

STAFF CODE OF CONDUCT

Introduction

RADIUS Trust complies with the DfE guidance on Keeping Children Safe in Education March 2015. The Trust and each school are committed to Safeguarding and Child Protection and the Staff Code of Conduct sets out the expectations and standards of behaviour for working with children and young people for all staff in the Trust including:

- All employees of RADIUS Trust
- Volunteers
- Approved external agents/ contractors

Key Principles

- Creating a safe culture within our school's involves developing an environment where all children, young people and adults are:
 - Able to express themselves
 - Accepted
 - Listened to and
 - Given time and mutual respect
- Adults who work with children and young people are responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible person to question their motivation and intentions. Decisions taken by adults should always be in the best interests of the child/ young person.
- Adults should always consider whether their actions are warranted, proportionate, safe and applied equally.

STAFF CODE OF CONDUCT

INDIVIDUALS SHOULD ALWAYS

1. Comply with all Trust policies and related school procedures, many of which are specifically written with Safeguarding and Child Protection in mind.
2. Maintain a duty of care:
 - a) Understand the responsibilities, which are part of their employment or role and be aware that sanctions will be applied if these provisions are breached;
 - b) Always act, and be seen to act, in the child/young person's best interests. Ensure that relationships with children/young people clearly take place within the boundaries of a respectful professional relationship;
 - c) Avoid any conduct which would lead any reasonable person to question their motivation and intentions;
 - d) Take responsibility for their own actions and behaviour;
 - e) When making professional judgements, ensure they are recorded and shared with a member of the senior management team and with the parent or carer.

3. Report to the Headteacher/Principal or senior manager (or in the case of an allegation concerning the Headteacher/Principal, the Chair of Governors and the Trust Chief Executive Officer) if:
 - a) There is any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation, against the individual;
 - b) Difficulties are being experienced, for example, coping with a child presenting particularly challenging behaviour; situations where the individual anticipates that they may not be sufficiently qualified, trained or experienced to deal with or handle appropriately;
 - c) Any behaviours of another adult in the school has given the individual cause for concern or breach of this code of conduct or other school policies and procedures (follow the Trust Whistleblowing Policy).
4. Consider the following when physical contact is required as part of their role:
 - a) Be aware of the appropriate use of physical intervention, adhering to the school's behaviour management policy;
 - b) Where possible, ask the child's permission before making any necessary physical contact and ensure intentions are clearly understood;
 - c) Conduct physical activities (such as sports related) where it can be seen by others;
 - d) Record and report as soon as possible after the event any incident where physical intervention has been used in compliance with the Trust Behaviour Management Policy and related school procedures;
 - e) Always encourage children, where possible, to undertake self-care tasks independently;
 - f) Use professional judgement when taking a decision to comfort or reassure a child/young person in distress in an age appropriate way whilst maintaining clear professional boundaries;
 - g) Comply with the Trust's One to One Working Policy and Intimate Care Policy and related school procedures;
 - h) Be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
 - i) Consider their physical contact with children and only touch children in ways which are appropriate to their professional or agreed roles and responsibilities;
 - j) Always be prepared to report and explain actions and accept that all physical contact be open to scrutiny;
 - k) Do not indulge in 'horseplay';
 - l) Work within Health and Safety regulations and comply with the Health & Safety Policy and Arrangements;
 - m) Be aware of cultural or religious views about touching and always be sensitive to issues of gender.
5. Take care that language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.
6. Provide a good example and 'positive role model' to the pupils.
7. When working alone on or off site, comply with the Trust Health & Safety Arrangements and related school procedures on lone working.
8. Ensure any images or videos of pupils comply with the Trust Data Security, Protection and Retention Policy.
9. Actively support the Trust E-Safety policy and related school procedures to ensure children and young people do not have access to inappropriate material.

