

# Colleague Code of Conduct

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## 1. Definitions

- 1.1 **Trust** means the Diocese of Ely Multi-Academy Trust
- 1.2 **DEMAT** means the Diocese of Ely Multi-Academy Trust.
- 1.3 **Academy** means a constituent academy of DEMAT.
- 1.4 **Colleague** means Employees, Trustees, Governors and volunteers.
- 1.5 **Central Team** means Staff who are not employed within an academy.
- 1.6 **Central Leadership Team** means any Director or Head of a Function in the Central Team.
- 1.7 **Senior Manager** means a Senior manager within the academy or a Hub Director or Senior Manager within the Central Team.
- 1.8 **Headteacher** means Leader of an academy. In any academy that has an Executive Headteacher, it means Executive Headteacher.
- 1.9 **Line Manager** means any member of staff with management responsibility including headteachers.
- 1.10 **Non-Teaching Staff** means any employee not employed in a teaching role within an academy.
- 1.11 **Staff** means any person employed by DEMAT, temporarily or permanently.
- 1.12 **Employee** means any person employed by DEMAT, temporarily or permanently.
- 1.13 **Young person/people, pupils and child/ren** include all those for whom DEMAT provides education or other services.
- 1.14 **Sexual abuse** means forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening (source: Working Together to Safeguard Children Appendix A).

## 2. Application of this Policy

This policy is applicable to all employees, trustees, governors and volunteers. They will be referred to as 'colleague' herein.

The above definitions are included for reference purposes for both school and central team staff to enable clarity and transparency when applying this policy.

This policy does not form part of any employee's contract of employment and may be amended at any time, following consultation with recognised trade unions.

## 3. Relationship with DEMAT Values

The application of this policy must be applied at all times in a way that reflects the values of DEMAT:

**Love** – We engender love and tolerance between and for our staff, pupils and others to foster an inspiring atmosphere of mutual support.

**Community** – We are committed to ensuring our schools are a living part of the community and contribute positively to its needs.

**Respect** – We do everything to provide a caring, safe and secure place for our staff and pupils to be happy and respected in our schools so they may achieve their potential.

**Trust** – We acknowledge accountability and responsibility for our actions and ensure that we encourage each other to make brave decisions and then learn from any mistakes.

**Ambition** – We are determined that our schools offer a place for the joy of learning, enabling those of all abilities to thrive and go on to lead rewarding lives

This is further defined in the four key strands of DEMAT, all of which are underpinned by our Christian distinctiveness,

Children are at the heart of all we do

Keep close to the work

Maintaining a legacy, creating new traditions

Aspirational, yet sustainable

## 4. Associated Policies and Documents

This Policy should be read in conjunction with Keeping Children Safe in Education September 2025 and the following DEMAT Policies/Procedures:

- Safeguarding and Child Protection Policy
- Managing Allegations Against Staff
- Low Level Concerns Policy

- Disciplinary Policy
- Bullying and Harassment Policy
- ICT Acceptable Use (as applicable to role/position)
- Behaviour Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy and First Aid Policy
- Volunteer Policy
- Health and Safety Policy
- CCTV Policy
- Data Protection Policy

## 5. Version Control

Policy type	DEMAT Trust Policy
Author	Helen Fisher, HR
Reviewed by	Helen Rothwell, Head of HR
Approved by	Personnel Committee <span style="float: right;">Date: September 2025</span>
Release date	September 2025
Review	ANNUAL  Policies will be reviewed in line with DEMAT's internal policy schedule and/or updated when new legislation comes into force.
Description of changes	The policy has been reviewed in line with legislation and best practice to provide clarity, greater consistency and support for Line Managers and those working in the Trust.  For further information regarding the specific changes please contact the HR Team at <a href="mailto:hrteam@demat.org.uk">hrteam@demat.org.uk</a>

This document will be reviewed on an annual basis. For all questions in relation to this policy, please contact the HR Team [hrteam@demat.org.uk](mailto:hrteam@demat.org.uk)

## 6. Purpose and Scope

- 6.1 By creating this policy, we aim to ensure our Trust is an environment where everyone is safe, happy and treated with respect. It outlines the minimum standards for all colleagues of DEMAT and for any other persons working with our children and/or on our academy premises (for example, agency staff, volunteers (including governors) and contractors).
- 6.2 We have an influential position in the school and must act as role models for pupils by consistently demonstrating high standards of behaviour. To support the effective education of our children, we expect all support staff, governors, trustees, members and volunteers to act with personal and professional integrity, respecting the safety and wellbeing of others.

