



# Staff Code of Conduct including safeguarding

*'From tiny acorns, mighty oak trees grow,  
watered and nurtured by God's love'*

*'For with God, nothing is impossible' Luke 1:37*

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## Introduction

*“Through the nurturing hands of God, we aspire for all children to become confident, emotionally resilient and compassionate individuals who achieve personal success through strength of character and a love of learning”*

### Rationale

This policy outlines the underlying vision, ethos, philosophy, purpose, nature, organisation and management of staff behaviour at Braywood. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the Behaviour for Learning Policy through their involvement in the development of the school’s general rules and classroom charters.

### Aims

The aim at Braywood is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on shared trust, a Christian ethos and mutual respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

#### **At Braywood we aim to achieve this by:**

- Encouraging everyone to take responsibility for their own actions;
- Making everyone feel worthwhile both as individuals and as contributors to life and work of the school;
- Giving people space to grow, change and express themselves together with safeguarding all.
- Allowing differences of opinion or conflicts of interests to be explored openly.
- Encouraging the use of humour as one way of defusing situations and keeping things in perspective.

The Governing Body is required to set out a Code of Conduct for all school employees. All staff who are employed under the Teachers’ Terms and conditions of Employment have a statutory obligation to adopt this code of conduct.

This code of conduct is designed to give clear guidance on the standards of behaviour in school staff are expected to observe. School staff are in a unique position to influence and must adhere to behaviour that sets a good example to all the pupils within the school.

This code of practice applies to all members of staff whether that is the headteacher, teachers, staff members, office members, lunchtime controllers, temporary, part-time or voluntary staff. It also applies to visitors coming into school delivering a wide variety of lessons.

## Key Contacts

Position	Contact
Designated Safeguard Lead	Susan Calvert
Class Teachers & Headteacher	All staff, visitors, parents and governors.
Governors	Chair of Governors

# Leadership Roles and Responsibilities

All members of staff have a leadership role and are integral in moving the school forward.

## All Governors will...

- Support the procedures in our Code of Conduct
- Fulfil their role if there is a complaint
- Monitor the staff behavioural issues in the school.

## All teachers and support staff will ...

- Adhere to the Staff Code of Conduct and read all of our policies
- Use an appropriate and respectful approach towards their colleagues
- Listen to the needs of other staff and parents and support the needs of our families without bias.
- Apply the principles of Whistleblowing and speak to the Headteacher if they have concerns
- Set an excellent example of behaviour and conduct that can be copied by other members of staff and pupils.
- Encourage pupils to follow these same high standards of personal conduct
- Support other members of staff on a daily basis, sometimes act as a coach or a mentor and recognise when staff members may be having personal difficulties and act accordingly.
- Abide by our data protection and confidentiality policies together with respecting what information should be shared with which parent or staff member.
- Be mindful of your own and others mental health and be mindful of areas of unconscious bias, emotional responses etc

## All parents will ...

- Be respectful and tolerant to other pupils in the school
- Remember that there are always two versions of any incident in school
- Understand and support the policies of the school
- Remember to abide by our home-school agreement

## All children will ...

- Be respectful and tolerant to other pupils in the school
- Remember to use the tools taught to them about managing your feelings
- Understand and support the policies of the school
- Remember to abide by our home-school agreement
- Use their voices during Whole School Council sessions to influence policy
- Tell a teacher if there is a problem
- Be brave and look after others

# Whistleblowing

## Safeguarding pupils, staff and parents by Whistleblowing

The safety of everyone is paramount.

All staff have a duty of care to safeguard all pupils and all adults from all forms of abuse. This includes physical, mental, emotional, sexual and neglect through all the various channels outlined in our Child protection and Safeguarding policy on the website.

The duty to safeguard everyone includes the duty to report concerns about a pupil or a member of staff immediately to the designated Safeguarding leads as outlined in our Pay, Performance and Induction Policies and Procedures on your eschools platform.

All staff must avoid putting themselves at risk of allegations of abuse or unprofessional behaviour. This code of conduct helps all staff to understand what behaviour is and is not acceptable at Braywood.