10. Ensure that any resource materials used in class or as part of activities cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson/ activity plan. Responses to questions should abide by the schools' policy on sex and relationship education.
11. Ensure that any films or material shown to children and young people are age appropriate.
12. Observe other people's right to confidentiality (in some cases confidentiality may not be maintained if, by withholding such information, it prejudices the welfare of the child/young person or vulnerable adult. In such cases, the Headteacher/Principal or appropriate senior manager must be informed and Trust Safeguarding & Child Protection Policy and related school procedures followed).
13. Treat all children equally; never confer favour on particular children, or build 'special relationships' with individual children, except where one to one working is part of a plan agreed with their manager (e.g. for keyworking, counselling tuition, mentoring or other purpose).
14. Where possible use school vehicles when transporting children/young people.
15. Wherever possible, conduct work with pupils and parents/carers at school. Where this is not possible and home visits are arranged, ensure that school policies and suitable risk assessments are in place to safeguard pupils and the adults who work with them.
16. For all trips and outings, adhere to the schools procedures for off site visits.
17. Wear clothing which:
 - a) Is appropriate to your role;
 - b) Is not likely to be viewed as offensive, revealing, or sexually provocative;
 - c) Does not distract, cause embarrassment or give rise to misunderstanding;
 - d) Is absent of any political or otherwise contentious slogans;
 - e) Is not considered to be discriminatory and is culturally sensitive;
18. Recognise potential cases of a child/young person becoming infatuated:
 - a) Report to senior managers and record any incidents or indications (verbal, written or physical) that suggest a child/young person may have developed an infatuation ;
 - b) Seek advice from senior managers on how to handle the situation with care and sensitivity;
 - c) Always acknowledge and maintain professional boundaries.
19. Be aware that behaviour in their personal lives may impact upon their work with children/young people and understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children/young people.
20. Only use mobile phones provided by the school to communicate with children/young people provided permission has been gained by the parent/carer. Recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible.

INDIVIDUALS SHOULD NEVER

21. Develop 'personal' or sexual relationships with children/young people.
22. Have any form of communication with a child/young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.
23. Invite a child/young person into their home or allow a child/ young person to assist with chores or tasks in the home of an adult that works with them.

24. Make sexual remarks to, or about, a child/young person.
25. Discuss their own sexual relationships with or in the presence of children or young people.
26. Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
27. Use force as a form of punishment.
28. Push, hit, kick, punch, slap, throw objects at or smack a child or threaten to do so, or knowingly place a child at risk of harm.
29. Abuse their power or position of trust and should not:
 - a) use their position to gain access to information for their own or others' advantage;
 - b) use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people;
 - c) use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.
30. Behave in a manner that could lead a reasonable person to question conduct, intentions or suitability to care for children or young people.
31. Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.
32. Discriminate either favourably or unfavourably towards any child.
33. Have any indecent images of children/young people or use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the individual to continue to work with children.
34. Use social media to send personal messages to a child/young person. Ensure that if a social networking site is used, details are not shared with children and young people and security is maintained.
35. Give personal contact details, text email or telephone, or make arrangements to contact, communicate or meet children outside of school or at the individual's home.
36. Request that a child/young person assists with personal jobs or errands.
37. Make inappropriate remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.
38. Be sarcastic, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate or offensive nature.
39. Accept or give gifts that may be construed as a bribe or lead to the giver to expect preferential treatment. In general:
 - a) Do not give or receive (other than 'token') gifts unless arranged through the line manager or Headteacher/Principal, for example, outgrown sports kit, football boots or uniform.
 - b) Gifts may be given as part of a planned reward system to support positive behaviour as long as it complies with the Trust Behaviour Management Policy and related school procedures.
 - c) Gifts may be accepted as a thank you or special occasion from parents/carers or children/young people but it is not acceptable to receive gifts on a regular basis or of any significant value.