- 6.3 All colleagues have a duty to keep children safe, promote their welfare and to protect them from radicalisation (the Prevent Duty), abuse (sexual, physical and emotional), neglect and safeguarding concerns.
- 6.4 This code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for colleagues. However, it does highlight behaviour that is illegal, and/or inappropriate in relation to the required professional standards. If situations arise that are not covered by this code, colleagues must use their professional judgement and act in the best interests of the Trust and our pupils.
- 6.5 It is the responsibility of the headteacher/manager to ensure all staff are referred to the policies relevant to their roles, at induction, when an employee's role changes and where annual or bi-annual policy updates take place.
- 6.6 Failure to follow the code of conduct in respect to a staff member may result in disciplinary action being taken, as set out in our staff disciplinary procedures (See the Disciplinary Policy). DEMAT reserves the right to consider the terms of engagement for those who breach this policy who are not directly employed by the Trust.

## 7. Policy Statement

- 7.1 To learn. To know. To lead out.

Our vision for pupils and staff alike is underpinned by Philippians 4:13, I can do all things through Christ, who strengthens me. We want all members of our schools' communities to learn more, know more, and then lead out into our local community and wider networks.

- 7.2 The Trust's overarching vision guides our work, supported by our values of Love, Community, Respect, Trust and Ambition. We have a great responsibility for the quality of our children's education, and it is important all those working for and with the Trust set an example and demonstrate our values through appropriate behaviours.
- 7.3 Our policies are written and implemented in line with our Christian ethos and aim to support staff to achieve acceptable standards of performance and behaviour to guide our children through their education.
- 7.4 The Trust recognises it is important to develop and promote policies and systems to ensure that our staff and anyone associated with our Trust are not unlawfully discriminated against and we encourage a commitment to equality, diversity and fair treatment of all. We have therefore considered the impact of this policy, and the expected standards of behaviour contained within it on those individuals with a protected characteristic(s).

## 8. Expected Professional Standards

- 8.1 All Colleagues as appropriate to the role and/or job description of the individual, must:
- place the well-being and learning of pupils at the centre of their professional practice.
  - have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
  - treat pupils 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 pupils, 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 pupils, recognising the key role that parents and carers play in pupils' 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 school.
  - reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
  - ensure that the same professional standards are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
  - Ensure professional behaviour is adopted at all times, including online.

All colleagues are expected to conduct themselves in accordance with the Nolan Principles of Public Life set out in appendix 1.

Teachers are required to comply with the DfE Teachers' Standards (2012), in particular Part 2. An overview of Part 2 of the Teachers' standards can be found at appendix 2. The Teachers' Standards can also be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Headteachers must act in accordance with the Headteacher Standards (available at <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>) and those in the Central team must adhere to the conduct, standards and ethics set out by their professional body.

## 9. Standards of Behaviour for Working with Children

- 9.1 Colleagues should not behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model. Colleagues should take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought.
- 9.2 Colleagues should not use inappropriate language to, or in the presence of pupils; make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.
- 9.3 Behaving in an unsuitable way towards children may result in disciplinary action up to and including dismissal for those employed by the Trust. It may also result in criminal proceedings, disqualification from childcare under the Childcare Act 2006, prohibition from teaching by the Teacher Regulation Agency (TRA), a bar from engaging in regulated activity, or action by another relevant regulatory body/authority.

## 10. Honesty and Integrity

Colleagues should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities along with the personal information they provide to the Trust which is relevant to their role (for example qualifications).

### 10.1 Gifts and Hospitality

It is against the law for public servants to take bribes. While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the school year, it is unacceptable to receive gifts on a regular basis or of any significant value. Any gift over the value of £20 must be declared to a Line Manager.

