

St. Antony's Catholic Primary School



Our Lady Of Grace Academy Trust

Staff Code of Conduct Policy

Learning Together In God's Love

Reviewed by staff: Autumn 2024

Agreed by Governors: Autumn 2024

Review date: Autumn 2026



Staff Code of Conduct



“Let Your Words Teach and Your Actions Speak”

St. Antony of Padua

Philosophy

“Education is the conduit through which we guide, direct, mould and influence young minds and Teachers have an almost divine responsibility modelled for them by the greatest teacher of all.... Christ himself. Educators in a Catholic Faith School are to ensure that their teaching covers far more than the academic influencing the Spiritual, Moral and Social Justice values” (Pope Francis). Teachers in a Catholic school must consider that every time they speak they represent Christ in their every word and deed and that their example is the greatest teacher of all as their actions always speak more profoundly than their words (St Antony of Padua). ‘Every child we have touched through our teaching is left with an indelible mark on their hearts and minds for the entirety of the lives. Let us ensure that the marks we leave particularly through prayer, praise and worship in communion with each other as The Body of Christ, please God and sets them all on a path for serving others humbly.” (Pope Francis).

“ Every Catholic and religiously centred school should have a vibrant worship life, with ample opportunities for prayer and reflection on the core Christian and moral values that nurture the faith identity of the students, staff and faith community and influences all that is done in the school.” (T. Groome).

Our Mission Statement

At St. Antony's Catholic School we celebrate our special talents as children of God:

We try to be like Jesus and always keep him in our hearts.

We work together in our homes, school and parish to share our gifts and learn together.

We understand that we are all different and we respect each other.

We look after our world so that we may share it together in peace.

By observing these we will be 'Learning Together In God's Love'

St Antony's Catholic Primary School is part of the multi-cultural London Borough of Newham.

We value our Christian ethos and therefore respect the Cultures and Faiths of all in our wider community.



Our Vision @ St. Antony's Catholic Primary School



Our vision at St Antony's sees our school with **Christ at its centre** as we work as an agent of positive, sustainable change, which engages all stakeholders inclusive of : Governors, Staff, Parents, Children, Church and The Wider Community. We inspire all our children from Nursery to Year 6 along with our staff, governors and parents to work collaboratively with all relevant agencies and to aspire to achieve to their fullest individual potential. St Antony's functions as a centre of excellence and an axis of positive transformation and development within our school and the wider community by enabling all among our school family to aspire to achieve self-actualisation through sound: Spiritual, Moral, Social and Cultural formation while embedding a love for lifelong learning, underpinned by holistic personal and shared philosophies. We take a positive, progressive and professional approach to life and living while upholding our core Christian and British Values, which drive us towards the achievement of the highest academic, socio-economic and sustainable life goals.



Code of Conduct for Staff and Volunteers



In this document, “**staff**” includes both paid Staff, Students on Placement and volunteers.

1. Basic Guiding Principles

- The welfare of the children under our care is our main priority and always comes first when confronted with any situation, concern or issue that needs resolving.
- Children’s welfare supersedes all other matters or factors when addressing any situation, incident or concern. Safeguarding the children is always first.
- Children’s learning or safety must never be compromised by staff at any level for any reason whether the matter of concern relates to Teaching and Learning within the classroom, interventions, the playground or school trips.
- Staff are responsible for their own behaviour and should avoid any conduct, which would lead a reasonable person to question their actions or motivation. Staff are expected to conduct themselves with professionalism.
- Staff should work, and be seen to work, in an open and transparent way when conducting their duties and always do so with the utmost professionalism and due consideration for the impact that their words, behaviour and actions might have on other staff, pupils or visitors.
- Staff should discuss and/or take advice promptly from the Head Teacher or SLT regarding any incident, matter or situation, which may give rise to a concern.
- Records should be made of any incident (safeguarding, child protection or mental health or wellbeing in nature) which raises a cause for concern regarding children; using the school’s established reporting procedures with the school’s Designated Safeguarding Lead, designates (SLT) or the Head Teacher.
- The HT and or DSL must be made aware of any action or decisions attendant to any matter or incident before further actions are agreed regarding/involving staff, pupils or parents. Agreed protocols and procedures must always be followed in all circumstances to protect and safeguard all concerned.
- Staff should apply the same professional standards when addressing matters or concerns regardless of gender or sexuality of pupils, staff or parents concerned. Men/boys should not be given more leniency or stringency than women/girls should or vice versa in any matter. We must strive for equality.
- All staff should be aware that the Lead Designated Safeguarding Lead is The School’s SENCO/Inclusion Manager with the Head Teacher, supported by all SLT as well as the SBM as the other designated persons for safeguarding and child protection across the school. All staff must be familiar with the school’s child protection arrangements and understand their responsibilities to safeguard and protect children every hour of every day.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary or criminal action being taken against them as is relevant and appropriate in any given case.

1. Staff Attendance and Time Keeping

<https://neu.org.uk/advice/workload-and-working-time>

Staff at all levels (Leadership, CTs, HLTAs, EAs, Admin Staff, Site Staff and Mid-Days) are expected to be at work everyday in line with their agreed contracted hours.

