



**CtKCC**  
Christ the King  
Catholic Collegiate  
Together as one community  
with Christ at the centre



## Staff Code of Conduct

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### Overview

Christ the King Catholic Collegiate (CtKCC) Multi-Academy Company (MAC) seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for children and young people. CtKCC schools serve children and young people, helping them grow into fulfilled and valued citizens. As role models for children, how we behave as a CtKCC staff member is as important as what we do and there is an expectation that all our employees hold our staff values. (Annex A)

This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and behaviours which should be avoided.

Staff should conduct themselves professionally at all times, particularly when communicating with children and young people, parents, colleagues and external agencies in line with the values and ethos of CtKCC.

All employees (and volunteers) should be aware of the standards of conduct expected of them by CtKCC. Although it is impossible to lay down rules to cover all eventualities, this Code sets out the key areas where concerns are likely to arise and staff awareness is necessary.

**If a member of staff does not follow this Code of Conduct this may lead to disciplinary procedures.**

Should this occur, full consideration will be given to all the relevant facts and circumstances of the case in accordance with the principles of natural justice and following agreed procedures, in line with the CtKCC Disciplinary Policy.

Staff must comply with requirements of their contract of employment, conditions of service, Articles of Governance, national professional standards (Annex B) and relevant CtKCC policies. The Code is supplementary to documents detailing terms and conditions of employment, including statutory provisions, relating to employment. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action already taken or proposed.

### **Core Principles**

- The welfare of children and young people is paramount;
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Staff should work, and be seen to work in an open and transparent way;
- Staff should treat children and young people, parents, colleagues and other professionals with dignity and respect, in line with the values and ethos of CtKCC.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern;
- Records should be made of any such incident and of decisions made/further actions agreed;
- Staff should apply the same professional standards in keeping with CtKCC's Equalities Policy;
- All staff should know the name of their designated person for child protection, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect learners;
- Staff should continually monitor and review their practice and ensure that they follow the guidance contained in this document;
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. This is particularly pertinent under GDPR and staff must be aware of their responsibilities under these regulations.

## Record of Amendments

[illegible]

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## Safe Working Practices for the Protection of Children, Young People and Staff

<p><b>1. Introduction</b></p> <p>This guidance has been produced to help all staff (and volunteers) establish the safest possible learning and working environments. The aims are to safeguard children and young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct. Those staff (or volunteers) whose conduct does not meet these standards could be deemed unsuitable to work with children and young people.</p>	<p><b><i>This means that these guidelines:</i></b></p> <ul style="list-style-type: none"><li>• <i>apply to all adults working in education settings whatever their position, roles, or responsibilities in Christ the King Catholic Collegiate Multi-Academy Company.</i></li></ul>
<p><b>2. Duty of Care</b></p> <p><b>2.1</b> Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect children and young people from discrimination and avoidable harm.</p> <p><b>2.2</b> All adults in school, whether paid or voluntary, have a duty to keep children and young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and learners and behaviour by staff that demonstrates integrity, maturity and good judgment.</p> <p><b>2.3</b> There are legitimate high expectations about the nature of the professional involvement of staff in the lives of learners. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"><li>• <i>understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;</i></li><li>• <i>always act, and be seen to act, in the child or young person's best interest;</i></li><li>• <i>treat children, young people and colleagues with dignity and respect</i></li><li>• <i>avoid any conduct which would lead any reasonable person to question their motivation and intention;</i></li><li>• <i>take responsibility for their own actions and behaviour.</i></li></ul>

<p><b>2.4</b> Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices.</p>	<p><b><i>This means CtKCC academics must:</i></b></p> <ul style="list-style-type: none"> <li>• <i>ensure that safeguarding procedures are in place and reviewed;</i></li> <li>• <i>ensure that systems are in place for concerns to be raised;</i></li> <li>• <i>ensure that adults are not placed in situations which render them particularly vulnerable.</i></li> <li>• <i>foster a culture of openness and support</i></li> </ul>
<p><b>3. Exercise of Professional Judgment</b></p> <p><b>3.1</b> This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the learners which could contravene this guidance or where no guidance exists. Individuals are expected to make judgments about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.</p>	<p><b><i>This means that where no specific guidance exists staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;</i></li> <li>• <i>always discuss any misunderstanding, accidents or threats with a senior leader or with the CEO;</i></li> <li>• <i>always record discussions and actions taken with their justifications.</i></li> </ul>
<p><b>4. Power and Positions of Trust</b></p> <p><b>4.1</b> All adults working with learners in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a learner cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.</p>	<p><b><i>This means that staff must not:</i></b></p> <ul style="list-style-type: none"> <li>• <i>use their position to gain access to information for their own advantage and/or a learner's or family's detriment;</i></li> <li>• <i>use their power to intimidate, threaten, coerce or undermine learners;</i></li> <li>• <i>use their status and standing to form or promote a relationship with a learner, which is of a sexual nature;</i></li> </ul>

<p><b>4.2</b> Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.</p> <p><b>4.3</b> Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.</p>	<ul style="list-style-type: none"> <li>• <i>attempt to initiate a relationship with a recent ex-learner, which is of a sexual nature.</i></li> </ul>
<p><b>5. Confidentiality</b></p> <p><b>5.1</b> Members of staff may have access to confidential information about learners in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a learner or his/her family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the learner.</p> <p><b>5.2</b> Confidential information about learners should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the learner's identity does not need to be disclosed the information should be used anonymously.</p>	<p><b><i>This means that staff:</i></b></p> <ul style="list-style-type: none"> <li>• <i>are expected to treat information they receive about learners in a discreet and confidential manner;</i></li> <li>• <i>in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff;</i></li> <li>• <i>need to be cautious when passing information to others about a learner;</i></li> <li>• <i>should never discuss learners with other learners</i></li> <li>• <i>need to know to whom any concerns or allegations should be reported,</i></li> <li>• <i>must fully understand and apply the GDPR relating to staff, pupil and commercially sensitive data and the requirement to inform their line manager of all data breaches regardless of their nature.</i></li> </ul>

<p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p>	<p>There are some circumstances in which a member of staff may be expected to share information about a learner, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.</p> <p>If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior leadership.</p> <p>Adults need to be aware that although it is important to listen to and support learners, they must not promise confidentiality or request learners to do the same under any circumstances.</p> <p>Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior leader without delay.</p>	
<p><b>6. Propriety and Behaviour</b></p> <p>6.1</p>	<p>All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of learners. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, learners and the public in general. Teaching staff are expected to adhere to Part 2 (Personal and Professional Conduct) of the Teachers' Standards document. See Annex B for details.</p>	<p><b><i>This means that staff should not:</i></b></p> <ul style="list-style-type: none"> <li>• <i>behave in a manner which would lead any reasonable person to question their suitability to work with learners or act as a role model;</i></li> <li>• <i>drink alcohol with current learners in public or private places, nor purchase alcohol for learners. There may be exceptional circumstances where a member of staff may be personal friends with a parent which mean that normal social life will bring the student into social contact with a member of staff. However, generally, if a member of staff finds themselves in a pub or other meeting place in which current learners are drinking, the member of staff should not join the learners and exact regulations in this area; if a member of staff feels that there are exceptional reasons why the general</i></li> </ul>



<p><b>6.2</b> An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting so it is important to exercise due care and attention when outside of the school environment.</p> <p><b>6.3</b> Membership of organisations whose goals are in conflict with the values and equality policies of the Multi-Academy is not acceptable.</p> <p><b>6.4</b> The use of personal electronic devices (including mobile phones tablets, cameras etc) in the classroom is not allowed unless an exemption is requested from the Headteacher for example in the case of ripple tank activities in a physics class.</p> <p><b>6.5</b> Under no circumstances should staff use a personal electronic device to take photographs; video footage or audio recordings</p>	<p><i>restriction on drinking alcohol with learners should not apply, they should discuss the matter with a senior member of staff;</i></p> <ul style="list-style-type: none"> <li><i>• make inappropriate remarks to a student (including email, text messages, phone or letter etc.);</i></li> <li><i>• discuss their own sexual relationships with or in the presence of learners;</i></li> <li><i>• discuss a student's sexual relationships in inappropriate settings or contexts;</i></li> <li><i>• make (or encourage others to make) unprofessional or personal comments or gossip in any form of communication (e-mail, conversations or social networking comments and posts).</i></li> <li><i>• use personal electronic devices in the classroom without first seeking the permission of the Headteacher.</i></li> <li><i>• Take photographs or recordings of children or learners using personal electronic devices</i></li> </ul> <p><b>Staff must:</b></p> <ul style="list-style-type: none"> <li><i>• be aware that their behaviour in their personal lives may impact upon their work with children and young people</i></li> <li><i>• refrain from taking part in any activity within their personal lives which may be deemed illegal</i></li> <li><i>• seek approval from the Headteacher to use any personal electronic device in the classroom</i></li> </ul>
<p><b>7. Dress and Appearance</b></p> <p><b>7.1</b> Staff should consider the manner of dress and appearance appropriate to their professional role. We require learners to be smart in their uniform. Smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. There are some items that are not acceptable when working as a member of staff at CtKCC</p>	<p><b><i>This means that staff should ensure that their appearance and clothing:</i></b></p> <ul style="list-style-type: none"> <li><i>• Promotes a well-groomed, positive, professional image</i></li> <li><i>• Is appropriate to their role</i></li> <li><i>• Takes account of Health and Safety requirements.</i></li> <li><i>• Cannot be viewed as offensive, revealing or sexually provocative.</i></li> <li><i>• Does not distract, cause embarrassment of give rise to misunderstanding</i></li> </ul>

