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**STAFF CODE OF
CONDUCT**

DUIHS



This policy should be read in conjunction with:

1. KCSIE September 2021
2. Single Central Record and DBS Policy
3. GDPR policy
4. Equality
5. Mental health and wellbeing policy
6. Staff handbook
7. Safeguarding policy
8. Covid-19 Action Plan and Risk Assessment

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Statement of Intent

The Darul Uloom has exacted this code of conduct on all staff in line with KCSIE and its correlating policies to outline and establish necessary pedagogical, pastoral and professional mannerisms and conducts. It details the school's expectations on adults and regards all protective, safeguarding and educational rights of young people. The safety and protection of the school's pupils is always at the forefront of the school's concerns, which is why this code aims to entrench a child-centred approach to the culture of the school.

This policy is made available to all parents, respective parents, staff, trustees and prospective employees of the Darul Uloom on our website and in school.

Introduction: Duty to care, Safeguarding and Professionalism

This Code outlines the professional and pastoral standards obligatory upon all adults who attend the school either through right of leadership, appointment, voluntary services or visitation. It is built around the core principle of a child-centred approach, obliging all adults to promote their health, welfare and wellbeing, keeping pupils safe from all forms of harm; radicalisation (Prevent), forms of abuse (emotional, physical, sexual), neglect and all other matters threatening pupils' safeguarding. Staff are expected to display professionalism, care and respect amongst themselves and with all stakeholders they interact with, particularly the pupils. Expecting an adequate level of judgement and emotional intelligence, decisions are to be made with a respectable level of maturity and integrity. In following the Staff Code of Conduct, staff are assured a challenge against suspicion or accusation of misconduct by other staff or pupils.

The terms 'staff' and 'adult', throughout this document, refer to all individuals who are recruited, secured, requested or appointed to provide any service that would cause them to interact with any of the pupils under the care of the school (internal or visiting) including contractors, trustees, teaching staff, administrative workers, visitors and volunteers.

Failure to abide by the conducts set out in this Code may result in action under the school's Disciplinary procedures. See section 29 for a complete outline of disciplinary actions and dismissal.

Legal framework

This code of conduct has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Data Protection Act 2018
- Education Act 2002
- Education and Skills Act 2008
- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences Act 2003
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The General Data Protection Regulation (GDPR)
- The School Staffing (England) Regulations 2009

Guidelines: This policy has due regard to guidance including, but not limited to, the following:

- DfE (Sept 2021) 'Keeping children safe in education'
- DfE (2020) 'Coronavirus – (Covid-19)'
- DfE (2013) 'Use of reasonable force - advice for Head Teachers, Staff and Governing Bodies'
- DfE (2015) 'Protecting children from radicalisation: the prevent duty'
- DfE (2016) 'Multi-Agency Statutory Guidance on Female Genital Mutilation'

School Policies: This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Assessment Policy
- Curriculum Policy
- Anti-Bullying Policy
- Accessibility Policy
- British Values Policy
- Complaints Policy
- Data Protection Policy
- E-Safety Policy
- Prevent Plan
- Visiting Speaker Policy
- EAL Policy
- Performance Monitory Policy
- Equality policy

Guidance

- Safer Recruitment Consortium (2019) 'Guidance for Safer Working Practice for Those Working With Children And Young People In Education Settings'

Imparting an Islamic Ethos

Accepting employment at the DUIHS requisites obligation upon all teaching and administrative staff to be respectful of and effectively impart the school's Islamic ethos and culture. In addition to following this Code of Conduct, those that are obligation for abiding by the school's religious tone are subject to the school's moral acronym 'ASPIRE' and are required to act, not limited to, as follows:

- Encouragement of five daily prayers
- Leading and/or accommodating for prayers that are obligatory during school hours
- Discouragement of profanity of all forms
- Discouragement of lude behaviour and violence
- Encouraging ibadah, active worship of Allah subhana wa ta'ala
- Active encouragement of the sunnah of the Prophet Muhammad ﷺ
- Denouncement of all forms of persecution upon all leagues of societies
- Adherence and obedience of Qur'anic instruction and guidance
- Encouragement of observing Islamic requirements and festivals – Ramadhan and Eid in particular

Whistleblowing

Staff are expected to raise concerns regarding the safeguarding or child protection practices by following the Whistleblowing Policy detailed and necessitated in the Staff Handbook. Whistle-blowers will be protected by rights of confidentiality and the relevant school policies against detriments and termination. To summarise, all have a protected obligation to report all issues of the following nature:

- Allegations of abuse against other working members or visitors
- Allegations regarding adults behaving in a way that has harmed a child, or may have harmed a child; this can be a criminal act, harmful proceed or any form of action or intention that poses a threat to the child
- Where strong suspicions, clues or knowledge of FGM happening (guidelines imparted through FGM training), reporting to relevant authorities additionally to the DSL/Deputy DSL(s) is mandatory

Leaders and, where necessary, the Trustees, will follow the procedure according to the guidance set out in Keeping Children Safe in Education, DfE.