Full-time teaching staff must be available for work on 195 days in every school year. Teaching staff are required to teach pupils on 190 of these days and be available for Inset Days, trainings and development on the remaining 5 days as designated by the MAT, Governors and Head Teacher of the school. The number of hours for which teaching staff can be directed to teach or undertake other professional duties is subject to a limit of 1,265 hours. On top of this, teaching staff are expected to work **'reasonable additional hours'(STPCD/DfE)** to fulfil their professional responsibilities (covered on but not limited to events such as: Parents Evenings, staff meetings, briefings, school programmes and events). All teachers are also subject to the provisions of the *Working Time Regulations (Gov.UK)* which seeks to place a 48-hour limit on the average working week. Head Teachers, Deputy Heads and Assistant Head Teachers are not subject to the working time limits of 190/195 days and 1,265 hours. Part-time teachers are required to be available for work for the same percentage of 1,265 hours as the percentage of full-time pay that they receive contractually.

All teachers (QTS, OTT, UQTs) who teach pupils are entitled to PPA time, set as a minimum of ten per cent of their timetabled teaching time. **Part Time Teachers are entitled to PPA time equivalent to 10% of their agreed contracted hours pro rata.** Staff employed on a 52-week contracts such as site and admin staff must apply for their annual leave as needed in line with the agreed protocols of the MAT or school. The following must be part of directed time for full and part time teachers: Teaching time, PPA time, break times (but not lunchtimes for CTs), covering other classes, parents' evenings, after school meetings, briefings, INSET/CPD and anything else which teachers are "directed" to do, and which requires their professional skills. Teaching Assistants can be asked to do Lunch and Break time duties but all staff at every level, **excepting those contracted to work for 3hours or less (such as Mid-Days and Cleaners)** are entitled to a mid-morning and lunch break of whatever agreed, contracted time frame. Those working for 3 hours or less are NOT entitled to a break.

Time Keeping and Reporting Absences

All staff are expected to be available for work at the stipulated times agreed in their contracts daily. Staff are expected to legally sign in and out daily logging their correct time of arrival and departure. Staff who are unable to attend work for any reason or will be delayed/late for any reason must call in to notify their Phase Leads and or the school office of this fact, giving the reason for their absence or lateness. Staff unable to attend on the day(s) following an absence must notify the school's office and their Phase lead of this fact. Absences, inclusive of those due to illness are strictly monitored by MATs and schools as these may pose a direct and deleterious impact on school operations and on the quality of Teaching and Learning and can ultimately lead to disciplinary procedures being undertaken by the school to address such matters.

2. Duty of Care

Staff at all levels have a duty of care to keep children safe and to protect them from harm. This duty is, in part, exercised through staff **observing the Safeguarding Procedures of the school** and via the development of respectful, caring and professional relationships between staff and pupils; also by staff displaying behaviours that demonstrate integrity, maturity and good judgement. Staff also have a duty of care to safeguard and secure each other; to this end the **HT and SLT must ensure that staff who have been unwell, or off work for any reason and for any period of time; are given a well-being/welfare check (s) as is relevant.** Leadership are also to ensure, staff are invited to a **Return to Work Interview** immediately upon their return to school to assess their fitness for work and to build in any needed support to assist them with adjusting back into school/work routine as much as is practicable <https://www.wikijob.co.uk/return-to-work-interview-advice/>

Actions taken/put in place here are on a case-by-case basis depending on the individual staff's severity of sickness and individual needs at the time.

3. Exercise of Professional Judgement

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment/Keeping children safe in education 2022](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107142/Keeping_children_safe_in_education_2022)

There may be times when staff have to make decisions or take action in the best interests of the children, which could contravene this guidance or where no guidance exists dependent on where the action needed/taken by staff is exercised. An example of this scenario, may be evidenced by staff who while on their way home after school, sees a child of the school in a place or area that places the child in jeopardy, making the child vulnerable to exploitation (eg. in a games arcade or internet café). The member of staff may decide to take an action to safeguard and secure the child's well-being in this case. The staff member may calmly decide to extract the child from the location then ensure that the child goes straight home. Although this action will most likely take place outside of school and school hours; this judgement call would be deemed justified as the safety and security of the child in question would supersede the fact that this action took place outside school hours or the staff contracted time. Staff are expected to make professional judgement calls and decisions about their own behaviour with a view to ensuring all actions are in their best interest as well as that of the school. Staff are expected to always act in the best interests and welfare of the children in their charge at all times whether in school or on trips, performances, competitions and events which may take place outside of school and school time. In so doing, staff will be seen to be acting responsibly and reasonably and in line with safeguarding and child protection procedures.

Staff may also make decisions to this end regarding colleagues as and when appropriate or deemed needed. For example, staff may decide to come to the aid of colleagues whose choices or situation may have placed them in a vulnerable or

compromising position such as **being inebriated, involved in a public altercation or a display of unprofessional behaviour or participating in activities on line, which would bring himself/ herself or the school into disrepute.** Staff exercising their professional judgement in such situations, by coming to the aid or assistance of staff in such or other relevant situations, are advised to contact the HT, DHT or Designated Safeguarding Lead as is relevant to report these situations immediately. Matters of this nature need to be addressed with urgency to minimise/manage the ultimate impact and consequences.