## 11. Confidentiality

- 11.1 Colleagues should be aware of their obligations under the UK General Data Protection Regulations and UK Data Protection Act (2018) as set out in DEMAT's Data Protection Policy. Further guidance and expectations with regards pupil information can be found in the Safeguarding and Child Protection Policy. Employees must also ensure they abide by any confidentiality clauses in their contract of employment.
- 11.2 Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. In particular, the restriction on sharing of information held in any of the Trust's information management systems on staff and pupils with third parties must be upheld.
- 11.3 Information should never be referred to casually or in order to humiliate, intimidate or embarrass a student, family or colleague. Highly sensitive information should only be shared on a 'need to know' basis at the direction of the Designated Safeguarding Lead, Headteacher or Senior Manager.
- 11.4 Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure. This may include obtaining authorisation for the disclosure from the DEMAT Data Protection Officer.
- 11.5 Nothing shall prevent a person from disclosing information that they are entitled to disclose under the Public Interest Disclosure Act 1998 as amended, provided that the disclosure is made in accordance with the provisions of the Act.
- 11.6 Confidential information about employees and pupils must be held securely. Confidential information about pupils must not be held off site other than on security protected DEMAT equipment or the Bromcom Pupil Information System. Information must only be stored for the length of time necessary to discharge the task for which it is required. For more information, please refer to the DEMAT Data Retention Policy.
- 11.7 Information must not be shared with any media outlet. Any requests from the media must be reported to the Headteacher/Senior Manager.



## 12. Conflict of Interest

### 12.1 Outside work

All employees of the organisation have a duty to serve the public in a way that demonstrates impartiality and value for money. In this context you must not undertake any outside work if your official duties overlap in some way with your proposed work, it causes an actual perceived conflict of interest, it involves the award of grant aid/sponsorship, it makes use of materials, facilities or contacts to which you have accessed by virtue of your position within DEMAT.

### 12.2 Personal Interests

The situation may arise whereby you find yourself in a position where a conflict of interest may arise by the virtue of a personal commitment resulting from

- A trusteeship of voluntary body
- private work undertaken by a relative, friend or associate in their own capacity
- As a justice of peace

### 12.3 Sponsorship

If you are involved in the seeking or receiving of sponsorship for organisational activities, you must ensure the sponsorship is not accepted in circumstances where the integrity of the organisation may be seen to be being compromised. Also, if you are involved in awarding sponsorship or grant aid on behalf of the organisation you should ensure that you give impartial advice and that there is no conflict of interest involved.

## 13 Personal Appearance

Colleagues will dress in a professional, appropriate manner, taking into account the following guidance:

- Colleagues are expected to adhere to the dress code set out by their individual school.
- Clothing and footwear must be safe and clean and take account of health and safety considerations.
- Outfits will not be revealing or sexually provocative, cause embarrassment or give rise to misunderstanding.
- Clothes will be religious and culturally sensitive, free of any political or otherwise contentious slogans, and not considered to be discriminatory.
- Lanyards and identity cards, or identity labels, provided by the Trust should be worn whilst on Trust premises.
- Where Personal Protective Equipment is provided for health, safety and hygiene and/or uniform purposes, it must be worn.

## 14. Safeguarding and Child Protection

Colleagues have a duty to safeguard pupils from harm, and to report any concerns they have. This includes radicalisation (the Prevent Duty), physical, emotional and sexual abuse, and neglect.

Colleagues must familiarise themselves with the Trusts Child Protection and Safeguarding Policy and procedures, and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child. All Colleagues must be familiar with and act in accordance with the most recent versions of the following documents:

- Part 1 of KCSIE (Keeping Children Safe in Education) (statutory)
- Working Together to Safeguard Children HM Government (statutory)
- 
- Prevent Duty Guidance HM Government (statutory)
- DfE ‘The Prevent duty departmental advice for schools and childcare providers’
- ‘Guidance for safer working practice for those working with children and young people in education settings’ (non-statutory).

#### **14.1 Allegations Management**

All Colleagues must report concerns and incidents in accordance with the guidance set out in KCSIE, DEMAT’s [Managing Allegations Against Staff Policy](#) and [Low Level Concerns Policy](#). An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies may be subject to disciplinary action.

#### **14.2 Sexual Behaviour and Abuse of Trust**

Sexual behaviour is not only physical contact but also 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. Any sexual behaviour or activity, whether homosexual or heterosexual, by an adult with or towards a child/pupil or young person is illegal.

Children and young people are protected by the same laws as colleagues in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not.

Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

##### **14.2.1 Abuse of Trust**

A relationship between an adult and a child or young person is not a relationship between equals; the adult has a position of power or influence. There is potential for exploitation and harm of children or vulnerable young people, and all colleagues have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Colleagues must not use their status or position to form or promote relationships with children (whether current pupils or not), that are of a sexual nature, or which may become so.

Colleagues should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.

##### **14.2.2 Sexual Behaviour**

Colleagues must not have sexual relationships with pupils or have any form of communication with a child, which could be interpreted as sexually suggestive or provocative. Colleagues must not:

- make sexual remarks to, or about, a child
- discuss their own personal or sexual relationships with or in the presence of pupils.
- make, or encourage others to make sexual remarks to, or about, a pupil.

### **14.3 Grooming**

There are occasions when an individual may 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.

Colleagues should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

### **14.4 Infatuations and Crushes**

A child or young person may develop an infatuation with an adult who works with them. A colleague, who becomes aware (may receive a report, overhear something, or otherwise notice any sign no matter how small or seemingly insignificant) that a pupil has become or may be becoming infatuated with them or a colleague, must report this without delay to the Headteacher or the DSL so that appropriate action can be taken to avoid any hurt, distress or embarrassment. Examples of situations that must be reported are provided below.

- A colleague is concerned that they might be developing a relationship with a pupil which could have the potential to represent an abuse of trust
- A pupil is becoming attracted to them
- Actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others.
- A colleague is concerned about the apparent development of a relationship by another adult or receives information about such a relationship.
- A pupil may be developing attachment or dependency

The situation will be taken seriously, and the adult 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.

### **14.5 Working one to one with children**

One-to-one situations have the potential to make children more vulnerable to harm by those who seek to exploit their position of trust. Colleagues working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Colleagues must recognise this possibility and plan and conduct such meetings accordingly. The safety and security needs of both adults and pupils must be met.

Please refer to [Appendix 3](#) for further guidance on the steps which should be taken when working one to one with children.

### **14.6 Meetings outside of School time/Premises**

Pre-arranged meetings with pupils away from the premises or on school sites when the school is not in session are not permitted unless written approval is obtained from their parent/carers and the Headteacher, DSL (with delegated authority) or Safeguarding Lead (Hub Director).

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 the line manager must be notified of the relationship. Pupils must not be asked to assist colleagues with jobs or tasks at or in their private accommodation or for their personal benefit.

#### **14.7 Home Visits**

Other than in an emergency, we must not enter a pupil's home if the parent/carers 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 the Headteacher, DSL or Safeguarding Lead (Hub Director).

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. Each DEMAT school has a lone working policy.

#### **14.8 Educational Visits and School Clubs**

Colleagues 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. Colleagues remain in a position of trust, and the same standards of conduct apply. Please refer to the relevant school's policy on educational visits and the Health and Safety policy.

#### **14.9 Transporting Pupils**

In certain situations, for example out of school activities, colleagues 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, ensuring a risk assessment is in place 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.

It is inappropriate for colleagues 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 or where not to give a lift may place a pupil at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

Please refer to [Appendix 5](#) for more information and guidance for transporting pupils.

#### **14.10 Administering First Aid and Medication to Pupils**

DEMAT employees must follow the DEMAT Supporting Pupils with Medical Conditions policy and First Aid policy when administering medication/first aid (see individual policies for reference to statutory bodies/guidance used to create each policy). Volunteers and other colleagues are not permitted to administer medicine/first aid to pupils.

Employees must ensure that they have had the appropriate training and achieved the necessary level of competency before administering medication or first aid or taking on responsibility to support pupils with medical conditions.

If an employee is concerned or uncertain about the amount or type of medication being given to a pupil or support the pupil is being given in relation to their medical condition/s, they should discuss these with the Designated Safeguarding Lead and/or the responsible person.

#### 14.11 Intimate Care

‘Intimate care’ means doing tasks involving close personal contact that someone can't do independently. This includes changing nappies and helping a pupil use the toilet. Providing intimate care counts as a reasonable adjustment for pupils who are not toilet trained, not able to use a toilet independently, or need other help with intimate tasks. This is because failing to do so would infringe upon those pupils’ rights to access education due to a disability, under the [Equality Act 2010](#).

Intimate or personal care counts as [regulated activity](#) – even if you only provide intimate care once. (Paragraph 242 of [Keeping Children Safe in Education 2024](#)).

Employees with a job which includes intimate care duties will have appropriate training. Staff will follow written guidance based on individual need and as included in a written intimate care plan which will be reviewed and updated in line with relevant DEMAT policies and protocols. The intimate care plan will be co-constructed with parents and signed. It will take into account advice from external professionals if they are working with the child/family. Where an adult is named in the intimate care plan, they will be the member of staff to support a child’s intimate care. However, in the instance of staff changes and absence any member of staff could be expected to take part in intimate care. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out, including times left and returned.

#### 14.12 Social Contact with Pupils and Parents/Carers

Communication between pupils and colleagues, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile devices and social media apps/sites.

Colleagues should not share any personal information with pupils or parents/carers, and they should not request, or respond to, any personal information from the child/young person or their parent/carer, other than that which might be appropriate as part of their professional role. They should ensure that all communications are transparent and avoid any communication that could be interpreted as ‘grooming behaviour’.

It is acknowledged that colleagues may have genuine friendships and social contact with parents or carers of pupils, independent of the professional relationship. Colleagues should, however, inform senior management of any relationship with a parent where this extends beyond the usual professional relationship this includes but is not limited to:

- any regular social contact they have with a pupil or parent, which could give rise to concern.
- any requests or arrangements where parents/carers wish to use their services outside of the workplace e.g. babysitting, tutoring.
- planned social contact with pupils or parents/carers with senior colleagues, for example when it is part of a reward scheme.

Some employees may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the employee or seeks support outside of their professional role

this should be discussed with senior management and where necessary referrals made to the appropriate support agency. If a parent/carer seeks to establish social contact, or if this occurs coincidentally, the adult should exercise their professional judgment and ensure that all communications are transparent and open to scrutiny.

## 15. Curriculum

In line with our education principles all DEMAT children are entitled to a rich, highly specified curriculum where knowledge is valued, well-sequenced and taught to be remembered. It is not left to chance.

We ensure access to the curriculum regardless of any learning difference or disability and facilitate learning by overcoming any potential barriers. All staff will be ambitious and aspirational for students with SEND and consult with the school's SENCo to consider specific needs, especially when referencing explicit content.

Some areas of the curriculum can include or raise subject matter of a political, cultural, religious or an otherwise sensitive nature including age-appropriate relationship education. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified in the specific area of the curriculum documentation. Areas of risk and sensitivity should be highlighted on relevant curriculum documentation.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a political, cultural, religious or otherwise sensitive nature, including age-appropriate relationship education. Responding to pupils' questions can require careful judgement and Colleagues must take guidance in these circumstances from the Designated Safeguarding or PSHE Lead. Colleagues must not express personal beliefs in a way that could overly influence pupils or exploit pupils' vulnerability or might lead them to break the law. Colleagues should take care to protect children from the risk of radicalisation and should act in accordance with advice given under Part 1 of KCSIE.

Please refer to the Trust policies: Relationships Education, Special Educational Needs, Safeguarding and Child Protection.

### 15.1 Special arrangements for SATs

On occasion, KS2 SATs may be conducted over several sessions or require special arrangements to ensure all children can access the tests. If unusual circumstances arise, a risk assessment should be conducted to evaluate the implications of these arrangements. If exams are to be held off-site, the Headteacher must carry out due diligence to ensure that appropriate safeguarding measures and exam supervision are in place.

## 16 Behaviour Management and Physical Intervention

In line with our education principles, the behaviour curriculum is codified and taught explicitly, with consistent expectations, to ensure that all children receive their entitlement to the education they deserve. Therefore, colleagues must familiarise themselves with the [Trust Behaviour Policy](#). Additionally, DEMAT schools have separate protocols which outline their specific approaches to Behaviour management which must be followed at all times.



All pupils have a right to be treated with respect and dignity.

Any sanctions or rewards used should be part of the Trust and school's Behaviour Management Policy and individual school's behaviour protocol.

Colleagues must not:

- Use any form of degrading treatment to punish a pupil including:
- Use sarcasm, demeaning or insensitive comments towards pupils.
- Deliberately intimidate pupils by shouting aggressively, hectoring or using overbearing physical presence

## **16.1 Physical Intervention**

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.

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. Further guidance can be found at appendix 4.

Schools must refer to the Trust Behaviour Policy for approaches to physical restraint and intervention. Non-statutory guidance is also available from the Department of Education website - use of reasonable force – advice for Head Teachers, Staff and Governing Bodies.

Physical intervention can only be justified in exceptional circumstances. Colleagues 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.

Colleagues 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 risk reduction plan with 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 and followed.

If individual pupils are likely to need physical intervention or restraint, then an individual plan should be put in place and agreed with parents, the School's Headteacher and the School's Hub Director (or other designated person from the Trust's Central Team). Staff must ensure any such plan is followed when physically intervening. Parental Consent does not permit the use of unlawful physical intervention or deprive a pupil of their liberty.

All incidents and subsequent actions where physical contact with a child has occurred should be recorded on CPOMS and reported to a manager and the pupil's parents/carers.

Further information and guidance regarding physical contact can be found at appendix 4.

### **16.2 Gifts, Rewards, