



Thinking Schools Academy Trust
“Transforming Life Chances”

Code of Conduct

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Code of Conduct for Employees of the Thinking Schools Academy Trust

1. Introduction

1.1. This code of conduct applies to all employees in TSAT Academies and establishments whether they are permanent, temporary or casual.

1.2. The Trust expects the highest standards of conduct from all their employees. This code sets out the minimum standards of behaviour which employees will need to observe. It is intended to help you understand your responsibilities and be clear about what is acceptable conduct and what is not.

1.3. This Code of Conduct applies to all settings including excursions and trips, where normal professional practice and conduct must be adhered to.

1.4. It is important that you are aware of and understand the following policies;

- The Teaching Standards
- Disciplinary Policy
- Performance Management & Capability Policy
- Dignity at work Statement
- Grievance Policy
- Whistle blowing Policy
- Safeguarding Policy
- Data Protection Policy
- Information Security Policy
- Social Media Policy

These policies are available on the Trust website. www.tsatrust.org.uk

2. General Principles

2.1. If you are unsure what is expected of you, you must raise the matter with the Headteacher/Principal or Line Manager (or Chair of Regional Governing Body in the case of the Headteacher/Principal).

2.2. If you consider you need to declare anything for the record, then do not wait until the end of the year, for your professional growth meeting or appraisal, or for the Headteacher/Principal to ask you to do so - declare it immediately by speaking to the Headteacher/Principal or Line Manager.

2.3. Any breach of this code may lead to disciplinary action and may in some instances constitute gross misconduct. The Trust reserves the right to take legal action against employees where breaches of this code are deemed to warrant such action.

2.4. The Trust expects all employees to deal with one another, the public, pupils and parents in a courteous and civil manner. Relationships between work colleagues should be supportive, cooperative and respectful. Employees should behave in a way that enhances the performance and wellbeing of others and the effectiveness of the Trust.

2.5. Employees should be aware of the Academy Health and Safety policies when exercising their functions.

3. General Conduct

3.1. You are expected to conduct yourself in a manner both inside and outside work, which upholds the reputation of the Trust. Employee's behaviour must be in line with the Trust's Dignity at Work Statement. Misconduct at work will be dealt with in accordance with the Disciplinary policy. Conduct outside of work may also result in disciplinary action if it directly affects the performance of your work or the reputation of the Trust.

3.2. You should notify the Headteacher/Principal or Line Manager if you are in any doubt about the effect of your conduct outside work.

3.3. If you are subject to criminal proceedings you must disclose this to the Headteacher/Principal or Line Manager. If any aspect of the information would impact your DBS whilst you are in employment with the Trust, you are obligated to inform the Head Teacher/Principal or Line Manager immediately.

4. Statutory requirements, equality and Academy policies

4.1. As an employee, you must ensure that you know the statutory requirements of your job, and that you work within these at all times. You must also comply with all the policies and procedures within the Trust.

4.2. The Trust is committed to equal opportunities and pupil care. You are expected to act in a manner which reflects the Trust policies and values by treating all pupils, parents and colleagues courteously and with dignity at all times.

4.3. The Trust will not tolerate discriminatory behaviour, including bullying or harassment, which will be dealt with in accordance with the disciplinary procedure, and may be subject to criminal proceedings.

5. Political Neutrality

5.1 You have a responsibility to ensure that your own personal or political opinions do not unduly or unreasonably interfere with your work. This does not include professional association representative's communication with staff on union policy.

6. Appointments and related employment matters

6.1. The Trust recruits on merit and requires that its appointments are made without bias. If you are responsible for appointing employees, please follow the Trust Recruitment & DBS Policy. In order to avoid any possible accusation of bias, you should not be involved in an appointment where you are related to an applicant, or have a close personal relationship outside work. You must not canvas on behalf of any applicant.

6.2. Similarly, you must not be involved in decisions relating to discipline promotion or pay adjustments for another employee who is a relative, partner, close friend, or where you have some other close personal relationship.

6.3. You should notify your Headteacher/Principal or Line Manager (or Chair of Regional Governors) if the above circumstances arise.

7. Confidential and other information

7.1. The Trust expects all employees to safeguard confidential information, including when they leave employment. The Trust expectations are outlined in the Trust Information Security Policy.