## Definition

Everyone is a whistleblower. if you're a worker and you report certain types of wrongdoing. This will usually be something you've seen at work - though not always.

- The wrongdoing you disclose must be in the public interest. This means it must affect others, for example the general public.
- As a whistleblower you're protected by law - you should not be treated unfairly or lose your job because you 'blow the whistle'.
- You can raise your concern at any time about an incident that happened in the past, is happening now, or you believe will happen in the near future.

## Complaints that count as whistleblowing

Staff are protected by law if you report any of the following:

- a criminal offence, for example fraud
- someone's health and safety is in danger
- risk or actual damage to the environment
- a miscarriage of justice
- the company is breaking the law, for example does not have the right insurance
- you believe someone is covering up wrongdoing

## Complaints that do not count as whistleblowing

- Personal grievances (for example bullying, harassment, discrimination) are not covered by whistleblowing law, unless your particular case is in the public interest.

In all circumstances if you do not think that it is appropriate or too difficult to be a whistleblower at Braywood or the situation involves the school's leadership, then there is always the option to speak to our Governors or the local authority.

## Workplace Bullying and Dignity in the Workplace

We have a commitment to fostering a diverse, equitable and inclusive workplace, free from any form of harassment, bullying and victimisation. Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. This is different from simple falling out or a clash of personalities, this is deliberate and ongoing behavioural patterns. If the bullying is related to a person's protected characteristics. It may constitute harassment and, therefore, would be unlawful. Bullying is generally repetitive, in its nature with the aim of undermining, humiliating or harming the individual. Examples of bullying or harassing behaviour include:

- spreading malicious rumours
- unfair treatment and especially if this is related to their race or culture
- picking on or regularly undermining someone
- denying someone's training or promotion opportunities
- if relevant, sexual harassment

Bullying and harassment can happen:

- face-to-face
- by letter
- by email
- by phone

### The law

Bullying itself is not against the law, but harassment is. This is when the unwanted behaviour is related to one of the following:

- age
- sex
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sexual orientation and victimisation. This is when an employee is treated badly because they have complained, or whistle blown on another member of staff.

### What employees should do if they're bullied or harassed

Firstly, the situation would be noticed or brought to the attention of the Headteacher. Staff should see if they can sort out the problem informally first. Then restorative meetings will be conducted with leadership before written and formal notices given out. If this does not work, then staff should talk to:

- the Chair of Governors,
- LEA or
- trade union representative

If this does not work, they can make a formal complaint using their employer's grievance procedure. If this does not work and they're still being harassed, they can take legal action at an employment tribunal. We usually try to resolve the situation through organisation means immediately to stop the problem informally before going through the more formal channels. The Headteacher is always available to listen to your concerns regarding emotional health and wellbeing.

There is more detailed information of these procedures in the Performance Management and CPD and the Pay and Recruitment Policies

# Staff Conduct

## Staff Obligations

All staff have a job description, appraisal document and contractual duties which outline their general obligations whilst in school. All actions are driven by our vision where every individual is nurtured in order to fulfil their personal ambitions through strength of character, compassion and an understanding of your emotional resilience. As a result, staff must not seriously demean or undermine pupils, their parents or carers, or colleagues. They must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare. This is also outlined in the Behaviour for Learning Policy on the website.

Staff must comply with school policies and procedures that support the well-being and development of pupils/students and to preserve the reputation of the school. They must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students and must follow reasonable instructions that support the development of pupils/students. All decisions in school are taken with the wellbeing of pupils as the main priority. The principles of this can be found in the Equality and Discrimination Policy, the SEN Policy, The Pastoral and Spiritual Ethos policies, Teaching, Learning and Curriculum Policy and all of the Social, Moral, Spiritual and Cultural Policies.

Staff must maintain high standards of performance, honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities. For reasons of confidentiality and child protection all staff members should put their phones away when the school is in operation.

