



HEYWOOD PREP
CORSHAM

STAFF CODE OF CONDUCT

**Updated
January 2018**

1. Introduction

This Code of Conduct applies to:

- the entire setting including the EYFS and after school and holiday clubs;
- all staff and volunteers.

Relationships with fellow staff, employees, governors, contractors, visitors, pupils and their parents or guardians should be reasonable and mutually respectful at all times. This code has been formulated in order to maintain this balance.

The purpose of the code is to:

- confirm and reinforce the professional responsibilities of staff;
- clarify the legal position in relation to sensitive aspects of staff/pupil relationships.
- set out the expectations of standards and behaviour to be maintained within the School.
- to help staff establish safe practices and reduce the risk of false accusations or improper conduct.

It is the contractual duty of every member of staff to observe the rules and obligations in this code. You should also follow the guidance unless there is a good reason not to follow it in a particular case. The School also has a duty of care to its staff, parents and pupils and the implementation of the practices in this code will help to discharge that duty.

2. Guiding principles

Principles for all staff:

All staff should put the wellbeing, development and progress of all pupils first by:

- taking all reasonable steps to ensure the safety and wellbeing of pupils under their supervision.
- using professional expertise and judgment for the best interests of pupils in their care.
- demonstrating self awareness and taking responsibility for their own actions and for providing help and support to pupils.
- raising concerns about the practices of teachers or other professionals where these may have a negative impact on pupils' learning or progress, or may put pupils at risk.
- being familiar with the School's child protection procedures.
- being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the pupil due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten pupils.

All staff should demonstrate respect for diversity and take steps to promote equality by:

- acting appropriately and in accordance with this Code of Conduct, towards all pupils, parents, carers and colleagues.
- complying with the School's anti-bullying policy and this Code of Conduct.
- addressing issues of discrimination and bullying whenever they arise.
- helping to create a fair and inclusive School environment.

All staff should work as part of a unified staff body by:

- developing productive and supportive relationships with colleagues.
- exercising any management responsibilities in a respectful, inclusive and fair manner.
- complying with all School policies and procedures.
- participating in the School's development and improvement activities.
- recognising the role of the School in the life of the local community.

- upholding the School's reputation and standing within the local community and building trust and confidence in it.

Additional principles for teachers

Teachers should take responsibility for maintaining the quality of their teaching practice by:

- meeting the professional standards for teaching applicable to their role and position within the School.
- reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills.
- helping pupils to become confident and successful learners. establishing productive relationships with parents and carers by:
 - providing accessible and accurate information about their child's progress;
 - involving them in important decisions about their child's education;
 - complying with this Code.

Teachers should also maintain public trust and confidence in the School by:

- demonstrating honesty and integrity.
- understanding and upholding their duty to safeguard the welfare of children and young people.
- maintaining reasonable standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site.
- maintaining an effective learning environment.

3. Whistleblowing

Each individual within the Wishford Schools group has a responsibility for raising concerns about unacceptable practice or behaviour in order to prevent the problem from worsening or widening, to protect or reduce risks to others or to prevent becoming implicated him/herself.

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head, or to the Proprietor where the concern relates to the Head. Such concerns will then be treated in accordance with the procedure set out in the Safeguarding Policy.

Staff wishing to raise a concern anonymously may also raise issues directly with the Proprietor using the Wishford website: www.wishford.co.uk/whistleblowing

Full guidance can be found within the Whistleblowing Policy.

4. Guidance on staff/pupil relationships

Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of staff. This guidance applies to all adults working in this School, and not just teachers.

Forming inappropriate relationships with children or young people who are pupils or students at another school may also be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the staff involved cannot be trusted to maintain professional boundaries with pupils and students at the School.

Behaviour giving particular cause for concern

You should take particular care when dealing with a pupil who:

- appears to be emotionally distressed, or generally vulnerable and/or who is seeking expressions of affection.
- appears to hold a grudge against you.
- acts in a provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over-familiar.

Procedure to be followed in these cases

Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Senior Lead in accordance with the School's Safeguarding Policy & Procedure.

You should be aware of the following general guidance that will apply in all cases. In particular, you:

- need to exercise professional judgment but always act within the spirit of these guidelines. If you are involved in a situation where no specific guidance exists, you should discuss the circumstances with a senior colleague. A written record should be kept that includes justification for any action taken.
- must be familiar with procedures for handling allegations against staff.
- must be aware of the School's Child Protection Procedures.
- must seek guidance from a senior colleague if you are in any doubt about appropriate conduct.
- must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or a group of pupils to a senior colleague.

Comprehensive records are essential. Any incident involving children that could give cause for concern, whether contemplated in these guidelines or not should be recorded with justifications for any action taken. In addition, any incident should be promptly reported to a senior colleague. Good order and discipline: Teaching staff and other staff in charge or control of pupils must maintain good order and discipline at all times when pupils are engaged in authorised school activities, whether on School premises or elsewhere.

5. General conduct

In general, pupils should be encouraged to discuss with their parents or guardians' issues that are troubling them. It may be appropriate to suggest that a pupil sees their tutor.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain.

You must not carry out on School premises any work or activity other than pursuant to your terms and conditions of employment without the prior permission of the Head or Director.

You should be aware that the behaviour of your partner or other family members may raise concerns. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School.

6. Confidentiality & Information Sharing

The over-riding principal is that the welfare of the child is paramount. Privacy and confidentiality must be respected where possible, provided that doing so does not leave a child at risk of harm.

Staff and other adults who have a concern about a child have a responsibility to share the relevant information with the Designated Safeguarding Lead and/or Safeguarding Officers, who may in turn share that information with other professionals. Sensitive information should be shared with the minimum number of people possible in order to properly investigate and resolve the concern.

You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain.

You must not carry out on School premises any work or activity other than pursuant to your terms and conditions of employment without the prior permission of the Head or Director.

You should be aware that the behaviour of your partner or other family members may raise concerns. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School.

Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information only to those who need to know and can help.

The following “golden rules” for information sharing are taken from Government guidance:

- Remember that the Data Protection Act is not a barrier to sharing information. It provides a framework to ensure that personal information about living persons is shared appropriately.
- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. If you decide not to share, then record why.

7. Meetings with pupils

Babysitting & Personal Tutoring

Staff are not permitted to engage in babysitting or personal tutoring arrangements with Heywood Prep pupils, past or present.

One-to-one meetings

If you are teaching one pupil, or conducting a one-to-one meeting or teaching session with a pupil, you should take particular care in the following ways:

- when working alone with a pupil is an integral part of your role, conduct and agree full risk assessments with a senior colleague.
- use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson/meeting is taking place.

- arrange the meeting during normal school hours when there are plenty of other people about.
- do not continue the meeting for any longer than is necessary to achieve its purposes.
- avoid sitting or standing in close proximity to the pupil, except as necessary to check work.
- avoid using "engaged" or equivalent signs on doors or windows.
- avoid idle discussion.
- avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact.
- avoid any conduct that could be taken as a sexual advance.
- report any incident that causes you concern to the Designated Safeguarding Lead under the School's Child Protection Procedures, and make a written record (signed and dated).

Pre-arranged meetings

Pre-arranged meetings with pupils outside school should have a justified purpose and ideally permission should be obtained from their parents and a senior colleague.

In some rare circumstances home visits are necessary. You should:

- discuss the purpose of any visit with senior colleagues and adhere to any agreed work plan/contract.
- follow the risk management strategy and ensure appropriate risk assessments are in place. When there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague. not visit unannounced if this can be avoided.
- leave the door open where you will be alone with pupils.
- keep records detailing times of arrival and departure, and work undertaken.
- discuss with your manager anything that gives cause for concern and refer to other agencies if felt appropriate.
- have a mobile phone and an emergency contact.

8. Language and appearance

You should use appropriate language at all times. You should:

- avoid words or expressions that have any unnecessary sexual content or innuendo.
- avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, emails etc).
- avoid any form of aggressive or threatening words.
- avoid any words or actions that are over-familiar.
- not swear, blaspheme or use any sort of offensive language in front of pupils.
- avoid the use of sarcasm or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about anyone. Any sanctions should be in accordance with the School's behaviour management programme.
- be aware that some parts of the curriculum may raise sexually explicit subject matters. Care should be taken in subjects where rules/boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.

You should dress appropriately and in a professional manner. Dress must not be offensive, distracting or revealing. Political or other contentious slogans or badges are not allowed.

9. Smoking, Drugs & Alcohol

Heywood Prep is a designated No Smoking area. Smoking and the use of tobacco products in any form are prohibited at all times. Smoking immediately outside the school premises is not permitted at any time. Staff are prohibited from smoking at any time whilst accompanying school trips.

Staff should not smoke immediately before entering the school premises or immediately prior to any contact with the children in their care.

Alcohol is not permitted on the site at any time, with the exception of evening reception events for current and prospective parents and other school events. Staff must not enter the premises if they are under the influence of alcohol. Any member of staff found or suspected to be under the influence of alcohol during school hours will be disciplined in accordance with the procedure set out in the staff handbook. Staff attending school social events at which alcohol is served should ensure their consumption is moderate and that at all times their behaviour is in accordance with the standards expected of staff.

Alcohol should not be consumed by any member of staff whilst on a school trip including residential trips.

Use of illegal drugs by any member of staff, whether on or off the premises, is likely to result in immediate disciplinary procedures.

10. The use of force or physical restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself, another or to property, prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise or committing an offence and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL who will decide what to do next. Where this relates to the school's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other staff who are authorised by the Head to have control or charge of pupils, may use such force or physical contact as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- committing a criminal offence.
- injuring themselves or others.
- causing damage to property, including their own.
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Application of code of restraint

This applies when a teacher, or other authorised person, is on School premises and when he or she is in control or charge of the pupil elsewhere, for example on a field trip or other authorised out of school activity. It only applies where no other form of control is available and where it is necessary to intervene.

Before intervening physically you should, wherever practicable, tell the pupil to stop and what will happen if he or she does not. You should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. You should always avoid touching or holding a pupil in a way that might be considered indecent. Nor should you act in a way that might reasonably be expected to cause injury. Inform senior staff: You should inform the Head or Deputy Head immediately following an incident, except the most minor or trivial, where force has been used. This is to help prevent any misunderstanding or

misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report as soon as possible afterwards. Action taken in self-defence or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene. Using reasonable force: There is no legal definition of "reasonable force". It will always depend on the circumstances.

Note that any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented. Physical force could not be justified to prevent a pupil from committing a trivial misdemeanour. Any force should always be the minimum needed to achieve the desired result. Whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

11. Physical contact in other circumstances

There is an absolute ban on the threat or use by any member of staff, of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.

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. Staff should, therefore, use their professional judgement at all times. Staff 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.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

When physical contact may be appropriate

There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.

It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.),

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

Physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and

games. Any physical contact should be in response to the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement. Guidance on using physical contact:

You should observe the following guidelines (where applicable):

- explain the intended action to the pupil.
- do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction.
- ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration.
- consider alternatives if it appears likely that the pupil might misinterpret the contact.

Report concerns

If you are at all concerned about any instance of physical contact, inform a senior colleague or the Head without delay, and make a written record of the incident.

Offering comfort to distressed pupils

Touching may also be appropriate where a pupil is in distress and needs comforting. You should use your own professional judgement when you feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. You should always notify a senior colleague when comfort has been offered and should seek guidance if unsure whether it would be appropriate in a particular case.

Administering first aid

When administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's First Aid Policy, and parents should be informed if necessary.

Staff should:

- adhere to the School's policy on administering first aid / medication.
- comply with the necessary reporting requirements.
- make other adults aware of the task that is being undertaken.
- explain what is happening. report and record the administration of first aid.
- have regard to any health plans.
- ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

Regular physical contact

Generally, regular physical contact can only be justified where it is part of an agreed plan such as School policy, or as a result of a Special Educational Need.

Pupils' entitlement to privacy

Children are entitled to privacy when changing. However there still must be an appropriate level of supervision to ensure safety.

You should:

- avoid physical contact or intrusive behaviour when children are undressed.
- announce yourself when entering changing rooms and avoid remaining unless required.
- not shower or change in the same place as children.

- not assist with any personal care task which a pupil can undertake themselves.

Where a child has been abused

Where a child has previously been abused, staff should be informed on a 'need to know' basis, and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the pupil and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with senior colleagues / the Head and parents / carers.

Children with special educational needs or disabilities

Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny.

12. Dealing with "crushes"

Crushes, fixations or infatuations are part of normal adolescent development. However they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a pupil has a crush on you or on another colleague you should bring it to the attention of senior colleagues at the earliest opportunity. Suggestions that a pupil may have developed a crush should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of staff, this should be reported to a senior colleague and recorded.

13. Code of conduct for contact outside school

You should avoid unnecessary social contact with pupils outside school. You should:

- not give pupils your home address, home phone number, mobile phone number or personal e-mail address unless there is a justified professional reason for doing so.
- be cautious about sending personal communications to children and always ensure that they cannot be misinterpreted.
- not make arrangements to meet pupils, individually or in groups, outside school other than on school business.
- avoid contacting pupils at home unless this is strictly necessary.
- not give a pupil a lift in your own vehicle other than on School business.
- avoid inviting pupils (groups or individuals) to your home unless there is a good reason and it has been approved by the Head.
- ensure that pupils do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour.
- never engage in secretive social contact with pupils or their parents.