7.2. You must not use any information obtained in the course of your employment for personal gain or benefit. You must not pass on such information to others who you believe or should reasonably believe might use it in a similar way. All employees are under an obligation not to access or attempt to access information which they are not authorised to have.

7.3. Any deliberate breach of confidentiality, improper disclosure of information or misconduct in relation to official documents may be treated as a serious matter and may lead to disciplinary action.

8. Use of Academy resources

8.1 You must ensure that you use Academy funds entrusted to you in a responsible manner ensuring value for money to the Academy and avoiding legal challenge to the Trust. You must observe financial regulations.

9. Academy property and facilities

9.1 The resources of the Academy, including secretarial services, vehicles, premises, stationery and photocopiers must only be used for business purposes unless you have obtained permission for private use from your Headteacher/Principal or your Line Manager.

9.2 If the employee ceases employment with the Academy they must return all Trust property including (but not limited to) any identity cards, passes, keys, materials, lease car, laptop computer or other electronic or mechanical equipment.

10. Electronic Media

10.1 You must comply with the Trust IT Policies at all times together with any other relevant Academy policies and procedures in force at the time. Policies can be found on the Trust Website: [Policies · Thinking Schools Academy Trust \(tsatrust.org.uk/about/policies/\)](https://tsatrust.org.uk/about/policies/)

10.2 Staff must only access the classroom management tool within the Academy and during the school day. Under no circumstances are staff to attempt to use the classroom management tool at any other times.

11. Intellectual property copyrights and lecture fees

11.1. The Trust retains intellectual property rights for work undertaken by employees. Research, reports, designs, drawings, software developments or similar work, when created in the course of an employee's normal duties, remain the property of the Trust. These should not be removed from the Academy premises or passed on to a third party by an employee acting in a private capacity without the express consent of the Headteacher/Principal /Head of Service and the Deputy CEO .

11.2. You may only retain fees for giving lectures or writing articles where these activities are not integral to your employment with the Trust, and are conducted in your own time.

12. Whistleblowing

12.1. The Trust expects employees who witness, or have their suspicions raised, or are approached to become party to potentially fraudulent, corrupt, radicalisation and extremist views, dangerous or improper behaviour, to report these incidents or concerns using the whistleblowing reporting procedure.

12.2. The whistleblowing reporting procedure can be found in the Whistle blowing policy on the Trust website: www.tsatrust.org.uk or obtained from your Headteacher/Principal or your Line Manager.

13. Other Employment

13.1. You are required to declare any secondary employment to the Headteacher/Principal or Line Manager including private tutoring. If you do take any form of secondary employment you must ensure that this does not adversely affect the performance of your job, conflict with the interest of the Trust or bring the Trust into disrepute.

13.2. Employees do not need approval to undertake voluntary work provided this does not conflict with the interests of the Trust.

13.3. If you are in any doubt as to the implications of taking up employment elsewhere, you must seek the approval of your Headteacher/Principal or Line Manager before doing so.

13.4 Where a second employment takes you over 48 hours per week you must sign the working time directive opt out.

14. Tendering and contracting

14.1. All orders and contracts must be awarded on merit in accordance with the Trust policy. You must not show favouritism to businesses run, for example, by friends, partners, relatives or ex-employees, nor must you discriminate against any part of the community.

14.2. You must declare any private or domestic relationships with contractors or potential contractors to your Headteacher/Principal or Line Manager.

14.3. If you are involved in the tendering process and dealing with contractors, you must make sure you are clear about the need for separation of client and contractor roles. If you are part of the senior management team with both a client and contractor responsibility, you must be aware of the need for accountability and openness. If you are in any doubt you must consult the Headteacher/Principal or your Line Manager.

14.4. If you are privy to confidential information on tenders or costs for either internal or external contractors you should not disclose that information to any unauthorised party or organisation.

15. Personal and Business interests

15.1. Under the Local Government Act 1972, there are statutory provisions and penalties that apply to financial interests of local government employees. You must declare in writing to the Headteacher/Principal or your Line Manager any financial or non-financial interests which

might possibly conflict with the Trust's interests or the interests of the stakeholders of the Trust. The Trust can provide you with a declaration form which will be kept.