As each member of staff upholds the reputation of our school then all actions need to reflect our high standard. Staff need to arrive and leave school in plenty of time to be ready for the day and prior to any parent being on site and the gates are open. We dress in a manner that exhibits the importance of the job that we do and wear smart, practical clothes. We avoid wearing clothes that could cause offence or embarrassment to others. Jeans are not considered acceptable, unless participating in a trip or visit that requires harder wearing clothes (e.g. residential trips) When leading physical activities and/or PE lessons (including Sports Day), we change into suitable clothing for that lesson (e.g. training shoes and tracksuit). The impression we give the children is important so drinking or eating in front of the children is not appropriate and coffee. Beverages are always consumed in the kitchen or when the children are not in the classroom.

## Confidentiality

Where staff have access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student. Consequently, the school operates a policy where all personal data is held by the office or on secure online platforms (including CP and SEN reports) to reduce the chance of a data breach. Personal phones are not used at all during the school day unless the adult has been given express permission.

Often school activities involve recording images. These 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 for any images made such as those used for school web sites, productions or other purposes. More information is in the Data Protection Policy.

All staff are likely at some point to witness actions which need to be confidential. This needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter. However, staff have an obligation to share with their manager or the school's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must **never** promise a pupil/student that they will not act on information that they are told by the pupil/student.

## Professional Relationships

### With children:

- We act respectfully towards children at all times, for example: Speaking in a calm and objective way, even in the face of challenging circumstances Using a range of vocal volume, the is appropriate to the learning activity.
- Showing good manners to children and there by modeling what good manners are
- Taking seriously what *all* children tell us. **Our first response** is always to believe what we are told
- Giving children time to express themselves
- Considering how we would expect to be spoken to ourselves
- Pursuing settlements to conflicts between children in a way that is demonstrably fair and listens to all points of view before making a considered judgment
- We judge children based on the current situation and not on past behavior
- Making clear to children why a course of action has been necessary

We uphold the school's policies and procedures on Behaviour and Child Protection in our dealings with children. We acknowledge that we are in 'loco parentis' and, as such, have a duty of care for all children in the school

We are consistent in the way that we apply rewards and sanctions to the children, so that each individual child knows that they will receive the same treatment from any member of staff

We are friendly and supportive to all children but maintain our professionalism at all times. We acknowledge that some interactions that seek to 'be friends' with children can create ambiguity in the relationship and are unhelpful

We protect our pupils and ourselves by making sure that we avoid being alone with individual children, but if it is unavoidable to do so, we ensure that we are in a place where others can see us. We use physical contact with children in a careful, sensitive and respectful way. This is the case for all children, but may be appropriate more frequently for younger children

We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors

**We have a professional responsibility to inform an appropriate person if we believe that a colleague is behaving in a way that compromises the safety or well-being of any child or group of children**

### With parents:

Parents have an entitlement to be informed about their child's learning and well-being. We always seek to involve and engage parents in this process We recognise parents' entitlement to express any concerns they may have about their child's learning, safety or well-being

We always seek to work in partnership with parents, using their understanding of their own child to help us to provide the best learning opportunities that we can. We recognise that parents' worries, and concerns can be extremely emotive, and we acknowledge that, at times, we will need to speak to parents when they are upset

If we are concerned that a parent may be aggressive or otherwise inappropriate towards us, we can ask for a colleague (usually a senior leader) to be present In extreme circumstances, the Head teacher may decide that it is safer for a teacher to communicate with a parent through different means



We are honest with parents, without undermining colleagues and respond fairly to their concerns irrespective of their race, religion, culture or social background. When speaking to parents, we always consider how we would expect to be spoken to ourselves. We take responsibility for our actions and are willing to apologise when we have made mistakes and undertake to learn from those errors.

We protect ourselves by ensuring that we meet with parents in areas of the school that are visible and easily accessible to other staff members, while remembering to be sensitive to the confidential nature of some discussions. We always make sure that colleagues know when and where we are meeting with parents.

We recognise the right to confidentiality of all members of the school community.

## With other members of staff:

We act in a professional manner towards colleagues, irrespective of our relative position or status within the school hierarchy, for example:

- Speaking politely to one another
- Being flexible and understanding of necessary changes within the school day
- Assuming that the actions of others are carried out in good faith
- Communicating clearly and honestly with colleagues
- Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone
- Being publicly supportive of colleagues, and dealing with concerns or disagreements privately, with support if necessary
- Adhering with school policy on timekeeping, ensuring that you are in school every day and letting staff know if you are going to be absent due to illness
- Attending contractual obligations such as training, meeting etc.
- Adhering to all safeguarding or health and safety regulations

We share a responsibility to encourage and support our colleagues in their professional development. We consider all members of the staff team to have equal value, irrespective of their job, and we treat them accordingly. When speaking to colleagues, we always consider how we would expect to be spoken to ourselves.

Concerns raised with managers are dealt with confidentially. If further action is required, the manager has responsibility to inform only the appropriate senior person within the school.

We recognise that we are all accountable for our actions and performance and that from time-to-time leaders and managers will need to deliver feedback that is challenging. All individual feedback is given sensitively, and constructively and should only be shared with those staff members that need to know (e.g. mentor).

Staff should try to approach issues with colleagues in a way that always seeks to solve potential problems in a positive way. We never act in a way that publicly undermines a colleague.

We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors.

## Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

## Conduct outside School

Staff must not engage in conduct outside work, which could seriously damage the reputation and standing of the school, or the employee's own reputation or the reputation of other members of the school community. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance.

## Use of Social Media

Social media is a broad term for any kind of online platform which enables people to directly interact with each other. It allows people to share information, ideas and views. Examples of social media include blogs, Facebook, LinkedIn, Twitter, Google+, Instagram, Myspace, Flickr and YouTube.

These procedures are aimed at protecting the school's reputation and employees by insisting upon professional use off all social media channels.

### **Employees should:**

- be aware of their online reputation and recognise that their online activity can be seen by others including parents, pupils and colleagues on social media;
- ensure that any use of social media is carried out in line with this policy and other relevant policies, i.e. those of the employer;
- be aware that any excessive use of social media in school/college may result in disciplinary action;
- be responsible for their words and actions in an online environment. They are therefore advised to consider whether any comment, photograph or video that they are about to post on a social networking site is something that they want pupils, colleagues, other employees of the trust, or even future employers, to read. If in doubt, don't post it!

Employees should be aware of both professional and social boundaries and should not therefore accept or invite 'friend' requests from pupils or ex-pupils under the age of 18, or from parents on their personal social media accounts such as Facebook. All communication with parents via social media should be through the school/trust's social media accounts. Employees should note that the use of social media accounts during lesson time is not permitted.

## Monitoring and Evaluation

The Governing Body monitors this policy annually.

# Appendix A – Home- School Agreement

BRAYWOOD C. of E. FIRST SCHOOL



## HOME AND SCHOOL AGREEMENT

*“We aspire for all our children to become confident, secure, caring individuals who achieve personal excellence and develop a love of learning”*

The School will:

- Provide a broad, balanced, creative and personalised curriculum.
- Value each child as an individual and encourage them to achieve their potential.
- Encourage the children to take care of their surroundings and others around them.
- Regularly inform parents of the children’s academic/social progress.
- Give early warnings of any problems concerning work, behaviour or relationships.
- Keep parents informed / involved in all aspects of school life.

Home will:

- Ensure that the child attends school regularly, on time and avoid unauthorised absences. e.g. holidays in term time.
- Inform the school promptly if the child is unwell or unable to attend for any reason.
- Let the school know if there are any concerns or problems that might affect a child’s work or behaviour.
- Support the school’s policies and guidelines for behaviour.
- Support the child in reading, homework and other opportunities for home learning. Ensure that your child has all the named equipment required for all school activities e.g. PE kit.
- Attend parent evenings and discussions about the child’s progress.
- Get to know and where possible, participate in all aspects of school life.