## 7.2

### ***Non-appropriate items include but are not limited to:***

- Large/prominent or inappropriate logos
- Inappropriate slogans including but not limited to slogans which:
  - encourage the misuse or use of alcohol or drugs
  - encourage violence or discrimination in any form
  - are political in nature
- Shorts (excluding PE staff);
- Denim;
- No casual footwear (including flip-flops);
- Visible tattoos;
- Leggings (excluding sports leggings and uniform leggings identified by the school as acceptable);
- Tight trousers (such as 'skinny' trousers);
- Anything short, tight, transparent or low cut.
- Clothing associated with organisations whose ethos is contrary to that of CtKCC.

## 7.3

Staff are to wear their school identity badge at all times when in school using the CtKCC lanyard. Exceptions to this should be applied sensibly when operating machinery or conducting lessons where it would be dangerous to do so.

## 8. Gifts

### 8.1

Staff should be aware of the Multi-Academy policy regarding arrangements for the declaration of gifts received and given. Full details are contained in the CtKCC MAC Finance Regulations.

### 8.2

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

### ***This means that staff should:***

- *ensure that gifts received/given in situations which may be misconstrued are declared;*
- *ensure that gifts of significant value are declared in accordance with paragraph 8.1;*
- *only give gifts to an individual young person as part of an agreed reward system;*
- *where giving gifts other than as above, ensure that these are of insignificant value and given to all learners equally.*

<p>8.3</p> <p>8.4</p>	<p>There are occasions when learners or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Finance Assistant.</p> <p>Members of staff may not give personal gifts to learners. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.</p>	
<p>9.1</p> <p>9.2</p> <p>9.2</p>	<p><b>9. Communication with Learners</b> (linked to Social Media Policy)</p> <p>Communication between learners and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs.</p> <p>Adults should not share any personal information with a student. They should not request, or respond to, any personal information from the student, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.</p> <p>Adults should also be circumspect in their communications with learners to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. Adults should not give</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations;</i></li> <li>• <i>be mindful of the need to maintain professional boundaries.</i></li> <li>• <i>not use internet or web-based communication channels to send personal messages to a learner;</i></li> <li>• <i>only give their personal contact details to learners, including their mobile telephone number, for professional reasons and with the knowledge of their line manager;</i></li> <li>• <i>communicate with learners in an appropriate and professional manner, making sure that parents have given permission for this form of communication to be used;</i></li> <li>• <i>not to have images of learners stored on personal cameras, devices or home computers;</i></li> <li>• <i>not make images of learners available on the internet, other than through the academy</i></li> </ul>