15.2. If you are attending a meeting as an employee of the Trust at which decisions are to be taken in which you have a personal interest, you must also declare your interest during the meeting.

15.3. If in any doubt it is always best to declare an interest. It does not imply that you may act improperly but could protect you from claims or the potential appearance of doing so.

16. Gifts and Hospitality

16.1. If an employee is offered a gift or hospitality whilst involved in the procurement of goods and services, tenders for work or when liaising with anyone conducting business with the Trust they must discuss and register the offer with the Headteacher/Principal or Line Manager. In the case of the Headteacher/Principal, the discussion must be held with the Chair of Governors.

16.2. It is an offence for employees to corruptly receive or give any gift, loan, fee, reward or advantage in order to influence official conduct. It is also an offence to accept any gift or consideration in the knowledge or belief that it is intended as inducement or reward, whether the employee receiving it is influenced or not. If you are found to have accepted or given any bribe, you will face disciplinary action, which could include dismissal for gross misconduct.

16.3. Employees do not have to register small gifts (those of an estimated value of less than £50) from pupils or parents but if they wish to do so they should contact the Headteacher/Principal. Cash gifts should always be declared and advice sought from the Headteacher /Principal.

16.4. In certain circumstances TSAT will provide its employees with gifts or hospitality, either within the course of general business or as a goodwill gesture. All staff must be mindful that the value of all gifts and hospitality offered by the Trust are sourced from funding generated in the course of the Trust's charitable aims, and the expectation is that such funding will be used for legitimate purposes and demonstrate value for money.

In certain circumstances it may be appropriate for the Trust to provide a gift of up to £300 in value, for example:

- Long service award (vouchers up to the value of £100)
- Recognition awards (vouchers up to the value of £100 and manager led award- £300 bonus one off payment)
- Providing a bouquet of flowers to a seriously ill employee, or to a longstanding employee who is retiring.
- Met the requirements under the Refer a Friend Scheme (voucher value of £100)

All purchases must be authorised in advance by a senior manager, in the absence of prior authorisation, this may result in a claim not being paid, or disciplinary measures

16.5 The Trust operates a register on the acceptance of gifts, hospitality, awards, prizes and other benefits that could compromise our judgement or integrity and all staff will be made aware of this by their school/department. When making gifts, the Trust will ensure that the value is reasonable, within the scheme of delegation, the decision is documented and achieves propriety and regularity in the use of public funds.

17. Reasonable Expenses

When working away from home and staying overnight staff can claim a £25 overnight allowance.

18. Sponsorship – Giving and receiving

18.1. Where an outside organisation wishes to sponsor or is sought to sponsor an Academy activity; whether by invitation, tender, negotiation or voluntarily, the basic conventions concerning acceptance of gifts or hospitality apply. Particular care must be taken when dealing with contractors or potential contractors.

18.2. Where the Academy wishes to sponsor an event or service, neither you nor any relative or close friend must benefit from such sponsorship in a direct way unless you make a full declaration of interest to your Headteacher/Principal or Line Manager for the register of interests (see section 19-Declaration of interests). Similarly, where the Academy through sponsorship, grant aid, financial or other means gives support in the community, you should ensure that impartial advice is given and that there is no conflict of interest involved.

19. Declarations of Interests

19.1 You must declare to the Headteacher/Principal or Line Manager any financial, personal or social interests that could conflict with the Trust's interests or cause your conduct to be questioned. The interest may be advantageous or have a detrimental effect on you (an example of a detrimental interest may be a situation where you experience threats or pressure from family or friends to act in a particular way in your official capacity). Employees should not normally have managerial responsibility for those with whom they have close private relationships (e.g. partners and family). If such relationship exists or arises during the course of your employment, it must be declared to your Headteacher/Principal or Line Manager.

19.2 The Trust holds a confidential register of interests. You must declare possible conflict of interest, as set out in this policy, in writing to the Headteacher/Principal or Line Manager who will provide a declaration form on request.

19.3. If you are in any doubt, it is always better to declare a potential conflict of interest. It does not imply that you intend to act improperly but could protect you from claims or the appearance of doing so.

Code of Conduct for working with Children and Young Adults

1. Introduction

1.1 The Trust will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff to abide by it. All staff have a duty to keep students and themselves 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 adults and students and behaviour by adults that demonstrate integrity, maturity and good judgment. Following this code of conduct will help to safeguard staff from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to students.

1.2 Staff must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good faith, “whistle blows” or makes a public interest disclosure will have the protection of the relevant legislation.

1.3 This code of conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to students. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the student where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the students in their charge.

1.4 All teachers must by law be registered with the Teaching Agency (from April 2012) and comply with this Code of Conduct.

1.5 All staff working in a school at any time must read part 1 of Keeping Children Safe in Education. All staff who do not work in a school are required to read annex A - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

1.6 Section 5B of the Female Genital Mutilation Act 2003 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police..

1.7 This Code of Conduct forms part of the Trust’s disciplinary rules for staff. A serious breach of the code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning or a lesser disciplinary sanction.

1.8 Where an allegation of abuse is made against a member of staff, the Trust will follow the guidance set out in the Trust Management of Safeguarding Allegations Policy.

2. Principles of Professional Practice

All staff as appropriate to the role and/or job description of the individual must:

- Place the well-being and learning of students at the centre of their professional practice.
- Have high expectations for all students, be committed to addressing underachievement and work to help students progress regardless of their background and personal circumstances.
- Treat students fairly and with respect, take their knowledge, views, opinions and feelings seriously and value diversity and individuality.
- Model the characteristics they are trying to inspire in students, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- Respond sensitively to the differences in the home backgrounds and circumstances of students, recognising the key role that parents and carers play in students' education.
- Seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of Academy.
- Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

3. Confidentiality

3.1 Members of staff may have access to confidential information about students in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a student or their family must never be disclosed to anyone other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed, the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass a student.

3.2 There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated student protection responsibilities. Failure, in these circumstances, to pass on information will result in disciplinary action.

3.3 Confidential information about students must be held securely. Confidential information about students must not be held off the Academy site other than on security protected Academy equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

3.4 If a member of staff is in any doubt about the storage or sharing of information they must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

4. Propriety, Behaviour, Reputation and Appearance

4.1 All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, students and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise their position within the work setting or bring the Trust into disrepute.

4.2 A person's dress and appearance are matters of personal choice and self-expression. However staff must ensure they are dressed in a presentable manner as well as ensure that their clothing is appropriate for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct. Please refer to your individual Academy or Service dress code policy. This can be found in the individual Academy and Service [induction booklets \(All Schools – Induction Booklets · Thinking Schools Academy Trust \(tsatrust.org.uk\)\)](#).

4.3 Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought onto Trust premises or stored on Trust equipment.

4.4 Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the Trust or which causes concern about their suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

4.5 The Academy prohibits the involvement of staff from any form of social networking with students. If there is any doubt about whether communication with students is appropriate advice should be sought from a member of a senior management team. Staff must adhere to the Social Media Policy.

5. Sexual Contact with Children and Young People and Abuse of Trust

5.1 Any sexual behaviour, whether by a member of staff, with or towards a child or young person, is illegal. Children and young people are protected by the same laws as adults in

relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. All adults working in the Trust who have contact with students are in positions of trust. The Sexual Offences (Amendment) Act 2000 specifically established a criminal offence of the abuse of trust in relation to teachers and others who are in relationship of trust with 16 -18 year olds.

5.2 Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children', defines sexual abuse as *'forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening'*.

5.3 There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person and manipulate that relationship so that sexual abuse can take place. Staff should be aware that conferring special attention without good reason or favouring a student has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

5.4 A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of students and all adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification.

6. Infatuations and Crushes

6.1 All staff must recognise that a student may be strongly attracted to a member of staff and/or develop an infatuation. A member of staff, who becomes aware that a student may be infatuated with them or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken. The situation will be taken seriously and the member of staff should be careful to ensure that no encouragement of any kind is given to the student. It should also be recognised that careless and insensitive reactions may provoke false accusations. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation.

6.2 Seeking advice in circumstances where concerns arise. Examples of situations which must be reported are given below:

- Where a member of staff is concerned that they might be developing a relationship with a student which could have the potential to represent an abuse of trust.
- Where a member of staff is concerned that a student is becoming attracted to them or that there is a developing attachment or dependency.
- Where a member of staff is concerned that actions or words have been misunderstood or misconstrued by a student such that an abuse of trust might be wrongly suspected by others.