40. Have social contact with children/young people unless the reason for this contact has been firmly established and agreed with senior managers or the individual is not an employee of RADIUS Trust (i.e. volunteers that may normally have social contact outside of school). In general:
 - a) Have no secret social contact with children/young people or their parents/carers;
 - b) Consider the appropriateness of the social contact according to their role and nature of their work;
 - c) Always approve any planned social contact with children or parents/carers with senior managers;
 - d) Advise senior management of any social contact they have with a child/young person or a parent/carer with whom they work, which may give rise to concern;
 - e) Report and record any situation, which may place a child at risk or which may compromise the school or their own professional standing;
 - f) Be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager;
 - g) Understand that some communications may be called into question and need to be justified.
41. Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
42. Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, fail to use seatbelts and drive in a safe manner at all time whilst transporting children. Refer to the Trust Health & Safety Arrangements and related school procedures for more information on operating vehicles safely.
43. Undertake any work with children when the individual is not in a fit and proper physical or emotional state to do so. For example; with a medical condition which dictates that the individual should not be caring for children; under extreme stress which is likely to impair judgement.
44. Administer medication in school or off-site unless competent to do so (refer to the Trust Health & Safety Arrangements and related school procedures).
45. Promoting or encouraging views or beliefs which could be seen as radicalisation or extremism.

RADIUS TRUST VALUES & BEHAVIOURS



Core Values and Behaviours	We will:
Pupil Focus:	<ul style="list-style-type: none"> ✓ Put pupils and their families at the heart of everything that we do ✓ Actively listen and engage with pupils and stakeholders to improve and maximise pupil outcomes ✓ Respect and uphold the dignity of pupils and their families at all times ✓ Request and respond to feedback ✓ Strive to maintain good relationships with all pupils, families and stakeholders and encourage high aspirations ✓ Build in-depth knowledge and skills to support pupil needs ✓ Work hard to ensure the smooth integration of new systems and processes ✓ Encourage and promote diversity and inclusion ✓ Use initiative and innovation to solve problems resulting in positive outcomes
Respect and Integrity:	<ul style="list-style-type: none"> ✓ Speak and act with openness, integrity and respect ✓ Take ownership when things go wrong and share learning ✓ Be accountable for our actions and true to the RADIUS Trust mission ✓ Respect and value each other's contribution and take account of different perspectives, skills and experience ✓ Take ownership for the impact our own behaviour has on others
Teamwork and Collaboration:	<ul style="list-style-type: none"> ✓ Upholding the Mission, Vision and Values of the Trust/ School ✓ Show commitment to working collaboratively ✓ Work in partnership with others, supporting the Trust/ school leadership team and colleagues ✓ Build effective working relationships to deliver results ✓ Share ideas and information across teams and functions
Strive for Excellence	<ul style="list-style-type: none"> ✓ Be committed to the RADIUS Trust goals and be innovative in achieving them ✓ Take opportunities to learn, develop and maximise our potential ✓ Learn from our mistakes ✓ Have the courage to change, the freedom to challenge others in a constructive way and to explore new ways of working ✓ Strive to learn from best practice and constantly improve ✓ Embrace new procedures, statutory changes, technologies and new ideas, techniques and methodologies to drive improvement
Personal Development	<ul style="list-style-type: none"> ✓ Manage our own development and be self aware ✓ Have a flexible approach and a "can-do" attitude ✓ Exhibit self-control and manage our own behaviour ✓ Respond positively to feedback and take action ✓ Take personal responsibility to build and maintain collaborative relationships ✓ Manage our own time and workload ensuring deadlines are met



Brantridge School



Grafham Grange School



St Dominic's School

RADIUS Trust
 Registered Charity Number: 1039938
 Company Registration Number: 2919225
 Registered Office: Trust Office,
 Horsham Road, Grafham, Bramley,
 Guildford, Surrey GU5 0LH

STAFF AGREEMENT TO ABIDE BY THE CODE OF CONDUCT

I _____ have read, understood and agree to abide by the RADIUS Trust Code of Conduct for Staff/volunteers.

Name			
Signed		Date	



Brantridge School



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