<p>personal contact details to learners including e-mail, home or telephone numbers, unless the need to do so is agreed with senior leadership and parents. E-mail or text communications between an adult and a student outside agreed protocols may lead to disciplinary and/or criminal investigations. This includes communications through internet based web sites, such as social networking, instant messaging or gaming.</p> <p><b>9.3</b> Communication with ex-learners who are over 18 is left to staff discretion. Please be conscious of the fact that ex-learners may be in contact with current learners.</p> <p><b>9.4</b> Actions that bring CtKCC or any of its schools into disrepute will lead to disciplinary procedures being taken.</p>	<p><i>network/website, without permission from parents and senior teachers;</i></p> <ul style="list-style-type: none"> <li>• <i>be cautious in their contact with ex- learners, as there is still a professional relationship and there may be contact with current learners.</i></li> </ul>
<p><b>10. Social Networking Sites</b></p> <p><b>10.1</b> Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.</p> <p><b>10.2</b> Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns about CtKCC, its schools or any member thereof (including learners), it is not appropriate to do so. Inappropriate comments made about CtKCC, its schools or any member thereof (including learners) will lead to disciplinary procedures being taken. Complaints or grievances should be addressed through the appropriate channels.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>lock down their profile to ensure that data and images are not freely available. (Seek advice if you are unsure how to do this);</i></li> <li>• <i>ensure passwords are kept strong and secure;</i></li> <li>• <i>not permit current and recent learners or parents to have access to your profile;</i></li> <li>• <i>be aware that images of others should be protected and be treated as carefully as you would your own;</i></li> <li>• <i>not post any comment about CtKCC, any of its schools or any member thereof (including learners) on social media.</i></li> </ul>

**10.3**

CtKCC MAC considers the following examples to be inappropriate uses of social networking sites. (This list is non-exhaustive and intended to provide examples only):

- Making allegations about staff or students (Cyber-bullying);
- Making complaints about the Multi-Academy or a member of staff;
- Making defamatory statements about the Multi-Academy or a member of staff;
- Posting negative/offensive comments about CtKCC Multi-Academy Company policy or practice.
- Any online activity that may bring the Multi-Academy into disrepute.

**10.4**

Staff should at all times keep their personal use of social media separate from their professional use of social media. When using any personal social media sites, staff must not:

- identify themselves as employees of CtKCC or its schools;
- contact learners from CtKCC or its schools;
- contact members of a learner's family;
- accept a friend request from a current student, an ex-student under age 21 or a member of a student/ex-student's family.
- If an ex student is over 21 and has a sibling in school then staff should NOT accept a friend request; post any details or information obtained during the course of their employment with the CtKCC or its schools;

<ul style="list-style-type: none"> <li>• post any photographs, videos or any other type of image of learners, in particular learners wearing their uniform</li> <li>• post any photographs, videos or other type of image of other staff members wearing clothing that could be associated with the CtKCC or its schools; post any photographs, videos or any other type of image of the buildings or premises.</li> </ul> <p><b>10.5</b> Any instances of inappropriate use of social media will be investigated and will lead to disciplinary action being taken.</p> <p><b>10.6</b> If a student gains access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior leadership should be informed immediately.</p>	
<p><b>11. Physical Contact</b></p> <p><b>11.1</b> There are occasions when it is entirely appropriate and proper for staff to have physical contact with learners, but it is crucial that they only do so in ways appropriate to their professional role. Staff should use their professional judgement at all times about the appropriateness of any physical contact.</p> <p><b>11.2</b> Physical contact should never be secretive, or for 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 made clear to senior staff.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>be aware that even well intentioned physical contact may be misconstrued by the student, an observer or by anyone to whom this action is described;</i></li> <li>• <i>never touch a student in a way which may be considered indecent;</i></li> <li>• <i>always be prepared to explain actions and accept that all physical contact be open to scrutiny.</i></li> </ul> <p><b><i>This means that CtKCC will:</i></b></p> <ul style="list-style-type: none"> <li>• <i>ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior leadership;</i></li> <li>• <i>provide staff, on a "need to know" basis, with relevant information about vulnerable learners in their care.</i></li> </ul>

11.3	Physical contact, which occurs regularly with an individual student, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to learners with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review.	
<p><b>12. Physical Education and other activities which require physical contact</b></p> <p>12.1</p> <p>12.2</p>	<p>Some staff, for example, those who teach PE and games, or who offer music tuition, will on occasions have to initiate physical contact with learners in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement.</p> <p>Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment (see section 16, one-to-one situations, below). Staff should remain sensitive to any discomfort expressed verbally or non- verbally by the student.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>consider alternatives, where it is anticipated that a learner might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable learner in the demonstration;</i></li> <li>• <i>always explain to a learner the reason why contact is necessary and what form that contact will take unless their safety is at immediate risk.</i></li> </ul>
<p><b>13. Learners in distress</b></p> <p>13.1</p> <p>13.2</p>	<p>There may be occasions when a distressed learner needs comfort and reassurance. This may include age appropriate physical contact. Staff should remain self- aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.</p> <p>Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek further advice from a senior leader.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>consider the way in which they offer comfort to a distressed student;</i></li> <li>• <i>always tell a colleague when and how they offered comfort to a distressed student;</i></li> <li>• <i>record situations which may give rise to concern</i></li> </ul>