4. Propriety and Professional Behaviour

In line with all staff exercising good professional conduct and judgement, all staff also have a responsibility to maintain public confidence in their ability to safeguard the welfare and safety of the children, themselves, colleagues and the school by always acting in the best interests of all. Staff need to guard against engaging in behaviours which would place them in a position of compromise even when not on the school premises or outside of school hours. For example: staff should guard against engaging in drunk and disorderly behaviour, public brawls, conflicts with the law such as shoplifting, hit and run, wilfully committing breaches in road and traffic law, engaging in unseemly and unprofessional behaviour on social media platforms. Staff must also take care not to engage in publishing, tweeting or re-tweeting material that is objectionable and against the morals and values of the school and the Catholic Faith on social media platforms. Staff should avoid knowingly engaging in malicious or vicious gossip/actions which constitutes bullying of any form (whether cyber or verbal), using foul language-live or recorded, engaging in racist or prejudicial actions or being a member of any organisation that is known to be in contravention of British Rule of Law eg. involvement in extremist or racist organisations or platforms on line or in criminal action of any form. These acts of impropriety could place staff at serious risk of dismissal under 'gross misconduct'. Additionally, actions that would cause harm to a minor or a colleague (physically, verbally, sexually, emotionally and criminally) such as harassment, up-skirting, grooming or propositioning of any form by male or female staff; will bring staff behaviour and conduct into serious question and this could lead to disciplinary action or dismissal under 'Gross Misconduct.'

5. Power and Positions of Trust

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment/Keeping_children_safe_in_education_2022

All adults working with children in schools are in positions of authority and therefore in positions of trust in relation to those children under their care. A relationship between a member of staff and a pupil can never be deemed a relationship of equals. Staff have a responsibility to be cognisant that an unequal balance of power exists

naturally between staff and pupils; and this should not be exploited, for personal advantage or gratification of any form or nature. Those in leadership should also take every precaution not to exploit their position of authority in their dealings with subordinate staff. Conversely, the actions of leadership conducting their contracted duties, inclusive of ensuring that staff under their supervision, meet their individual targets and school expectations as set out in their contract/job description by the leadership should not be misread as a misuse of power. All leaders are contracted to act in the best interest of pupils, staff and the school and placing their priorities on these, constitutes 'doing their job'. Leadership will always place the needs of pupils first and this should not be misconstrued or perceived, as anything but members of leadership, at any level, conducting their normal duties, role and functions in line with fulfilling their remit as set by the Local Governing Body and the MAT. All in leadership at any level are fully responsible and accountable to governors and The MAT for their own performance and compliance; while ensuring that all staff under their supervision and duty of care are also working in compliance with school policies, procedures and expectations.

6. Whistleblowing

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment/Keeping children safe in education 2022](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107442/Keeping_children_safe_in_education_2022.pdf)

Staff must report any behaviour by any colleague that raises concerns regarding children or staff to SLT or the Head Teacher. The school's Whistleblowing and Allegations Against Staff Policies are held on the school/MAT Website along with all other core policies. Any concerns raised warranting actions to be taken in any of the key stages must be first addressed by Phase Leaders in any of the school's agreed procedures (eg. applying a SPADAP, Cautions (verbal-logged or written) before matters are raised at any higher/disciplinary level. Any safeguarding concerns are to be raised with the DSL with immediate effect.

7. Confidentiality

Staff must treat information they receive about children, parents, other staff and families or the faith community in a discreet and confidential manner. If staff are in doubt about sharing information they hold, or are uncertain about how to safeguard information, which has been requested of them, they should seek advice from the Head Teacher or other senior staff before taking any actions to this end. **If abuse or contraventions of any sort by anyone at any level, is suspected, then staff have a duty of care to report the matter to the DSL or Head Teacher or relevant person (Chair of Governor) or body immediately.** All confidential information that staff at any level are privy to in school, must be held in strict confidence and is not to be taken or spread outside of school to any third parties be they parents, family members, or members of the wider school and faith community for any reason. Staff must always take caution that they are not by design or default supporting rumour mongering and unsubstantiated gossip, which may bring the school or a member of staff, Governing

Body or Faith community's integrity and reputation into question. Staff should be aware that without accurate corroborating evidence, matters raised under certain circumstances may be deemed an allegation, which would warrant an investigation to establish the accurate line of action needed to address the issue(s) raised. Staff knowingly making false allegations against others may face disciplinary actions under 'Gross Misconduct.'

8. Professional Dress and Appearance

<https://teachin.com.au/what-should-i-wear-to-teach-in-the-uk/>

The Teaching Profession just like, the Legal or Medical is a formal and professional vocation/area of work that comes with an automatic public expectation of professionalism and decorum. Protocols regarding dress and appearance in this code of conduct is relevant to and encompasses all staff, both teaching and support staff at all levels. Staff dress code should reflect expected professional standards as it is important that all school staff should project a professional image to pupils, parents and all other stakeholders.