Professional Standards and Policy

In imparting duties as practitioners in the care of children, all staff are required to maintain and upkeep a child-centred approach. It is then obligatory upon all members to fulfil their duties according to the policies accepted upon induction during appointment or renewal. Staff expectations:

- Centralise the health, wellbeing and learning of all pupils as the fundamental expectation of their professionalism
- Ensure high expectations of all students according to their levels and needs
- Remain indiscriminate with a virtue to support all students
- Indiscriminately offer the necessary level of respect to all students with a sense of concern and preparedness for their thoughts and views
- Model appropriate behaviour according to the ethos and expectations of the school
- Model behaviour that displays and inspires integrity, patience, value for society and other positive traits
- Inspire a drive for learning, growing morally, developing spiritually, thriving socially and culturally
- Be respectful of diversity amongst pupils
- Be emotionally and consciously prone to the physical and emotional states of students to be respectful of their plights with a readiness to report all concerns
- Be evaluative in practice, developing and growing pedagogical skills actively through willing participation during INSETs and independently as part of meeting and surpassing monitoring process
- Ensure the rights of privacy through safe data-protective practice
- Following all policies as religiously as possible, only interpreting discretionally in a manner that does not conflict with decisional output
- Endeavour to complete all obligatory tasks as set out according to policies including marking, assessments, reports
- Endeavour to complete all tasks set by line-managers
- Endeavour to meet all deadlines
- All INSET and obligatory meetings should be attended
- Communicate issues, conflicts, failings and struggles (a) with due courteousness and professionalism and (b) according to the parameters of management, bypassing line managers only where there is reasonable demand
- Deter conversations of negativity and retaliation and rely on lines of communication to address issues
- Personal mobile devices are allowed on premises as they will be used to establish contact where urgently required – DUIHS also uses online services accessible via mobile apps including the school's data management system and VLE classroom platform
- Mobile devices should not be used for personal reasons when on active duty (active duty consists of any task or activity that set as obligatory by SLT or in any situation where students are in line of observation)
- Staff should share school reception contact details with next of kin to maintain communication in cases of emergencies

The expectations of staff are plentiful. They key requirements obliged upon staff are summarised in the staff handbook and detailed in the policies. It is to be noted that staff underwent a 'Policy-checklist' task that necessitated the study of all policies during induction and it is a continued practice during INSETs where change is observed or a policy is introduced. It is thus a contractual obligation to abide by all policies.

Promotion and Protection from Anti-Promotion

The school is attached to numerous projects including the Miraj Banqueting, Raheem Academy and the recent Jameah section project. It will often be the case that staff is requested to participate in the promotion of such services and are not obliged to adhere or accept. However, whilst the school recognises the rights of all its stakeholders' democratic rights to host and voice their opinions – even in disfavour of activities or projects, unfair active and hostile demotion of the school and its associates, particularly in unsanctioned platforms, will be regarded as defiance and slander. The school and its associating partners will thus reserve the right to take necessary action in protection of its image and integrity. Such action may necessitate disciplinary procedures.

Pandemic and Crisis

In light of recent threats against the school and its stakeholders – both natural and unnatural, the school has in place policies that protect students from such threats. Relevant policies dictate the procedures in place that operate to protect all its constituents from avoidable harm. In particular, the school has in place a policy that protects against the issues revolving around education during pandemics. Relevant most recently to the threat of Covid-19/Coronavirus, the school has in place procedures and measures to guard staff and students from its contraction and spread. The details are available through the Coronavirus policy and corresponding statements in the DUIHS range and is in concordance with DfE's guidance on the matter. The key measures to be noted are as follows:

- Classes are arranged with a 1-meter or more distancing range
- All forms of physical interaction are currently under ban
- Wipe-down measures are to be conducted regularly
- Students and staff must wash their hands at regular intervals and where interaction is risked – direct or otherwise
- Collection of books, distribution of resources is systematic and requires a wipe-down process
- Marking and feedback on a one-to-one basis is restricted. However, where there is high need for it, it must be carried out with a shielding screen between the teacher and the student, the teacher must wear gloves and a face visor, the student must cover his mouth and nose with a suitable mask
- Marking in this manner should be restricted to key assessments, year 11s and GCSE related work
- Google Classroom use is to be maximised to avoid the need for physical marking and work setting
- During prayers, students use their own mats and will no longer pray in traditional shoulder-to-shoulder stance, they will maintain a distance as much as possible (bypass in bubbles)
- Each class will remain in their own bubbles at all times
- Lunch-times will take place in form
- Breaks will be staggered with increased supervision
- School opening is staggered and ushered through two entrances
- Home-time exit is stagger with year 7 and 8 leaving earlier than year 9
- Year 10 and 11 exit 15 minutes apart starting an hour after year 9
- Follow guidelines regarding isolation ensuring 10 days of absence from first sign of symptoms or contact with a known positive patient
- Isolation for up to 14 days if tested positive
- Immediate contact to notify of symptoms or diagnosis
- Where symptoms are noticed within the school, designated locations are available for incubation prior to collection by parents
- The school will instruct bubbles to isolate according to expectations where there is risk
- The school maintains a constant practice to have its teachers test themselves for infection(s)

GDPR and Confidentiality

Subject to the laws around Data Protection, imparted particularly by the renovations through the GDPR in 2018, the school assures all stakeholders are protected in terms of their rights as data providers. Overseen by the DPO, administrative and teaching staff are representative of the school as a Data Controller. Additionally with respect to safeguarding requirements, confidentiality is an essentiality. The school virtues to protect the data and integrity of its stakeholders on the following counts:

- All physical documentation is secured safely under lock and key, with responsibility tightly monitored
- Servers are secured, encrypted and protected to avoid accidental and human leak or error
- All computers have a time-out function to ensure none remain logged on
- It is demanded practice that areas of data security are always locked
- All key areas of the school are locked by code and additional by key where the data is highly sensitive
- Regular training revitalises the emphasis of confidentiality
- There is virtue for all stakeholders that their collected application, admission and administration data is only for relevant persons and for safeguarding purposes
- There is virtue that data will not be shared without prior consent

- All staff are obliged to protect all forms of data including students' books that identify them
- There is a secure process of collection and destruction of data
- GDPR maps highlight all security risks
- Data breaches are responded to with priority and firmness
- Breaches due to malpractice and malicious intent will be dealt with severely
- Relevant authorities will be involved where necessary
- For both Islamic and confidentiality reasons, there will be no form of gossip regarding students or other stakeholders – all conversation taking place regarding staff or students should be conducive to the outcomes of the school, conducted in professional settings and manners
- Staff have an obligation to share all forms of concerns in a formal and confidential manner

Behaviour and Attire

All staff are required to behave in a manner that is suitable for a professional in the care of children. This includes, but is not limited to, refraining from vulgarity in language that might render them unsuitable to work with children. Staff are instructed to behave as appropriate role models and thus refrain from encouragement or use of unnecessary and contextless vulgar or sexual language; gossip or insult to or regarding another staff member or pupil; discussion of private affairs with young individuals; humiliating or degrading insults or language. Staff are instructed to abide by lawful obligations upon them and refrain from actions and behaviours that may disqualify them under the Childcare Act.

There is no specific uniform for staff. The recommendation by historical existence does not necessitate but endorses the wearing of a 'thawb' or 'qamees' – a long ankle length garment popular amongst the Arabic culture. The requirement for dress code is only the need to be in line with the school's Islamic ethos and must thus be worn in line with Qur'an and sunnah.

Decorum and General Conduct

Staff members are required to remain in a state of decorum in and out of the school to maintain regard for the school's reputation and dignity. They have a responsibility to maintain public confidence and the behaviour should not in any way compromise reputation and trust of the school or the individual.

All matters of misconduct, especially of a safeguarding nature, implicating them or reporting another should be noted to the school with immediate action. Arrests, or criminal charges, especially those that potentially jeopardise their ability to work or be amongst children should be noted to the school immediately. Failure to do so will enact the disciplinary procedures.

Visitors and External Speakers

The manners of this Code extend to volunteers and speakers invited to the school for any purpose. In respect to the British Values and Islamic principles of tolerance for different faiths and beliefs, the school prides on an anti-extremist stance condemning all forms of radicalisation, extremism and inequality. As such, in accordance with the Prevent strategy, the school denies a platform to anyone recognised or labelled as 'extremist' by the law. The school goes further to vet speakers prior to their attendance and will remove speakers from site with immediate, interruptive action if any hint or form of such content or speech becomes apparent. Staff have an obligation to report any knowledge of such speakers upon identification and those monitoring will be required to uphold these values and actions even at the risk of offending the visitor. Where necessary, the school and its staff will follow governmental guidelines to report the speakers to the appropriate department(s). If there are uncertainties revolving around what constitutes a need for reporting, the SLT should be consulted.

Sexual Contact and Abuse of Power

'Grooming' is an intolerable act and will inevitably be reported and managed as a criminal offence.

A relationship between an adult and a child or young person is not a relationship between equals; being the more experienced, an adult hosts the power and influence and thus leaves exploitation and harm of children or vulnerable young people. Adults should maintain a professionalism, insisting on boundaries by deterring all opportunities for engagement in sexual relationships with pupils – current

or not. Such acts are illegal and young people are protected by the same laws as adults. The school retains the stance to make immediate notice of such concerns to relevant authorities.

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. Other examples are more direct and include using sexual language as communication with a child through any means or platform including e-mails and letters. Adults should always refrain from discussing sexual matters without context including of their own personal lives. All discussions related to sex and relationships will be managed under the RSE curriculum and policy.

Infatuation, Attachment and Obsession

When lines and boundaries of professionalism are broken, infatuations, attachments and obsessions are likely to occur, thus breaking barriers of what a student-teacher relationship should entail. Staff are instructed to take heed and notice of such signs and where even the slightest concern of such occurrence they must report this without delay to the Headteacher or the most senior manager so that appropriate action can be taken to avoid any hurt, distress or embarrassment. The situation will be taken seriously and the staff member should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations.

External Social Contact inc. Social Networking

Maintaining boundaries extends in this technological era to the virtual world. Parameters and protective security measures are in place to ensure safe and appropriate communication between pupils and their teachers through DU's domain. Staff should abide by the following expectations:

- Maintain contact only through the DU e-mail domain with clear records of communication
- Communication should be strictly professional and avoid steering from policy
- Teachers should avoid providing their personal contact details including their home addresses
- Calls to parents and students should only be made for sanctioned school-related purposes
- Only the school mobile and telephones are sanctioned for making phone calls to parents
- Only the leadership areas and the reception are sanctioned locations for making phone calls
- Refrain from engaging with students via social media
- Personal information should not be shared
- Staff are advised to secure their social medias with privacy settings
- Online image should be consistent with the expectations of the school and if media is public it should reflect this – staff are ultimately responsible for what they publish and the school reserves the right to investigate where the need exists
- Adults are advised to refrain from friendships with under-18-year-olds
- Where friendships are based on family or close family friends it is acceptable but must still maintain appropriate image
- Staff are advised to avoid close personal contact with parents unless there are family ties – where such friendships exist, they must ensure school-related matters are not discussed in an unsanctioned manner
- Where ties need to be had with pupils or parents requiring contact outside of school, this should be discussed with managers so that they are aware of the nature of such relationships and to assess the level of vulnerability it may cause and/or the best course of action following
- Where personal relationships of the above-mentioned nature exist and conflict with the guidelines of the school, staff should seek advice from, and inform the Headteacher to create the awareness and seek advice where necessary;
- This is particularly necessary in the case of friendship groups and visiting between families associated is regular

Physical Rights: Rights of Privacy, Personal Space, Physical Contact

There are occasions when it is entirely appropriate and proper for employees to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given

their age, stage of development, gender, ethnicity, culture and background. Employees must use their professional judgement at all times. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.

- Physical contact should never be indecent, secretive or casual or demonstrate abuse of power
- If there is risk that the contact can be misconstrued, it should be avoided and consulted with leaders
- Where contact is required, for example in the case of SEN students requiring restraint, it should be specified in an agreed plan with parents, carers and professionals
- Staff are advised to rely on vocal reassurances and comfort where students need it
- Where comfort is offered with physical contact, staff are advised to seek advice from relevant colleagues
- Where contact is required through sports in subjects such as PE or in medical situations, as much possible it should only occur after witnessed consent of the pupil
- As part of safer recruitment, where the job requires physical contact, it will be demonstrated through certified training
- Reasonable Force statement highlights the limitations and procedures of contact where pupils need to be removed from conflict situations
- Corporal punishment of any form is acceptable and is condemned by the school under all circumstances

Pupils 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 pupils, 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 pupils concerned and sensitive to the potential for embarrassment. Adults who are required as part of their role to attend changing rooms should announce their intention of entering any pupil changing rooms and only remain in the room where the pupil/s needs require this.

Curriculum

As professionals, staff will be expected a lot from in terms of the development, growth, utilisation and imparting of the curriculum. There are also matters that require a sensitive approach:

- All staff will be required to develop/adapt/change the curriculums relevant to their subjects till they contextually reach a favourable position
- All staff are responsible for the professional and pedagogical developments required to impart the curriculum with good to outstanding standards
- INSETs and observation feedback will aid in growth
- Staff are responsible for taking on-board and utilising feedback responsibly and diligently
- The exploration and changes made to a curriculum will first be the responsibility of the practitioner, then the subject leader and finally the curriculum leader
- Where sensitive content is covered, including topics that are sexually explicit, political, religiously controversial, strong planning will determine the managed imparting of such knowledge
- Where confusions or concerns regarding matters that might jeopardise the integrity of the teacher or the perceptions of the pupils, teachers are advised to liaise with DSLs or another member of the Child Protection/Wellbeing team
- Where content would offend or harm anyone, they will be given the option to opt out

Behaviour Management, Physical Intervention and Emotional Intelligence

The behaviour policy is not a tool for punishment or to be used to condemn pupils. It is a practical system that operates to *manage* and guide pupils towards positive behaviour with the intention to create a culture of evolution and growth from minor misdemeanours. The imparting of positive behaviour management revolves around the positive lessons and attitudes emanated by staff.

- All pupils have a right to be treated with respect and dignity.
- Adults must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation

- Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation.
- Any sanctions or rewards used should be part of DU's policies relating to behaviour
- Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website.
- Adults may legitimately intervene to prevent a pupil 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.
- Adults should have regard to the health and safety of themselves and others. It is always unlawful to use force as a punishment. The use of unwarranted physical force is likely to constitute a criminal offence.
- Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including a risk assessment, should be put in place and agreed by all parties.
- Where it is judged that a pupil's behaviour presents a serious risk to themselves or others, a robust risk assessment that is regularly reviewed and a physical intervention plan, where relevant, must be put in place.
- All incidents and subsequent actions should be recorded and reported to a manager and the pupil's parents/carers. Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place that the pupil and parents/carers are aware of and have agreed to.
- Parental consent does not permit the use of unlawful physical intervention or deprive a pupil of their liberty.
- The school has separate policies on Behaviour Management and the Use of Physical Intervention.

Regular training is delivered to understand an emotionally intelligent approach to assessing and managing behaviour appropriately. It is an obligatory expectation on teachers to participate in the continued professional development to become aware of factors revolving around changes or causes in behaviour that becomes or is unacceptable.

Gifts and Rewards

It is unlawful to take bribes and the school recognises this. Staff are advised against offering or taking bribes from any stakeholder. Tokens of appreciation are acceptable to an extent – for instance, if a pupil expresses his gratitude through the gift of a card or a chocolate when leaving the school. However, regular gifts, especially of significant value, can arouse suspicion and therefore should be avoided. As general guidance, a gift approximating around £5-20 would be acceptable. Cards, or small gestures of appreciations such as packaged food items or an Islamic perfume are acceptable. However, where gifts exceed the £20 guide-limit, and more so to a larger amount that would commonly be regarded 'expensive' should either be rejected or consulted with the Head teacher first. If an expensive gift is to be received, it would not typically arouse suspicions of grooming or bribery if it is received as a collective contributed gift from a whole class or school – within a reasonable amount. For instance, if a class of 30 students contribute £2 each to gift their teacher with a new pair of trainers. Ideally, in all situations of receiving gifts the Head should be consulted first to determine the practicability of accepting such a gift.

Personal gifts to pupils or their families/carers should be avoided as this could be misinterpreted as a gesture to bribe or groom. Gifts or reward deserved by pupils are acceptable but must be in accordance with the school's gifting policy and/or priorly approved by Senior Leaders.

Favouritism and Exclusion

Care should be taken when selecting children for specific rewards, activities, jobs, privileges and when pupils are excluded from an activity in order to avoid perceptions of favouritism or injustice. Methods of selection and exclusion should be subject to clear, fair and agreed criteria. Merits for instance should be offered according to performance individual to the moment of deserving as much as possible. Rewards should also be relevant and proportionate to the act, received upon obvious recognition and elaboration.

Reporting Concerns and Incidents

All Adults must report concerns and incidents in accordance with the guidance set out in Keeping Children Safe in Education DfE.

- In the event of an allegation being made, or incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher, Senior Leader or Designated Safeguarding Lead as appropriate.
- An employee who fails to bring a matter of concern to the attention of senior leadership and/or the relevant agencies will be subject to disciplinary action.
- In addition to behaviours outlined elsewhere in this Code and, the types of abuse and neglect set out in Keeping Children Safe in Education DfE, the following is a non-exhaustive list of some further behaviours which would be a cause for concern:
- An Adult who:
 - Allows a pupil/young person to be treated badly; pretends not to know it is happening
 - Appears to have an inappropriate social relationship with a pupil or pupils
 - Appears to have special or different relationships with a pupil or pupils
 - Demonstrates a lack of understanding about personal and professional boundaries
 - Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
 - Does not treat pupils fairly - demonstrates favouritism
 - Dresses in a way which is inappropriate for the job role
 - Gossips/shares information inappropriately
 - Seems to seek out unnecessary opportunities to be alone with a pupil
 - Uses his/her position of trust to intimidate, threaten, coerce or undermine

First Aid, Administering Medicine

The School has a separate policy on supporting pupils with a medical condition and retains a database identifying the medical conditions that affect the pupils. Employees should have regard to the statutory guidance 'Supporting pupils at school with medical conditions' DfE December 2015, which includes advice on managing medicines. DUIHS hosts numerous qualified first aiders/appointed persons – see behaviour policy and associated documents for a full list of first aiders. All employees recorded as first aiders have had the appropriate training and achieved the necessary level of competency to administer first aid or medication, or take on the responsibility to support pupils with medical conditions. If an Adult is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead or the leaders in charge of the medical documentation.

Adults taking medication that may affect their ability to care for children should seek medical advice regarding their suitability to do so and should not work with pupils whilst taking medication unless medical advice confirms that they are able to do so. Adult medication on the premises must be securely stored out of the reach of children.

Meetings with Pupils, One-to-One Interactions

One-to-one situations pose the threat of exploitation as well as the risk of misconstrued and unfounded allegations. Meetings should thus be conducted in safe and appropriate manner with risk assessments undertaken. The school relies on its CCTVs in every room, equipped with microphones to provide a sense of security. Regardless however, staff are advised to conduct meetings in a secure area with doors open. Online meetings pose a similar threat and therefore, staff are advised to consider recording each meeting or where possible in partnership with another staff member.

Pre-arranged meetings with pupils away from the premises or on the School site when the School is not in session are not permitted unless written approval is obtained from their parent/carer and the Headteacher or other senior colleague with delegated authority.

No pupil should be in or invited into, the home of an Adult who works with them, unless they are family members or close family friends, in which case Adults are advised to notify their line manager. Pupils must not be asked to assist Adults with jobs or tasks at or in their private accommodation or for their personal benefit.

There are occasions during exam periods when timetables clash and arrangements needs to be made to preserve the integrity of the of the examination process and in these circumstances exam boards may allow candidates to take an exam the following morning, including Saturdays. The

examination board requires the centre to determine a method of supervision on journeys to and from the centre and overnight, which ensures the candidate's wellbeing. This supervision may be undertaken by a parent/carer or, employees may be asked to volunteer to supervise pupils, which may with prior approval be in their own home.

Other than in an emergency, an adult must not enter a pupil's home if the parent/carer is absent. Always make detailed records including times of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with a senior leader/[Headteacher. A risk assessment should be undertaken and appropriate risk management measures put in place prior to any planned home visit taking place. In the unlikely event that little or no information is available, home visits should not be made alone.

Transportation

In certain situations, adults may agree to transport pupils. Transport arrangements should be made in advance by a designated employee who will be responsible for planning and overseeing all transport arrangements and respond to any concerns that may arise. 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.

Adults should ensure that their behaviour is safe and 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. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. The driver should be aware of the current legislation concerning the use of car seats for younger children where applicable. It is illegal to drive using hand-held phones or similar devices and the driver must ensure that they adhere to all driving regulations.

It is inappropriate for adults to offer lifts to a pupil, unless the need has been agreed with a manager and, if this falls outside their normal working duties, has been agreed with parents/carers.

There may be occasions where a pupil requires transport in an emergency situation or where not to give a lift may place a pupil at risk. Such circumstances must always be recorded and reported to a senior leaders and parents/carers. Given the availability of technological freedom, this should happen ideally before allowing the pupil in the vehicle if safe to do so.

Educational Trips, After-School Clubs

Adults should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Adults remain in a position of trust and the same standards of conduct apply. Risk assessments will be conducted prior to trips and must be strictly adhered to.

Media Usage: Photos, Videos and Creative Elements

The school is strict in its media usage, taking and using videos and photos of students with parental consent and for selective use approved by them. The school uses photos and videos for both promotional where there is agreement, and for educational activities including the recording of exam-related speaking and listening assessments. All such media usages are compliant with GDPR.

Photos and videos will only be taken for school purposes using school sanctioned devices and approved photographers, authorised by senior leaders appropriately. All corresponding media are securely stored in a server accessible only by designated photographers and senior leaders, all with an agreed trust and liability.

The following guidance will be followed:

- Be able to justify the photographs/images made
- Be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded
- Do not display or distribute photographs/images of pupils unless there is consent to do so from the parent/carer
- Do not take images of pupils for personal use

- Do not take images of pupils in a state of undress or semi-undress
- Do not take images of pupils which could be considered as indecent or sexual.
- Do not take photographs in one-to-one situations
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- Ensure that all photographs/images are available for scrutiny in order to screen for acceptability
- If a photograph is used, avoid naming the pupil
- If discomfort is observed, photographers will refrain
- If the pupil is named, avoid using the photograph
- Only publish images of pupils where they and their parent/carer have given explicit written consent to do so
- Only retain images when there is a clear and agreed purpose for doing so
- Only take images where the pupil consents to this
- Photographs/images must be securely stored and used only by those authorised to do so
- Where a pupil formally requests withdrawal of a photo, it is within his right to have it omitted

ICT and Monitoring

The school maintains a strong policy against the abuse of ICT for indecency, vulgarity, abuse, obscenity, violence and all forms of chaotic content without strong educational purpose and/or basis. Posting, creating, accessing, transmitting, downloading, uploading or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result (where the adult is employed) in summary dismissal (this list is not exhaustive):

- Images of child-abuse and/or pornography
- Discriminatory or criminal content that may disrepute the school

Discovery of indecent images on devices should be made to the School's designated Safeguarding Lead/Head Teacher (unless he is implicated) and the external Designated Officer (DO) and, if relevant, the police contacted. The images/equipment should be secured, should not be used by others and should be isolated from the network. There should be no attempt to view, tamper with or delete the images as this could jeopardise any necessary criminal investigation. If the images are of children known to the school, a referral should also be made to children's social care in accordance with local arrangements.

The contents of the school's ICT resources and communications systems are the school's property. Therefore, adults should have no expectation of privacy in any message, files, data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on our electronic information and communications systems.

The school reserves the right to monitor, intercept and review, without prior notification or authorisation from adults – especially when a concern is highlighted. Usage of DU's IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and activities is monitored to ensure that policies are being complied with and for the following purposes:

- To monitor the adherence to this code and using the school's resources
- To assist in the investigation of alleged wrongful acts
- To comply with any legal obligation.

Adults consent to monitoring by acknowledgement of this Code and the use of our resources and systems. We may store copies of data or communications for a period of time after they are created, and may delete such copies from time to time without notice. If necessary, information may be handed to the police in connection with a criminal investigation.

A CCTV system monitors the School 24 hours a day. This data is recorded and may be used as evidence of any alleged wrong doing.

Disciplinary: Sanctions, Warnings and Dismissal

It is necessary to have a minimum number of rules in the interests of the whole school.

The rules set standards of performance and behaviour whilst the procedures are designed to help promote fairness and order in the treatment of individuals. It is our aim that the rules and procedures should emphasise and encourage improvement in the conduct of individuals, where they are failing to meet the required standards, and not be seen merely as a means of punishment. We reserve the right to amend these rules and procedures where appropriate.

Every effort will be made to ensure that any action taken under this procedure is fair, with you being given the opportunity to state your case and appeal against any decision that you consider to be unjust.

The following rules and procedures should ensure that:

- the correct procedure is used when requiring you to attend a disciplinary hearing;
- you are fully aware of the standards of performance, action and behaviour required of you;
- disciplinary action, where necessary, is taken speedily and in a fair, uniform and consistent manner;
- you will only be disciplined after careful investigation of the facts and the opportunity to present your side of the case. On some occasions temporary suspension on contractual pay may be necessary in order that an uninterrupted investigation can take place. This must not be regarded as disciplinary action or a penalty of any kind;
- other than for an "off the record" informal reprimand, you have the right to be accompanied by a fellow employee at all stages of the formal disciplinary process;
- you will not normally be dismissed for a first breach of discipline, except in the case of gross misconduct; and
- if you are disciplined, you will receive an explanation of the penalty imposed and you will have the right to appeal against the finding and the penalty.

DISCIPLINARY RULES

It is not practicable to specify all disciplinary rules or offences that may result in disciplinary action, as they may vary depending on the nature of the work. In addition to the specific examples of unsatisfactory conduct, misconduct and gross misconduct shown in this handbook, a breach of other specific conditions, procedures, rules etc. that are contained within this handbook or that have otherwise been made known to you, will also result in this procedure being used to deal with such matters.

RULES COVERING UNSATISFACTORY CONDUCT AND MISCONDUCT

(These are examples only and not an exhaustive list.)

You will be liable to disciplinary action if you are found to have acted in any of the following ways:

- failure to abide by the general health and safety rules and procedures;
- smoking in designated non-smoking areas;
- consumption of alcohol on the premises;
- persistent absenteeism and/or lateness;
- unsatisfactory standards or output of work;
- rudeness towards pupils, parents, guardians, members of the public or other employees, objectionable or insulting behaviour, harassment, bullying or bad language;
- failure to devote the whole of your time, attention and abilities to the business of our School and its affairs during your normal working hours;
- unauthorised use of E-mail and Internet;
- failure to carry out all reasonable instructions or follow our rules and procedures;
- unauthorised use or negligent damage or loss of our property; and
- failure to report immediately any damage to property or premises caused by you.

SERIOUS MISCONDUCT

- Where one of the unsatisfactory conduct or misconduct rules has been broken and if, upon investigation, it is shown to be due to your extreme carelessness or has a serious or

substantial effect upon our operation or reputation; you may be issued with a final written warning in the first instance.