- Where a member of staff is concerned about the apparent development of a relationship by another member of staff, or receives information about such a relationship.

7. Gifts

7.1 Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when students or parents wish to pass small tokens of appreciation to staff e.g. 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.

7.2 Personal gifts must not be given to students. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a student should be consistent with the Academy's behaviour policy, recorded, and not based on favouritism.

8. Social Contact and Social Networking

8.1 Staff in the Trust must not establish or seek to establish social contact with students for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes any social networking sites such as Tiktok, Instagram, , Twitter, Facebook and blogging (this is not exhaustive). Even if a student seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise their professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position.

8.2 Staff should ensure that the privacy protection facility is used and they should not use their work email address or account to access personal sites. It is recommended that the workplace is not named on personal social networking sites unless part of union or teacher organisation duties or activities.

8.3 Staff must not give their personal details such as home/mobile phone number; home or email address to students unless the need to do so is agreed with senior management.

9. Physical Contact and Personal Privacy

9.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the

appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.

9.2 Physical contact should never be secretive or casual, 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 reported.

9.3 Physical contact, which occurs regularly with a student or students, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open Academy policy and subject to review. Where feasible, staff should seek the student's permission before initiating contact. Staff should listen, observe and take note of the student's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the student for the minimum time necessary.

9.4 There may be occasions when a distressed student 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.

9.5 Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice from a senior manager.

9.6 Some staff, for example, those who teach PE, provide music tuition or administer first aid will on occasions have to initiate physical contact with students 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. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

9.7 Students are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.

9.8 Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff should be involved in intimate care duties except in an emergency.

10. Behaviour Management and Physical Intervention

10.1 All students have a right to be treated with respect and dignity. Corporal punishment is unlawful in all Academies. Staff must not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards students is not

acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating students by physical presence is not acceptable in any situation.

10.2 The circumstances in which staff can physically intervene with a student are covered by the Education Act 1996. Staff may legitimately intervene as a last resort, and with the minimum force necessary, to prevent a student from:

- (a) *committing any offence*
- (b) *causing personal injury to, or damage to the property of any person ... or*
- (c) *engaging in any behaviour prejudicial to the maintenance of good order and discipline*

Positive handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful **or in an emergency situation**. Staff will use the minimum degree of force necessary to accomplish positive handling. The Trust will provide training and guidance to all staff who have or are likely to have a duty or need to intervene physically. Accurate records of incidents where positive handling (including restraint) has occurred must be completed using the TSAT Positive Handling.

Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force may constitute a criminal offence.

10.3 All Academies must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

11. One to One Situations and Meetings with Students

11.1 Staff working in one to one situations with students are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and students are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and student. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the Academy and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

11.2 Pre-arranged meetings with students away from the Academy premises or on the Academy site when the Academy is not in session are not permitted unless approval is obtained from their parent/ guardian and the Principal or other senior colleague with delegated authority.

12. Transporting Students

12.1 In certain situations e.g. out of Academy activities, staff may agree to transport students only with appropriate insurance and parental consent. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

12.2 Adults should ensure that their behaviour is safe, ensuring that the high way code and speed limits are adhered to. They must ensure that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

13. Educational Visits and Academy Clubs

Staff should take particular care when supervising students in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-Academy activity. Staff remain in a position of trust and the same standards of conduct apply.

14. Curriculum Including Photography, Videos and other Creative Arts

14.1 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.

14.2 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff.

14.3 In some curriculum areas extremism or radicalisation may be raised. Staff should enable discussion to happen in a balanced way. If staff have concerns about intent to engage in criminal activity they must report it to the Academy Prevent leader.

14.4 Many Academy activities involve recording images. These may be undertaken as part of the curriculum, extra Academy activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for Academy web sites, productions or other purposes.

14.5 Staff are prohibited from using their own cameras or devices to take photographic, video or other media of students or staff.

14.6 Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable students who may be unable to question why or how the activities are taking place. Students who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment.

14.7 Staff should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

14.8 Using images of students for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the Academy have access.

14.9 When using a photograph/videos the following guidance must be followed;

- if the photograph is used, avoid naming the student
- if the student is named, avoid using the photograph unless parental consent is given
- images must be securely stored and used only by those authorised to do so
- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify the images made
- do not make images in one to one situations
- do not take, display or distribute images of students unless there is consent to do so.
- videos material shown in class must be age and content appropriate.

14.10 The Academy has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct.

15. Internet Use and Electronic Communication

15.1 The Trust has separate policies on social media and acceptable use which forms part of this Code of Conduct. These policies can be found at [Policies · Thinking Schools Academy Trust \(tsatrust.org.uk\)](https://tsatrust.org.uk)

15.2 Teaching staff must only access the classroom management tool within the Academy and during the school day. Under no circumstances are staff to attempt to use the classroom management tool at any other times. All monitoring and communication via the tool must be in line with the professional standards set out in the code of conduct, ICT acceptable use and ICT monitoring policy.

15.3 Under no circumstances should adults in the Academy access inappropriate images. Deliberately accessing pornography on Academy equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people.

16. Sharing Concerns and Recording Incidents

16.1 All staff must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following “Red Flag Behaviours” give indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

- Allows a student/young person to be treated badly; pretends not to know it is happening.
- Shares information inappropriately.
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language.
- Dresses in a way which is inappropriate for the job role.
- Does not treat students fairly - demonstrates favouritism.
- Demonstrates a lack of understanding about personal and professional boundaries.
- Uses his/her position of trust to intimidate, threaten, coerce or undermine.
- Appears to have an inappropriate social relationship with a student or students.
- Appears to have special or different relationship with a student or students.
- Seems to seek out unnecessary opportunities to be alone with a student.

17. Child Safeguarding Competences for staff and volunteers who work with Children and Young People

17.1 The following competences are necessary:

- Emotional Awareness
- Aware of the range of emotions in self and others
- Demonstrates empathy for the concerns of others
- Listens to and understands directly and indirectly expressed feelings

- Encourages others to express themselves openly
- Manages strong emotions and responds constructively to the source of problems
- Listens to personal comments without becoming defensive
- In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
- Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
- Shows respect for others' feelings, views and circumstances
- Working within Professional Boundaries
- Demonstrates professional curiosity
- Accepts responsibility and accountability for own work and can define the responsibilities of others
- Recognises the limits of own authority within the role
- Seeks and uses professional support appropriately
- Understands the principle of confidentiality
- Self-awareness
- Has a balanced understanding of self and others
- Has a realistic knowledge of personal strengths and weaknesses
- Can demonstrate flexibility of approach
- Shows a realistic appreciation of the challenges of working with this client group
- Ability to Safeguard and promote the welfare of children and young people
- Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- Has a good understanding of the safeguarding agenda
- Can demonstrate an ability to contribute towards a safe environment
- Is up-to-date with legislation and current events
- Can demonstrate how they promote 'best practice'
- Shows a personal commitment to safeguarding children

18. Risk by Association

All employees are required to disclose prior to the start of their employment, at the start of their employment or during the course of their employment, any change in their circumstances or any information which may affect or is likely to affect the suitability of the Employee to undertake their job role or work with children/ young people or in a School setting

All employees are required to disclose close personal relationships outside of the workplace which present a risk by association to the safeguarding of children or which are fundamentally incompatible with their job role or suitability to work with children or in a school setting.

19. Low- level concerns and allegations against staff

All employees have a responsibility to provide a safe environment in which children can learn and they all have a duty to raise concerns about the attitude and actions of colleagues.

A low-level concern is any concern no matter how small or even if no more than a 'nagging doubt' that an adult may have acted in a manner which:

- Is not consistent with the Trust Code of Conduct, and/or;
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Examples of such behaviour is included in Section 2, point 425 of KCSIE. and are as follows but not limited to:

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Humiliating children
- Using inappropriate sexualised, intimidating or offensive language.

Should a member of staff have a concern they must share this with the Headteacher / Principal as soon as possible and within 24 hours, in accordance with the low-level concern policy.

A low-level concern is any concern that does not meet the allegation threshold set out below. Where an allegation is raised which meets the below threshold, then the Management of Low Level Concerns policy should be referred to.

An Allegation is when an alleged person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child; or
- Possibly committed a criminal offence against or related to a child; or,
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.