into disrepute
- adopt the highest security settings on any personal profiles you have
- remain mindful of your digital footprint and exercise caution in all your use of social media or any other web-based presence you have. This includes written content, videos or photographs and views expressed either directly or by 'liking' certain pages or posts or following certain individuals or groups
- exercise care when using dating websites where you could encounter students
- not contact pupils, their guardians or family members, accept or initiate friend requests or follow pupils' or their guardians' accounts on any social media platform.

Appropriate Use of Email

Content of Email:

- Email should always be written carefully and politely.
- It should be treated as a public medium – for example it may be forwarded or printed and left lying around. Treat emails you write as though they may be made public.
- Sending email containing offensive, defamatory or harassing material is strictly forbidden.
- If you receive unsolicited, disturbing, offensive or harassing email you must inform a member of the SLT
- The creation or forwarding of chain letters is prohibited.

Security of Email:

- The School will provide email accounts for staff requiring them for legitimate purposes.
- Staff may only use approved e-mail accounts on the school system.
- The School uses antivirus software to detect viruses in emails and will continue to investigate suitable software to filter unsuitable or unsolicited email entering the school's mail system.
- The school reserves the right to scan all incoming and outgoing email for the purpose of verifying the performance of filtering/security software and adherence to the school's policies.
- Do not open or read email unless you recognise the sender or are sure it is from a legitimate source.
- Never open or save an email attachment unless you are sure of the sender and the source and purpose of the attachment.
- Do not automatically assume that the person it says it is from has sent received email.
- Do not click on web links inside an email unless you are sure of the source of the email.

Recreational Use of Email:

Use of email is provided to support the curriculum, support school administration and for staff professional development only. Recreational or personal use of the school's email system is not permitted except with the prior written approval of the Headmistress.

Electronic Devices

Where available as an option on the device, any electronic device must be locked with a pin code, or other means as enabled on the device, such as fingerprint recognition) to prevent anybody being able to access the device or the internet without authorisation.

Personal Mobile Electronic Devices (e.g. Phones, Laptops, iPads and Tablets)

In line with the School's E-Safety Policy, the following rules apply to all members of staff, contractors, visitors and volunteers, with the exception of the School's Marketing Manager and the Headmistress, who are both permitted to use mobile devices (both School owned and personal) for photography and social media purposes.

The School allows staff to bring in personal mobile devices for their own personal use. Personal devices, which enable access to the Internet via mobile data or a mobile network, must be locked with a security pin/face or fingerprint recognition so that in the event of a child coming across the device, they would be

unable to access content or services. Devices must be turned onto silent mode during working hours and should be stored in a drawer or bag.

The use of personal mobile devices is prohibited during working hours, save for during designated breaks or non-teaching times. At no time may personal mobile devices be used in the presence of children and, as such, devices used during breaks / non-teaching time may only be used in the staffroom, in school office areas or in an empty classroom. Personal mobile devices must not be used in classrooms where children are present or in the play areas at any time.

Little Prep and Reception

With the exception of mobile devices belonging to the School, which are used to upload content to the Tapestry portal, School 's secure shared networks or for social media purposes, no mobile devices are to be used in the EYFS setting during the teaching day. Once photos / videos recorded on a School device have been uploaded to the approved locations, they should be deleted from the device.

General

Under no circumstances must devices of any kind be taken into the pupil toilets (this includes any device with photographic or video capabilities).

Staff must ensure that there is no inappropriate or illegal content on their mobile devices. Should any member of staff become aware of inappropriate or non-essential use of a mobile device, this should be reported to a member of the SLT and may be subject to disciplinary action. Staff should remind parents regularly of school policy with regard to mobile phone use.

Failure to comply with these requirements will result in disciplinary action being taken in accordance with the School's Disciplinary Policy.

PHOTOGRAPHS

Many school activities involve recording images as part of the curriculum, extra school activities, publicity or to celebrate an achievement. In accordance with data protection legislation, the image of a pupil is personal data.

The School's detailed rules on using images of pupils are contained within its Taking, Storing and Using Images of Children Policy, which must be complied with by all staff at all times.

Photographs must only be taken of children with the permission of a parent or an individual with parental responsibility. Such consent must have been provided in writing via our consent form or consent setting on Compass. It is also important to consider the wishes of the pupil, remembering that some pupils do not wish to have their photograph taken or be filmed.

Where photographs are taken by you to evidence a child's progress, such photos should only be taken on School cameras. They must then be downloaded onto a School computer. Photos cannot be used or passed on outside the School. You should not use your own mobile phones or any other personal device to take or store photographs, without the prior and express permission of the Headmistress.

EQUAL TREATMENT

We are committed to equal treatment for all Staff and pupils regardless of their race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as "Protected Characteristics").

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. You will be required to undertake regular consultation activities with pupils e.g. through participation in anti-bullying week and speaking to children about their experiences at lunchtime and playtimes.

Bullying, harassment, victimisation and/or discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration which we expect them to reciprocate towards each other, the Staff and the School. You should ensure that you are familiar with our Equity, Diversity and Inclusion Policy; Anti-Harassment and Bullying Policy; Prevention of Sexual Harassment Policy; and our Behaviour Policy.

CONFIDENTIALITY

Members of staff may have access to confidential information about pupils 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 child or their family for their own, or others' advantage. Confidential information about pupils should never be used casually in conversation or shared with any person 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. Confidential information about pupils must be held securely.

The highest level of confidentiality should be maintained at all times in relationships with both adults and children. Staff, however, should make it clear that there are certain circumstances (e.g. where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the child can be protected. If a child asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed.

Staff must not be party to gossip about colleagues or children.

CONCERNS OR COMPLAINTS

We aim to create an atmosphere in which a diverse range of people can work together openly in the spirit of mutual respect and trust towards a common purpose. Nevertheless, we recognise that it is possible for misunderstandings and disagreements to arise or for mistakes to occur.

Staff Complaints

Complaints should be dealt with immediately and openly and you should try to resolve issues informally in the first instance. If this approach is impractical or unsuccessful, you may wish to raise your concerns more formally in accordance with our Grievance Procedure or Whistleblowing Procedure, depending upon the nature of the concern.

Parental Complaints

You must ensure that parental complaints are dealt with in accordance with our Complaints Policy.

Safeguarding

For procedures for dealing with concerns or allegations about a child or disclosures / allegations of abuse, you should refer to our Safeguarding Policy.

Low-Level Concerns

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about adults working in or on behalf of the School are dealt with promptly and appropriately. This includes any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’— that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with this Staff Behaviour Policy, including inappropriate conduct outside of work and
- does not meet the harm threshold set out in Part 4 of the statutory guidance, Keeping Children Safe in Education (KCSIE), or is otherwise not serious enough to consider a referral to the LADO.

Such allegations or concerns are referred to as “low-level concerns” within KCSIE. The term “low-level” does not mean that it is insignificant. 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.

In order to create and embed a culture of openness, trust and transparency in which our values and expected behaviour set out in this Staff Code of Conduct are lived, monitored and reinforced constantly by all staff, it is vital that any such low-level concerns are shared in accordance with our Low-Level Concerns procedure which can be found within our Safeguarding Policy.

Any questions regarding low-level concerns and/or the procedure for reporting them should be raised with the Headmistress.

Whistleblowing

All employees have a responsibility to carry out their duties to the highest standards of openness, probity and accountability and to come forward when they have serious concerns about malpractice or wrongdoing in the work of the School.

The School's Whistleblowing Policy and Procedures is available in the staffroom and available in electronic form on the school shared drive. **It is a requirement that all staff have read and understood this policy (KCSIE Sept 2025)**

APPENDIX A: REQUIREMENTS ON TEACHERS

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

All teachers must:

- set high expectations which inspire, motivate and challenge pupils
- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.

Promote good progress and outcomes by pupils by:

- being accountable for pupils' attainment, progress and outcomes
- being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guiding pupils to reflect on the progress they have made and their emerging needs
- demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching
- encouraging pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge by:

- having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrating a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrating an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrating a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons by:

- imparting knowledge and develop understanding through effective use of lesson time
- promoting a love of learning and children's intellectual curiosity
- setting homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflecting systematically on the effectiveness of lessons and approaches to teaching
- contributing to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt the teaching to respond to the strengths and needs of all pupils by:

- knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- having a clear understanding of the needs of all pupils, including those with special educational needs and disabilities; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment by:

- knowing and understanding how to assess the relevant subject, therapy and curriculum areas, including statutory assessment requirements
- making use of formative and summative assessment to secure pupils' progress
- using relevant data to monitor progress, set targets, and plan subsequent lessons
- giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment by:

- having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the school's behaviour policy; praise, sanctions and rewards consistently and fairly
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.