The Child will:

- Adhere to the School Charter and respect the rights of others without exception.
- Complete their homework on time and practice their reading skills regularly.
- Be responsible for their belongings and help to keep their classroom tidy.
- Come to school dressed smartly in their school uniform.
- Always be polite towards adults and peers at school and to respect your parents at home.
- Ensure that they get to school on time with everything you need for the school day.

*“From little acorns, mighty oak trees grow watered and nurtured by God”*

*All children need a positive and supportive partnership between home and school. Working together, we will achieve the very best for our children in an atmosphere of happiness, security and trust.*

Signed .....

Signed.....

Signed .....

Headteacher

Parent

Child

## Appendix B – Staff Attendance, Holidays and Illness Guidelines

### Reporting Procedure

- All teaching and support staff are expected to be in school every term day.
- If you are unwell, staff are expected to speak directly to the Headteacher and not through a third party.
- A member of staff who is absent should report the absence as early as possible but at least before 8am on the day of absence.
- Unless it is clear at the outset that the sickness absence will last for a considerable time, the reporting procedures should ring the school every day.

### Certification Procedure

- An absence of up to 3 days does not require a certification and a self-certification for should be completed on return to work.
- For an absence of 7 days and beyond a doctor's note is required and there will be a return to work discussion with the headteacher.

### Time off for medica reasons

- It is expected that non-urgent appointments for doctors, dentist etc., should, where possible, be arranged in an employee's own time or at the beginning or end of the working day.
- Time off will normally be granted provided adequate notice has been given. If there are many appointments over a period of time consideration may need to be given for time to be made up. Appointment cards may be requested. It has been agreed that this would be for:
  - Funeral
  - Child/husband/close family member in hospital
  - First day with child who is ill
  - Getting married
  - In court
  - Child's graduation
  - Any other reasons time will be unpaid.
- In the case of exceptional circumstances, the Headteacher may grant a specific time off. This will be a very rare and will be dependent on a staff member's overall attendance and years of employment.

### Return to work

- Staff are expected to keep the school informed as to the progress of any sickness absence and should inform the school, prior to return, of the date of the return.
- On return to work, the member of staff will have a meeting with the headteacher in order to be kept up to date with developments at work and any other support they may need.
- Any member of staff who has more than six periods of absence in an academic year may be subject to following the sickness guidelines from the borough to improve attendance.
- The school records all absences for the RBWM.

## Appendix C – Accident Form

The form below is used for **serious** accidents or injuries for adults and children. All other forms e.g. claims, illness etc. are held by the bursar.

○ <b>DETAILS OF PERSON INJURED/ASSAULTED</b>			
Forename:		Surname:	
Address:  Postcode:		Date of Birth:	
		Age:	
		Sex:	
		Job Title (or Client, student, visitor, contractor, etc):	
Telephone No:		Place of Work/ Department:	
○ <b>DETAILS OF ACCIDENT/INCIDENT</b>			
Date of accident or incident:		Time: AM/PM	
Address where Accident/incident occurred:			
Precise place (e.g. kitchen, classroom, etc.)		Nature of injury (e.g. cut, bruise, fracture, etc.)	
Part of body affected:		Treatment given:	
<b>DESCRIBE WHAT HAPPENED:</b>			
Please give as much detail as you can, including names and parts played by any other persons (staff, client, pupil etc.) and identifying any substances or equipment involved.			
(Continue on a separate sheet if necessary)			

Was the injured person taken to hospital?	
Did the injured person continue to work?	
Number of days absent from work:	
Name and address of any witnesses:	
Date telephoned HSE (0845 300 99 23):	
<b>OBSERVATIONS OF MANAGER AND PROPOSED ACTION TO AVOID RECURRENCE</b>	
General Observations:	
Is any remedial action required? Give an indication as to whether action has been/ is being taken (e.g. further training provided, further security arrangements, review of risk assessments and working arrangements etc.)	
Manager's name:	
Signature:	Date:
Telephone No.:	
<b>For use by Health and Safety Team:</b> Date F2508 sent to HSE	Observations