<p><b>14. Behaviour Management</b></p> <p><b>14.1</b> All learners have a right to be treated with respect and dignity. Staff should not use any form of degrading treatment to punish a learner. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards learners is not acceptable in any situation.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>not use force as a form of punishment;</i></li> <li>• <i>try to defuse situations before they escalate;</i></li> <li>• <i>keep parents/carers informed of any sanctions;</i></li> <li>• <i>adhere to CtKCC Behaviour for Learning policy.</i></li> </ul>
<p><b>15. Care Control and Physical Intervention</b></p> <p><b>15.1</b> Staff may legitimately intervene to prevent a learner from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. In such circumstances, the element of restraint should be the minimum necessary to prevent injury or remove the risk of harm. Staff should have regard to the health and safety of themselves and others at all times.</p> <p><b>15.2</b> Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.</p> <p><b>15.3</b> In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>always seek to defuse situations;</i></li> <li>• <i>always use minimum force for the shortest period necessary.</i></li> </ul>
<p><b>16. One to one situations</b></p> <p><b>16.1</b> Staff working in one to one situations with children and young people are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and learners are met.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>avoid meetings with learners in remote, secluded areas of the school;</i></li> <li>• <i>ensure there is visual access and/or an open door in one to one situations;</i></li> <li>• <i>inform other staff of the meeting beforehand, assessing the need to have them present or close by;</i></li> </ul>



16.2	Pre-arranged meetings with learners away from the school premises should not be permitted unless approval is obtained from their parent/carer and the Headteacher or other senior colleague with delegated authority. Wherever possible a third party should always be present.	<ul style="list-style-type: none"> <li>• <i>avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy;</i></li> <li>• <i>always report any situation where a child becomes distressed or angry to a senior colleague;</i></li> <li>• <i>consider the needs and circumstances of the child/children involved.</i></li> </ul>
<b>17. Transporting children</b>  17.1 In certain situations, for example out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.  17.2 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. The driver must also have the appropriate business use insurance.  17.3 Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.		<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements;</i></li> <li>• <i>ensure that they are alone with a learner for the minimum time possible;</i></li> <li>• <i>be aware that the safety and welfare of the learner is their responsibility until this is safely passed over to a parent/carer;</i></li> <li>• <i>report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures;</i></li> <li>• <i>take into account any specific needs that the learner may have.</i></li> </ul>
<b>18. Extra- curricular activities</b>  18.1 Staff should take particular care when supervising learners in the less formal atmosphere of a residential setting or after-school activity.  18.2 During school activities that take place off the school site or out of school hours, a		<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school;</i></li> <li>• <i>undertake a risk assessment for the activity undertaken;</i></li> </ul>

<p>more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.</p> <p><b>18.3</b> Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Learners, staff and parents/carers should be informed of these prior to the start of the trip.</p> <p><b>18.4</b> Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.</p> <p><b>18.5</b> Staff should not, without authority or prior approval, undertake activities unconnected with their professional role during working hours.</p>	<ul style="list-style-type: none"> <li>• <i>have parental/carer consent for the learner to attend the activity;</i></li> <li>• <i>ensure that their behaviour remains professional at all times.</i></li> </ul>
<p><b>19. First Aid and Administration of Medication</b></p> <p><b>19.1</b> CtKCC has a Supporting Pupils with Medical Conditions policy which must be adhered to at all times</p>	<p><b><i>This means that:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Staff should familiarise themselves with this policy.</i></li> </ul>
<p><b>20. Curriculum</b></p> <p><b>20.1</b> Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>have clear written lesson plans.</i></li> </ul> <p><b><i>This means that staff should not:</i></b></p> <ul style="list-style-type: none"> <li>• <i>enter into or encourage inappropriate or offensive discussion about sexual activity.</i></li> </ul>

<p><b>20.2</b></p>	<p>The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to learners' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.</p>	
<p><b>20.3</b></p>	<p>Care should also be taken to abide by the Board of Directors' required policy on sex and relationships education and the wishes of parents/carers. Parents/carers have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).</p>	
<p><b>21. Photography, Videos and other Creative Arts</b></p>		<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded;</i></li> <li>• <i>ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose;</i></li> <li>• <i>ensure that all images are available for scrutiny in order to screen for acceptability;</i></li> <li>• <i>be able to justify images of children in their possession;</i></li> <li>• <i>avoid making images in one to one situations.</i></li> </ul> <p><b><i>This means that staff should not:</i></b></p> <ul style="list-style-type: none"> <li>• <i>have images of learners stored on personal cameras, devices or home computers;</i></li> <li>• <i>make images of learners available on the internet, other than through the academy network/website with permission from parents/carers and the Headteacher.</i></li> </ul>
<p><b>21.1</b></p>	<p>Many school activities involve recording images. These may be undertaken as part of the curriculum, out of school activities, for publicity, or to celebrate achievement.</p>	
<p><b>21.2</b></p>	<p>Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.</p>	
<p><b>21.3</b></p>	<p>Using images of children for publicity purposes must have the consent of parents/carers through the Home-School Agreement. Images should not be displayed on other websites, in publications or in a public place without additional consent.</p>	

<p><b>22. Internet Use</b></p> <p><b>22.1</b> CtkCC has a clear policy about access to and the use of the Internet. Please refer to the Acceptable Use of IT policy for further guidance. Each Academy has forensic software installed on all machines to monitor safe use.</p> <p><b>22.2</b> Under no circumstances should adults in the school's access inappropriate images. Accessing child sexual abuse images on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.</p> <p><b>22.3</b> Using school equipment to access inappropriate or indecent material, including adult pornography, will lead to disciplinary action, particularly if as a result learners might be exposed to inappropriate or indecent material.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Ensure that they have read and understood the Acceptable use of IT Policy.</i></li> </ul>
<p><b>23. Professional Conduct</b></p> <p><b>23.1</b> All staff are expected to</p> <ul style="list-style-type: none"> <li>• Work as part of a team, contributing as well as learnings from others and helping to build up a strong workforce so that we can provide the best possible learning environment for children.</li> <li>• Treat everyone with respect.</li> </ul>	<p><b><i>Staff must not:</i></b></p> <ul style="list-style-type: none"> <li>• <i>engage in gossip about other members of staff which may be hurtful and harmful, either in work or outside of work. Such activities could be slanderous and render the individual liable to prosecution.</i></li> </ul>
<p><b>24. Whistleblowing</b></p> <p><b>24.1</b> Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Please refer to the CtkCC Whistleblowing Policy.</p>	<p><b><i>This means that staff should:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Report any behaviour by colleagues that raises concern.</i></li> </ul>

24.2	<p>Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies. This is particularly important where the welfare of children may be at risk. The NSPCC Whistleblowing helpline is 0800 028 0285.</p>	
<b>25. Sharing Concerns</b> (including low- level concerns) <b>and Recording Incidents</b>		<p><b><i>This means that all staff:</i></b></p> <ul style="list-style-type: none"> <li><i>Must follow the relevant policies and procedures if they have concerns about a child;</i></li> <li><i>Must be fully aware of their legal responsibility to safeguard learners.</i></li> </ul> <p><b><i>This means that all staff:</i></b></p> <ul style="list-style-type: none"> <li><i>Must follow the relevant policies and procedures for dealing with allegations against staff;</i></li> <li><i>Must be fully aware of their legal responsibility to safeguard learners.</i></li> </ul>
25.1	<p>All Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect.</p>	
25.2	<p>All staff should be aware of the CtKCC child protection procedures, school safeguarding policies and the Prevent initiative for safeguarding Children</p>	
25.3	<p>All staff should be aware of procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association.</p>	
25.4	<p>In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent/carer could avoid any misunderstanding.</p>	
25.5	<p>Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with learners so that appropriate support can be provided or action can be taken.</p>	