Our dress code reflects the high expectations of the school, as it relates to the teaching and learning, behaviour and standards. Our expectation of full compliance with pupils wearing the correct school uniform, by extension has a natural expectation of staff being fully compliant with our school's dress code for staff. This area of the staff Code of Conduct outlines clear guidance, setting out the expectations of the school in relation to our staff dress code.

The Staff Dress Code is set in place in order to:-

- Convey a professional image of both the school and the individual staff members to the clientele and wider community that we serve;
- Have due regard to health and safety considerations for keeping staff safe;
- Ensure staff dress codes are in-line with the school policies and expectations.

The school considers that the way staff dress and present themselves is of significant importance in portraying a professional image to all users of our school's services, whether by pupils, parents, governors, visitors, colleagues and other agencies.

Although, staff's dress and appearance are matters of personal choice, self-expression or religious practice (eg. if a Catholic Nun or Priest, Muslim or Sikh); **all staff are required to wear clothing, which promotes a positive and professional image of this noble profession and the school to which they belong as is appropriate to their role, remit and function.** If staff at any level were unsure of what is required of them in this area of the Code of Conduct, a good standard rule of thumb recommended by The Teachers Education Service (TES) would be *'to dress each day as you did for your interview for the job'*.

Guidance:

<https://www.edapt.org.uk/support/knowledge-base/staff-dress-code-for-teachers/>

Staff of any gender or orientation should not wear tops with low/plunging necklines or backs or short skirts or mini-shorts to school. Spaghetti strapped tops or halter necks should not be worn without wearing a jacket, blazer or top to cover same. Staff should avoid wearing any items of clothing that are sheer or 'see through' or low riding, exposing underwear (overtly or when they bend and stretch) in the normal conducting of their duties. Staff are also asked not to wear jeans of any colour (blue, black, red, brown or white etc.) to school unless it's a non-uniform or 'dress down day' or because staff are on a trip or training, Inset, Staff Retreat or Day Away for which professional clothing is not required. In addition, staff wearing leggings, jeggings or opaque tights of any material or make are asked to wear tops that fall just above or below the knees and are long enough to cover their derriere, to secure the standard of modesty required by the school-maintaining professionalism. Tights, leggings and Jeggings should also be kept to sober colours and patterns in line with the school's professional expectations.

Tattoos and body art of any form featuring words or images of any type (religious, astrological or commercial), should be covered (as much as it is practical) while on the job. Tops, jackets or any other form of clothing, facemasks or coats featuring language or images that are inappropriate or in contravention of the school's Christian values, morals and ethos, should not be worn to school. Ear piercings worn by staff while conducting their duties in school should be modest, safe and not place staff at risk of accidents- to this end staff are advised to avoid wearing plugs, spikes and bolts etc. on the job as these pose a risk when working with children. Tongue piercings are not recommended while on the job as they pose an impediment to speech and language, which is central to the teaching and learning process. Staff are also asked to keep body piercings (on the torso or abdomen etc.) covered so they do not pose a distraction or risk while conducting their daily duties. Staff are also asked to keep the wearing of jewellery at modest proportions and avoid wearing any form of jewellery that is expensive to school, to avoid loss or damage for which the school will accept no liability.

Footwear for teaching and support staff must be in line with Health and Safety requirements for schools and professional settings. While on the job staff are required to wear sensible shoes appropriate for their roles and functions. Very high Sillito heels and flip flops, sliders or slippers are not appropriate school wear as these place staff at risk of accidents. Staff who sustain injury due to ignoring the guidance will need to take full responsibility for their actions to this end as the school will accept no liability. Trainers are only to be worn on non-uniform or PE days for relevant staff supporting the latter.

Staff supporting PE Lessons inclusive of the PE Teacher and Support Staff aiding with lessons should be appropriately dressed in clothing and trainers that allows for ease of movement and active support of pupils' learning in these lessons across the school. The clothing and trainers should be in colours in line with the school's uniform for PE policy in sober colours of bottle green, black, grey, navy, brown or white. Support

staff unable to support PE lessons due to medical or other reasons must organise through their Phase Leaders another member of support staff to cover this duty of by directly swapping duties eg. Covering in the class where the other member of staff is working at the time of the PE Lesson.

Site Staff, cleaners and Mid-Days must ensure that they are appropriately dress in appropriate clothing to conduct their duties with the relevant PPE for conducting their duties safely. The Care Taker must wear recommended safety shoes (metal tipped or rubber boots), gloves, masks as needed, when relevant for internal and external work. Visors, goggles and ear-guards for when operating heavy and noisy machinery must always be applied when relevant.

Phase Leaders and Line Managers Responsibility

Phase Leaders and Line Managers are responsible for ensuring that the dress code is adhered to at all times in respect of the staff they manage. Managers should make new staff aware of the dress code and its requirements during the recruitment process and should re-iterate this as part of staff induction who fall under their remit.

9. Gifts

There are occasions when children or parents may wish to pass on small tokens of appreciation to staff, e.g. at the end of terms or the school year or on seasonal feast days such as Easter or Christmas and this is acceptable. It is unacceptable however, to receive gifts on a regular basis or of any significant value as this can be misconstrued as the giver having ulterior motives. Any gifts to individual children from staff must be in line with/ be part of an agreed reward system. Gifts from staff to children must be given equally for reasons which are evident such as for : achievement, special awards, competitions and established protocols such as certificates and medals in Assemblies or in classes or in the form of small treats at Easter and Christmas and must not be of significant value. **The OLOG Gift Policy and procedure** does not allow children or parents to give staff Gifts valued over £50 in value. **In cases where this is done there is a need for the gift to be officially declared** to the financial auditors of the MAT in line with the Gifts and Hospitality Policy (see OLOG Policies on the school/MAT website). The soliciting of gifts and special favours from parents is discouraged as this may place staff in a position of compromise.

10. Infatuations

Although this phenomenon is more prevalent at the secondary and college level of education and beyond; it has occasionally occurred at the primary level. In such instances, staff should raise to the attention of relevant SLT at any level, indications that a pupil may be infatuated with him/her. This is usually evidenced by the pupil engaging in behaviours which may place the staff member in a position of compromise; such as the child fawning over the teacher, bringing gifts for and always

coming up to and encroaching inappropriately, within the individual staff's personal space. Intervention and counselling should be offered to the pupil in question and awareness training offered to the member of staff as needed.

11. Social Contact

<https://www.headteacher-update.com/best-practice-article/social-media-teachers-and-schools-how-to-avoid-the-pitfalls>

Staff should not try to establish social contact with pupils for the purpose of establishing a friendship outside of the professional relationship between staff and pupil in school. Any planned social contact within or outside of school with pupils at any level in the school should be approved by the Head Teacher/SLT. Staff should not give minors their personal details (e.g. mobile/telephone numbers, Facebook details etc). Staff should report and record any situation, which they feel, might compromise the school or their own professional standing with pupils who may have breached this area of GDPR by securing staff contact details through parents or adult friends of their family who may know the relevant staff member. In cases where this has happened the member of staff should block the child and unfriend them immediately-reporting the matter formally so that the child's parent may be contacted and informed of the matter. Staff who use social networking sites on any platform should manage their accounts in such a way that personal information is not readily available to pupils, parents or families of the school. Staff should always remember that the law may now allow schools to do random checks of staff's social media content with a view to preventing the school being brought into disrepute. Social media/media platforms of any kind should also not be misused by staff to bully or harass (verbally, sexually or emotionally) colleagues as this can lead to disciplinary action under 'Gross Misconduct' as well as criminal charges depending on the infringement. See: <https://neu.org.uk/media/19701>

12. Physical Contact

There are occasions (including supporting children with SEND) when it is entirely appropriate and proper for staff to have physical contact with pupils (this includes positive handling, intimate care/cleaning and also the application of medication). However, it is crucial that staff only do so in ways appropriate and in line with their professional roles and functions, advisedly, with the support and supervision or oversight of another member of staff or in an area where visibility is clear. Staff are asked to ensure that their physical contact with colleagues is also always in a manner that is appropriate and does not constitute a violation of staff's person or personal space. Harassment (Physically, verbally, sexually or emotionally) or acts such as up-skirting or propositioning (sexual harassment) of colleagues is not condoned and can lead to disciplinary action under 'gross misconduct'.

13. Changing For PE, Performances or Assemblies

Staff supervision of children during changing for swimming, PE or Performances or any other relevant activity such as while conducting intimate care across EYFS/KS1 should ensure this be appropriate to the needs and age of the children concerned and sensitive to the potential for their embarrassment. Children across our school now wear their PE kit to school as a measure which was put in place since the COVID-19 pandemic and is being sustained -so breaches or compromise in this area for staff has been minimised particularly across KS1 and KS2.

14. Pupils in Distress

<https://childlawadvice.org.uk/information-pages/discipline-within-school>

If a distressed pupil needs comfort and reassurance, then age-appropriate physical contact may be provided by staff but this contact must not be threatening, intrusive or easily subject to misinterpretation. Positive handling techniques should be applied by relevant staff. Inevitably, in the lower school at the start of an academic year or ensuing terms individual children may exhibit serious attachment displays and find it difficult to leave parents or carers to come into school/class. All relevant staff should take care that they work in tandem with parents to address children in these instances. In most cases once the parent leaves the child in the care of the staff the child will settle and engage fully.

15. Behaviour Management

<https://childlawadvice.org.uk/information-pages/discipline-within-school>

All pupils have a right to be treated with respect and dignity. Staff will however sometimes have to use measured/managed force under positive handling procedures to prevent a child from doing harm to himself/herself or others. Positive Handling will always be applied appropriately, when addressing an manage an aggressive pupil or one throwing a tantrum. Staff may also use positive handling in the case of attempting to conduct the removal of pupils displaying risky behaviours from any situation on the playground, in class or on a trip. Although humour can help to defuse a tense situation at times, staff should be cognisant that sarcasm and demeaning or insensitive comments directed at pupils is never acceptable and can cause emotional stress for pupils of any gender. Some High Needs pupils may have an Individual Physical Handling Plan which should always be actioned when and where relevant to assist with self-regulation. In addition, staff with positive handling training should always be asked to support in incidents warranting this support where practical as needed.

16. Care, Control and Physical Intervention

The school has a policy on physical intervention (see behaviour policy), which must be followed. Staff should always seek to defuse situations. If any form of Positive Handling/measured force is required (i.e. to prevent a child causing injury to him/herself or others) it must be minimum force for the shortest period necessary. Any physical intervention, should be applied ideally by staff trained in positive handling to support pupils and staff in this situation as a rule of thumb and where this is

possible. However the DfE gives all paid staff the right to intervene using physical contact as and where needed to safeguard and secure.

17. One to One Situations

Staff working in one to one situations with children may be more vulnerable to allegations. Staff should recognise this possibility and plan and conduct such meetings, sessions or interventions accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met such as ensuring that the one to one session is in an open area or the landing, or intervention room with the door open or in plain view of others.

18. Transporting Children

Wherever possible and practicable it is advisable that transport of children where and when relevant is undertaken with at least one additional adult to the driver. Staff should ensure that their behaviour is safe, that the vehicle is roadworthy/appropriately insured and that the car is fitted with car seats in line with legislation if necessary for cases involving children with physical needs or challenges.

19. Educational visits and After-School Activities and Clubs

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

Staff should be fully aware of all the guidance contained within the school's Educational Visits Policy alongside OLOG/LA and national guidance and requirements. The Educational Visits Co-ordinators are **Mrs CV, Miss JB** and **The SBM**, should be consulted on all aspects of educational visits, including risk-assessments. Risk assessments should be completed with their support if staff are uncertain and should be handed in **ideally 2 weeks before the trip (but at the very least 1 week before any trip local or further afield)**. A copy of all trip letters prepared by staff in charge, should be handed in to the main office as a rule, inclusive of a list of all the children, staff and adult helpers on the trip so that the office is aware of who is off site and of all the relevant details so that they can field queries and questions from parents who may call in. On the day of the trip staff should confirm if all the details handed in prior to the trip remain the same so that the office is aware if any child or staff is absent on the day of the trip or if any swaps have been made for any reason. When the trip is in process staff in charge must stay in contact with the main office to give any reports on delays due to traffic, incidents or accidents as well as to give additional information on estimated times of departures from venues and arrivals back at school.

20. First Aid and Administration of Medicines

<https://www.gov.uk/government/publications/first-aid-in-schools>

Staff must adhere to the school's Health and Safety Policy, First Aid Policy, Administration of Medicines Policy and Medical Conditions in School Policy. The School's Welfare Officer or the staff designated to cover this duty of care will supervise and offer support as is appropriate in this area. Parents' written consent must be had for the administration of prescribed medication at school by staff.

21. Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (e.g. assistance with toileting for a HN child of any age). Children requiring intimate care at this level on a regular basis should have a Care Plan drawn up and agreed with parents.

22. Curriculum

All staff are expected to deliver and cover the agreed curriculum content for all subjects taught by the school following the guidance of the DfE/MAT/Diocese. Subjects should be taught at the times timetabled and for the duration agreed unless staff are otherwise instructed by SLT-eg RE is to be taught for 10% of Curriculum Time with Maths and English taught for at least 5hrs per week. There are some aspects of the curriculum, which can include or raise subject matter which is of a sexual nature such as when we teach: **'Relationship Health Education using TEN TEN'** across the school. Additionally, when covering topics such as **Puberty and the Reproduction System** in science in upper KS2 as well as **Growing and Changing** in lower KS2, **All About Me and My Body** in Science in KS1 and Understanding the World in EYFS. Staff must abide by the school's policy on RE and Relationships Education and must not enter into or encourage inappropriate or offensive or biased discussions about sex, sexuality or sexual orientation or life style choices.

Under the use and application of the DfE's guidance on RHE, Staff must always ensure that pupils learn the correct names for all their body parts- as is age appropriate. Staff are recommended to deal with matters to do with the biological make up of pupils with a more scientific approach while ensuring that the Spiritual precept that each is **'Unique and wonderfully made by God'** is promoted in line with our school's ethos, faith and RE Curriculum.

23. Photography, Videos and Other Creative Arts

Staff should be clear about the purpose of any activity, which involves photography, or video of children. Staff must not take, display or distribute images of children unless they have consent to do so from pupil's parents or

carers (see consent form issued to parents/carers annually). As a rule, staff will use school cameras and film recording devices to photograph or film children. In the event that staff may need to use their own equipment, such images should not be stored for longer than is necessary but should be transferred to school memory-systems and then immediately be deleted from personal devices.

24. Internet Use

<https://cpdonline.co.uk/knowledge-base/safeguarding/internet-safety-guide-in-schools/>

Staff must adhere to the school's **E-Safety Policy** and sign to show that they will **abide by the Acceptable Internet Use Policy statement at all times annually**. Staff must not at any time access inappropriate content/sites while at school.

25. SLT Members' Available Times/Offices Time availability

SLT Time is precious and must be used by staff for the dissemination of centrally held and relevant information, advice on the completion relevant paperwork or for meetings (phase, mentoring, appraisal, pupil progress, professional staff discussions and feedback). SLT will agree their availability with staff across their individual phases or with staff in general at appropriate stipulated and relevant times agreed or as listed below, as all have teaching and whole school responsibilities as part of their Leadership remit. Please see:

- **The DHT** for all KS2 staff at **break times** or **at 1:00pm/times agreed**
- **The AHT** for KS1 at **KS1 break times** or **at 12:00pm/times agreed**
- **The AAHT** for KS2, DSL and SEND Matters **before school/at times agreed**.
- **The EYFS Lead**-For EYFS and EYFS DSL Matters/at times agreed

26. Main Office Access and Use

The main office should only be used by staff when absolutely necessary as this is the 'engine room of the school' and is constantly busy. Admin staff are constantly working to meet school and MAT deadlines and for the most part should be left to get on with their work. Kindly only contact them at appropriate times of day/on days agreed with them for the following:

- Urgent Human Resources and Payroll Matters
- To supply Single Central Record (**SCR**) information and other relevant evidence and paperwork needed for the school's records/files
- To access core policies held centrally in hard copies (however, all core policies are held on the school's/OLOG MAT's website in soft copies which can be accessed and printed off if needed at any time).
- To make returns from fund raising activities to the School Finance Officer

- To inform the office of any urgent matters of importance or concern regarding children under our care (absence, serious illness, removal from roll)
- SLT members may use the main office to conduct central school business in collaboration with the SBM, SFO or SAO at any relevant time once arrangements have been agreed with the SBM

27. Welfare Room

The welfare/medical room must be used by relevant staff for the following:

- **To conduct intimate care and First Aid as needed**
- **To call parents** regarding: absences, sickness, behaviour concerns, to make appointments etc.
 - **To log calls to parents** of children who have had trips and falls or minor injuries or a head injury sustained during break/lunch time play or PE
 - **To complete Pink/White Slips** regarding accidents/incidents to be sent home
 - **To call the ambulance or emergency services**

The welfare officer, SBM or DSL should be consulted for guidance with the completion of incident/accident forms by all staff prior to filling these in as these are legal documents.

28. Extremism

All staff have a duty to report to the Head Teacher or Designated Safeguarding Leads any concerns about children or staff who might be at risk of being drawn into terrorism or criminal activity which is in contravention of British Laws-and to challenge extremist ideas which could be used to legitimise terrorism emanating from staff, parents or pupils. All staff should be familiar with the DfE's Prevent Duty Action Plan which is available on -line.

29. Sharing Concerns and Recording Incidents

All staff should be aware of the school's **Safeguarding and Child Protection procedures**, including procedures for dealing with allegations against staff. Allegations against staff have a specified procedure which must be followed by all-(see OLOG MAT policy). Staff who are the subject of allegations are advised to contact their professional associations (Unions) for support. Staff must take responsibility for recording and reporting any incident warranting same, seeking the advice of SLT to avoid matters recorded being a misrepresentation of the facts surrounding a matter and or an allegation being made being inadvertently based on the misunderstanding or misinterpretation of 'facts'.

30. SCR/Keeping our School's Single Central Record Current-

Informing the school of any change in circumstances

<https://schoolleaders.thekeysupport.com/pupils-and-parents/safeguarding/safeguarding-checks-and-the-scr/single-central-record-monitoring/>

All staff are responsible for informing the Head Teacher and the School Business Manager who manages the school's SCR if there are any changes in their circumstances which may be seen as having an impact on their suitability to work with children. This may include for example, a recent or prior criminal conviction, a police caution or any change to the information declared on the **Staff Suitability Declaration/Disqualification by Association Form** (which includes similar information about other household members currently living with them).

Members of staff serving as Governors, SLT and in Administration are all required to complete a Pecuniary Interest Form on which any professional or business associations which may place them in compromise or conflict with the school must also be declared annually.

31. School Resources

All staff are responsible and accountable for school resources of any form or nature which has been placed in their care. Staff at all levels are also to ensure school resources are treated with care and not wasted or misused as the costs to the school are significant in this area.

- All classroom supplies are to be collected from the Welfare Officer or Inclusion Manager half termly as a routine. **A log will be kept of all distributions of school stock disseminated by Mrs I.S. & Miss JB**
- Staff will be required to collect their paper supply for each term and store this securely in their classrooms.
- Top up copier paper must be collected from Miss JB by class teachers after they have depleted their allocated stock -should this be needed. The Welfare Officer/ Inclusion Manager will log all transactions.
- New stock for consumables (pens, pencils, rubbers, glue sticks, white board pens) will only be disseminated at agreed intervals as CTs must ensure pupils are treating these with the due respect and regard needed.
- Reporting central resources that are lost or damaged must be done as soon as staff are aware. Staff responsible for the loss or damage of school mobiles, school remotes, IWB board pens, web –cams, -pods and laptops will be asked to replace same at market costs.

32. Ordering Resources

- Miss JB and the SBM will ensure that all orders of stocks and required supplies are done strictly in accordance with the school's procurement and purchasing protocols.
- Any member of staff making orders for resources big or small (eg. easel boards or pencils, Art & DT resources, backing paper, EYFS Messy Play); must ensure that they have first conducted an **Audit of their area of responsibility** and present the SBM or Miss JB with their Asset Register Form, to indicate what has become obsolete due to being broken, outdated or no longer fit-for purpose before any purchase orders are made.
- **The school will not make new orders for any material or equipment, subject resources, books or licences for programmes without relevant asset lists or licence dates being presented to show the need for renewal/re-purchase** and obsolete equipment etc. being presented so that they can be placed on the disposal list for accounting purposes. For example cleaning equipment such as hoovers or PE equipment such as goalposts, balls, bats, gymnastics mats, skipping ropes which are broken or no longer operational must be presented before replacements are purchased.
- **The OLOG and School's ICT Lead and Team are responsible for auditing all I.T. stocks and supplies across the school and keeping all in the relevant asset register.** The OLOG MAT Lead Mr IP is responsible for auditing and assessing the needs of the school in-line with the agreed cycle of purchase and replacement of equipment for teaching and learning. The OLOG MAT's Chief Finance Officer is consulted for any Capital Purchases in this are for relevant material and equipment inclusive of Classroom IWBs, Visualizers, Chromebooks and trolleys, BeeBots, laptops and desk tops etc. **Mr KC is responsible for auditing and securing IT Equipment issued to staff annually held in their individual Tech Boxes.**
- **Disposal of all assets must be registered/ recorded for auditing purposes.**

Understanding And complying With Our Complaints Procedure

The School's Complaints Procedure must be strictly followed, and adhered to by all staff- in any matters of concern or conflicts raised. When a concern arises

- i. Staff must always endeavour to **speak directly with the individual(s) involved** in any matter or concern raised **as a first resort** with a view to reaching an amicable resolution or taking the needed actions to bring the matter to an appropriate end, before raising the matter to the next level **to their Phase Lead.**
- ii. If no resolution has been found after a professional and respectful discussion with the staff directly concerned was held, then staff are advised to **take the matter to their Phase Lead** (for classroom staff) **or Line Manager** (for site or admin staff) **as the second level of the procedure.**
- iii. **It is only after exhausting two levels that any matter needs to be raised to the Head Teacher.** A matter does NOT become a formal complaint until these three levels (1. discussion with the individual(s), 2. Phase Lead or 3. With the HT) have been exhausted. SLT/Phase Leads, Line Managers or the HT may re-direct staff to go back to the procedure if it was not followed. SLT/Phase Leads, Line Managers and the HT are required to mediate in such matters and are not to act as advocates for one side or the other in such matters-ensuring fairness and equality. We must all strive as members of St Antony's School family to live our Christian values and morals when resolving issues or conflicts of any type. Our end goal should always be to seek amicable, positive resolutions which will aid with restoring peace and harmony and positive working relations.
- iv. Complaints **should NOT be e-mailed** to Phase Leads or the Head Teacher if they are in the first stages as listed above. **All these stages are discussion focused and driven; with a view to resolve informally-as many matters raised can be resolved through open, respectful, honest dialogue.** The Phase Leads and HT may note salient points discussed as a point of reference once matters are brought to their attention. Their aim will always be to resolve matters amicably among all concerned to foster and sustain good working relationships across the school.
- v. **Once a matter has been resolved amicably, all the parties involved are asked to consider the matter closed and move on without animosity; in line with our school's ethos and values.**
- vi. This procedure also applies to complaints which may be raised regarding parents, students on placement, supply staff, sports coaches leading on special projects, past pupils and alumni supporting specific programmes and initiatives, volunteers or visitors in any other capacity (such as members of external agencies) working in the school. **Safeguarding concerns should always be reported immediately using the agreed school procedures and protocols.**
- vii. **Formal Complaints by their very nature-if substantiated, usually lead to a Disciplinary Procedure or Grievance Procedure (see OLOG Grievance Policy). Staff therefore need to ensure that their complaint actually warrants a 'formal procedure' before progressing any matter to this level.**

We Believe That Safeguarding Children is Everyone's Responsibility.

At St Antony's we are committed to keeping our children safe from harm. The SENCO and SLT are the Designated Senior Leads for Safeguarding and Child Protection. The SBM is the Safeguarding officer at the front office to manage any concerns from visitors be they parents, contractors, agency staff etc. and report same to HT/SLT.

If there are any concerns reported to us as SLT we will always take action to protect our children/Staff and inform the relevant agencies.

All staff must follow the school's Safeguarding and Child Protection Policies and Procedures.

All staff have a duty to report any child protection concerns to any one of our Designated Safeguarding Leads (DSLs): Miss JB for KS1 & KS2 and Mrs LW for EYFS so that due process can be put in place and followed.

Anyone who has concerns or is in doubt should refer to the documents "**Keeping Children Safe In Education 2022**" and "**What To Do If You're Worried a Child is Being Abused**" and follow the guidance.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment/Keeping children safe in education 2022>

<https://assets.publishing.service.gov.uk/government/uploads/what to do if you re worried a child is being abused.pdf>

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I confirm that I have read, discussed, understood and agree to abide by the St Antony's Catholic Primary School *Code of Conduct for Staff and Volunteers.*

Name _____

Signed _____

Date _____