The School accepts that several staff have pupils at the School and therefore that normal friendships and links will be formed between families. Staff should be clear and open about where professional and personal boundaries are, and any social contact that could give rise to concern should be reported to a senior colleague.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

There may be some situations when staff are required to transport pupils. You should:

- ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive.
- be aware that until the pupil is passed over to a parent / carer, you have responsibility for that pupil's health and safety.
- record the details of the journey where practical.
- be able to justify impromptu or emergency lifts.
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc.
- avoid using private vehicles
- try to have one adult additional to the driver to act as an escort.

Scope of application of code on contact outside school

The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the School.

The principles of this guidance also apply to contact with children or young people who are pupils at another school.

When taking part in educational visits, you should: follow the School's Trips and Educational Visits Policy. be accompanied by another adult unless otherwise agreed with a senior colleague. undertake a risk assessment. obtain parental consent. never share bedrooms unless in a dormitory situation and arrangements have been discussed previously with senior colleagues, parents and pupils.

14. Acceptable use of IT systems

Staff must adhere to the Acceptable Use of IT policies contained within the school's E-Safety policy.

In particular, it is imperative that staff do not access, load, store, post or send from school ICT any material that is, or may be considered to be, illegal, offensive, libelous, pornographic, obscene, defamatory, intimidating, misleading or disruptive to the school or may bring the school into disrepute. This includes, but is not limited to, jokes, chain letters, files, emails, clips or images that are not part of the school's business activities; sexual comments or images, nudity, racial slurs, gender specific comments, or anything that would offend someone on the basis of their age, sexual orientation, religious or political beliefs, national origin, or disability (in accordance with the Sex Discrimination Act, the Race Relations Act and the Disability Discrimination Act).

15. Communication with pupils (including the use of technology)

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. They should not communicate with pupils using social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school.

Staff should be circumspect in their private use of social networking sites and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

All communication with children or parents should conform to School policy and be limited to professional matters. These rules apply to any form of communication such as mobile phones, web-cameras, social networking websites, gaming platforms and blogs.

You must be familiar with the e-Safety Policy, which incorporates guidance on the acceptable use of ICT.

16. Mobile Phones and Cameras

You must be familiar with, and abide by, the Policy on Taking, Using and Storing Images of Children.

Our school believes that keeping children safe is of paramount importance. We also seek to ensure that everyone in the school is safeguarded against allegations and works to high standards of professionalism. Practitioners, teachers, volunteers, students and other visitors to the school, who will be in areas where children are present, are asked to switch off their mobile phones and to keep them in their bag or pocket as appropriate.

The school provides cameras for taking photographs when necessary (staff portfolios whilst training, evidence of pupil progression in EYFS, Trips etc).

Mobile phones should not be used when supervising or teaching children except in cases of emergency. Images of children must not be taken or stored on any personal mobile phone. If a phone/camera is to be used for school blogs or Twitter whilst on educational visits, permission must be obtained from the Head and reference to their use and subsequent safety of data must be referred to on the trip risk assessment. Images must be deleted as soon as they have been used and not stored on the phone or camera.

Photography can be used for recording achievements, for records and for other school use. However, only school cameras can be used to photograph children. Images can only be stored on school, password protected computers and then must be deleted from the camera immediately and especially before the camera leaves the premises on an educational visit. Images can be printed for record and other school purposes.

Consent will be obtained from parents in order for photographs to be taken and used for evidence or recording achievements. Consent will be obtained for use on the school website or in publicity material. Please ensure you are aware of those children for whom permission has not been granted. Any photography or videoing of children will be done by staff/parent/carers and must always take place in full view of others.

Cameras and mobile phones are not permitted in toilet areas or where children are changing.

17. Gifts

Receiving Gifts

If you receive a gift you should declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £100. The Head or Director may in their absolute discretion require you to decline the gift.

You must decline outright gifts that could be seen as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents or children to make small gifts to show appreciation, you must not receive gifts on a regular basis (more than once a term) or receive anything of significant value.

Giving Gifts

Where you are thinking of giving a gift or reward it should only be provided as part of an agreed reward system. In all cases, the gift or reward should be of little monetary value and should be discussed and agreed with the Head. Selection processes should be fair and where possible should be agreed by more than one member of staff. Gifts should be given openly and not based on favouritism.

Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

18. Consequences of breaching this policy

It is in your interests to follow this policy so as to maintain standards of behaviour and your own professional reputation. A breach of this policy may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.

19. Approval & Review

This Code of Conduct was approved by the Board of Directors of Heywood Prep Limited in January 2018. It will be reviewed on an annual basis. The next review will take place in January 2019.



Signed: Sam Antrobus
Chairman, Heywood Prep Limited