25.6	<p>Staff should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the schools or workplace. See Safeguarding Policy for further information.</p>	
25.7	<p>Staff must be aware of what KCSIE refers to as a 'low-level concern'. A low-level concern is a behaviour towards a learner by a member of staff that does not meet the harm threshold, but is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. This may include:</p> <ul style="list-style-type: none"> <li>• Being over-friendly with children</li> <li>• Having favourites</li> <li>• Taking photographs of children on a personal device</li> <li>• Engaging in 1-to-1 activities where they can't easily be seen</li> <li>• Humiliating pupils</li> </ul> <p>Low-level concerns include inappropriate conduct inside and outside of work.</p>	<p><b><i>This means that all staff:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Must share any low-level concerns they have using the reporting procedures set out in the school safeguarding policy;</i></li> <li>• <i>Are encouraged to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.</i></li> </ul>
25.8	<p>This approach to low level concerns is intended to create and embed a culture of openness, trust and transparency in which our values are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse. Reporting and responding to low-level concerns is covered in more detail in our Safeguarding policy.</p>	<p><b><i>CtKCC will ensure that :</i></b></p> <ul style="list-style-type: none"> <li>• <i>All reports are handled in a responsive, sensitive and proportionate way.</i></li> <li>• <i>Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.</i></li> </ul>

<p><b>26. Business and Pecuniary Interest</b></p> <p>26.1 All staff are required to inform their Headteacher of any indirect or direct financial interest in any contract or other matter involving CtKCC. All staff are to complete a Business and Pecuniary Interest declaration at least annually and a record of such declaration is to be maintained by each academy.</p>	<p><b><i>This means staff must ensure:</i></b></p> <ul style="list-style-type: none"> <li>• <i>That a Business and pecuniary interest form is completed at least annually and returned in a timely manner.</i></li> </ul>
<p><b>27. Keeping Children Safe in Education</b></p> <p>27.1 CtKCC MAC keeps all Safeguarding procedures up to date in line with the above document which is emailed out at least annually in full for all staff to read. Mechanisms are put in place to assist staff to understand and discharge their roles and responsibilities. Safeguarding training takes place at least annually for all staff.</p>	
<p><b>28. Confirmation of Compliance</b></p> <p>28.1 All staff are required to confirm they have read, understood and agree to comply with this policy and that they have read the <a href="#">Keeping Children Safe in Education</a> at least annually. See Annex B.</p>	



## ANNEX A: Teachers' Standards



Department  
for Education

# Teachers' Standards

### PREAMBLE

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

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

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

#### 2 Promote good progress and outcomes by pupils

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

#### 3 Demonstrate good subject and curriculum knowledge

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

#### 4 Plan and teach well structured lessons

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

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

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

#### 6 Make accurate and productive use of assessment

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

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.








- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



## ANNEX B: Our Staff Values

### Our staff Values

*Our Academy schools serve children and young people and help them grow into fulfilled and valued citizens. As role models for children, how we behave as a Christ the King staff member is as important as what we do and there is an expectation that all our employees hold the following virtues:*

	<p><b>Trust</b></p> <p>Staff are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.</p>		<p><b>Wisdom</b></p> <p>Staff use experience, knowledge and insight. We use experience, knowledge, insight, understanding and good sense to make sound judgements. We demonstrate restraint and self-awareness, act calmly and rationally, exercise moderation and propriety as we serve our schools wisely.</p>
	<p><b>Kindness</b></p> <p>Staff demonstrate respect, generosity of spirit, understanding and good temper. We give difficult messages humanely where conflict is unavoidable</p>		<p><b>Justice</b></p> <p>Staff are fair and work for the good of all children. We work fairly for the good of children from all backgrounds. We seek to enable all young people to lead useful, happy and fulfilling lives.</p>
	<p><b>Service</b></p> <p>Staff are conscientious and dutiful. We demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Our actions protect high-quality education.</p>		<p><b>Courage</b></p> <p>Leaders work courageously in the best interests of children and young people. We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.</p>
	<p><b>Optimism</b></p> <p>We are positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better.</p>		



## **ANNEX C: Confirmation of Compliance**

### **Confirmation of Compliance**

I hereby confirm that I have read, understood and agree to comply with the CtKCC Staff Code of Conduct.

I hereby confirm that I have read and understood Keeping Children Safe in Education Part One dated \_\_\_\_\_ (SCHOOL TO INSERT THE DATE OF THE MOST RECENT KCSIE UPDATE)

Name:

Position/Post Held:

Signed:

Date:

**Once completed, signed and dated, please return this form to your HR Administrator for retention on your personal file.**