- You may receive a final written warning as the first course of action, if, in an alleged gross misconduct disciplinary matter, upon investigation, there is shown to be some level of mitigation resulting in it being treated as an offence just short of dismissal.
- Any issues that compromise a students' safety or wellbeing may be investigated as serious misconduct. Examples of serious misconduct, related to GDPR, includes the compromising of students' contact details. Such issues might occur by (i) allowing students into no-access zones (understanding available via GDPR policies and training), (ii) incorrectly and insecurely using ICT, (iii) leaving unlocked computers and mobile phones prone to breach, (iv) communicating sensitive issues via unsanctioned communicative devices and in unsanctioned locations

RULES COVERING GROSS MISCONDUCT

Occurrences of gross misconduct are very rare because the penalty is dismissal without notice and without any previous warning being issued. It is not possible to provide an exhaustive list of examples of gross misconduct. However, any behaviour or negligence resulting in a fundamental breach of contractual terms that irrevocably destroys the trust and confidence necessary to continue the employment relationship will constitute gross misconduct. Examples of offences that will normally be deemed as gross misconduct include serious instances of:

- theft or fraud;
- physical violence or bullying;
- deliberate damage to property;
- deliberate acts of unlawful discrimination or harassment;
- possession, or being under the influence, of illegal drugs at work;
- breach of health and safety rules that endangers the lives of, or may cause serious injury to, employees or any other person.

(The above examples are illustrative and do not form an exhaustive list.)

DISCIPLINARY PROCEDURE

Disciplinary action taken against you will be based on the following procedure:

- We retain discretion in respect of the disciplinary procedures to take account of your length of service and to vary the procedures accordingly. If you have a short amount of service you may not be in receipt of any warnings before dismissal but you will retain the right to a disciplinary hearing and you will have the right of appeal.
- If a disciplinary penalty is imposed it will be in line with the procedure outlined above, which may encompass a formal verbal warning, written warning, final written warning, or dismissal, and full details will be given to you.
- In all cases warnings will be issued for misconduct, irrespective of the precise matters concerned, and any further breach of the rules in relation to similar or entirely independent matters of misconduct will be treated as further disciplinary matters and allow the continuation of the disciplinary process through to dismissal if the warnings are not heeded.

DISCIPLINARY AUTHORITY

The operation of the disciplinary procedure contained in the previous section is based on the following authority for the various levels of disciplinary action. However, the list does not prevent a higher level of seniority progressing any action at whatever stage of the disciplinary process.

PERSON AUTHORISED TO TAKE DISCIPLINARY ACTION IN THE CASE OF:

PERIOD OF WARNINGS

- Formal verbal warning: A formal verbal warning will normally be disregarded for disciplinary purposes after a three-month period.

- Written warning: A written warning will normally be disregarded for disciplinary purposes after a six-month period.
- Final written warning: A final written warning will normally be disregarded for disciplinary purposes after a twelve-month period.

GENERAL NOTES

- If you are in a supervisory or managerial position then demotion to a lower status at the appropriate rate may be considered as an alternative to dismissal except in cases of gross misconduct.
- In exceptional circumstances, suspension from work without pay for up to five days as an alternative to dismissal (except dismissal for gross misconduct) may be considered by the person authorised to dismiss.
- Gross misconduct offences will result in dismissal without notice.
- You have the right to appeal against any disciplinary action.
- We reserve the right to allow third parties to chair any formal hearing.

CAPABILITY / DISCIPLINARY APPEAL PROCEDURE

- You have the right to lodge an appeal in respect of any capability/disciplinary action taken against you.
- If you wish to exercise this right you should apply either verbally or in writing to the person indicated in your individual Statement of Main Terms of Employment.
- It may be necessary, because of the size of our school, for the appeal to be heard by the person who took the original action and it is therefore important that your appeal gives details of why the penalty imposed is either too severe, inappropriate or unfair in the circumstances.
- If you are appealing on the grounds that you have not committed the offence, it may be necessary for the person conducting the appeal to have a complete re-hearing so that there can be a reappraisal of all matters before a decision is made to grant or refuse the appeal.
- You may be accompanied at the appeal hearing by a fellow employee of your choice and the result of the appeal will be made known to you in writing, normally within five working days after the hearing. This is the final stage of the appeal process.
- We reserve the right to allow third parties to chair any formal hearing.

This section should always be read alongside any related policies you have been provided.

Monitoring and Review

This Code of Conduct is reviewed annually by the Headteacher and Trustees.

Any changes made to this policy by the by the Headteacher and Trustees will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this Code as part of their induction programme.

The next scheduled review date for this policy is September 2022.