

Castle Primary School

Congleton Multi Academy Trust

STAFF BEHAVIOUR POLICY

REVIEW DATE: SEPTEMBER 2021
(sooner should the need arise)

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This policy provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities within Castle Primary School.

This policy sets out the expectations of all school staff, school representatives* and stakeholders of Castle Primary School and aims to:

1. Keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
2. Assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
3. Support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
4. Support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
5. Support safer recruitment practice;
6. Minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
7. Reduce the incidence of positions of trust being abused or misused.

It focuses on behaviours and the way in which adults conduct themselves on a day-to-day basis. It sets out expectations of reasonable standards of behaviour but does not limit the right to a private life.

At Castle Primary School our underpinning principles are:

1. The safeguarding and welfare of children is paramount.
2. Take responsibility for maintaining the quality of their teaching practice.
3. Help children to become confident and successful learners.
4. Demonstrate respect for diversity and promote equality.
5. Strive to establish productive partnerships with parents and carers.
6. Work as part of a whole school team.
7. Co-operate with other professional colleagues.
8. Demonstrate honesty and integrity and uphold public trust and confidence in the school.

These principles are exemplified for staff and should be maintained whilst working/volunteering on behalf of Castle Primary School.

The safeguarding and welfare of children is paramount

- Use professional expertise and judgement to do the best for the children in their care where the responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with our children.
- Take all reasonable steps to ensure the safety and wellbeing of children under their supervision.
- Follow the school's safeguarding policies and procedures.
- Establish and maintain appropriate professional boundaries and standards with children regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Demonstrate self-awareness and take responsibility for accessing help and support in order to ensure their own practice does not have a negative impact on learning or progress or put children at risk of harm.
- Use appropriate channels to raise concerns about the practice of others if this has a negative impact on learning or progress or risks harming children.
- Awareness of health and safety in the workplace and in relation to the curriculum to keep children safe.
- Work and be seen to work in an open and transparent way.
- Monitor and review their practice and keep up to date with current practices.
- Understanding their responsibilities when accessing confidential information about our children and the correct procedures to follow.
- All communication between children and adults should take place within clear and explicit professional boundaries.
- Staff should read and sign the following documents:
 - a. Guidance for Safer Working Practice for Adults who Work with Children
 - b. Guidance on the personal use of social networking sites for adults working with children
 - c. Safeguarding Policy
 - d. Acceptable User Policy
 - e. E-Safety Policy
 - f. Whistle Blowing Policy
 - g. Physical Intervention Policy
 - h. First Aid Policy

Take responsibility for maintaining the quality of their teaching practice

- Ensure that areas of the curriculum which can include or raise subject matter which is sexually explicit or of an otherwise sensitive nature have been carefully planned and resourced. Where appropriate parental consent should be obtained prior to the lesson.
- Meet the professional standards for teaching relevant to their role and the stage they have reached in their career.
- Develop their practice within the framework of the school curriculum.
- Base their practice on knowledge of the subject area/s and specialisms, and make use of research about teaching and learning.
- Make use of assessment techniques, set appropriate and clear learning objectives, plan activities and employ a range of teaching methodologies and technologies to meet individual and group learning needs.
- Reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice.

Help Children become confident and successful learners

- Uphold children's rights and help them understand their responsibilities.
- Listen to children, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning.
- Have high expectations of all children, whatever their background or aptitudes, and find activities that will challenge and support them all.
- Promote children's confidence and self-awareness and celebrate their success.
- Communicate clear expectations about pupil behaviour and ensure pupils feel safe and secure.
- Help children prepare for the future by engaging with the implications of changes in society and technology.

Demonstrate respect for diversity and promote equality

- Act appropriately towards all children and adults paying due regard to the school's Equality Policy.
- Take responsibility for understanding and complying with the school policies relating to equality of opportunity, inclusion, access and bullying.
- Address unlawful discrimination, bullying and stereotyping no matter who is the victim or the perpetrator and help to create a fair and inclusive school environment.
- Help children understand different views, perspectives and experiences and develop positive relationships both within school and in the local community.
- Ensure that gifts, rewards and sanctions are equal for all children and that no one child is favoured above the others.

Strive to establish productive partnerships with parents and carers

- Provide parents and carers with accessible and accurate information about their child.
- Involve parents and carers in important decisions about their child's education.
- Consider parents' and carers' views and perspectives.
- Follow school policies and procedures on communication with and involvement of parents and carers, including those that relate to sensitive areas such as attendance and exclusion.

Work as part of a whole-school team

- Develop productive and supportive relationships with all school colleagues.
- Ensure that appropriate clothing and footwear is worn for the roles undertaken and that no clothing could be viewed as offensive, revealing or sexually provocative. The dress and appearance of adults is a matter of personal choice but the following guidelines should be followed.
 - a. PE kit should be worn for all sports related activities
 - b. Outdoor Clothing should be worn for Forest School activities
 - c. Aprons should be worn when assisting pupils at meal times
 - d. Gloves and aprons should be worn for all personal hygiene requirements
 - e. No denim to be worn unless children have non-uniform days

- f. Smart work wear should be worn daily – no shorts or slinky tops
 - g. Footwear should not include flip flops
 - h. Jewellery should be kept to a minimum to avoid injuries
- Exercise leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards.
 - Uphold school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way.
 - Contribute to colleagues' learning and development.
 - Participate in whole-school development and improvement activities.
 - Recognise the important role of the school in the life of the local community and take responsibility for upholding its reputation and building trust and confidence in it.

Co-operate with other professionals

- Seek to understand the roles of other professional colleagues.
- Communicate and establish productive working relationships with others.
- Ensure they are clear about their own contribution to joint working, seeking clarification where required.
- Understanding that in sharing responsibility for children's wellbeing and development they should always act within their own competence and responsibilities.

Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession

- Exercise their responsibilities in a fair, transparent and honest way.
- Demonstrate honesty and integrity in management and administrative duties, including the use of school property and finance.
- Understand their duty to safeguard children and acknowledge others' rights to confidentiality in line with statutory requirements and school policies.
- Represent their professional status accurately and avoid taking advantage of their professional position.
- Maintain reasonable standards in their own behaviour and uphold public trust and confidence.

- Ensure mobile phones and personal cameras are kept locked away whilst the children are on the premises
- Ensure confidentiality is upheld at all times regarding Castle Primary School and its children, families, staff and other stakeholders
- If using own vehicle to transport pupils ensure insurance documentation has been recorded on personal file. Ensure vehicle is road worthy. Do not travel alone with a child – take a chaperone at all times.

Notwithstanding the details outlined above, staff should be aware that other school policies and statutory requirements will contribute to the code of conduct although they may not be mentioned explicitly above.

** School representatives include individuals who act in a voluntary capacity for and on behalf of the school. (eg Governors, parental volunteers, PTA)*

Staff should report all concerns to one of the following designated people:

Designated Safeguarding Lead	Jill Mason	Head Teacher
Deputy Designated Safeguarding Lead	Hannah Bours	SLT
	Mel Lord	SLT
	Jo Jones	SLT
Governor for Safeguarding	Gail Cumberlidge	Chair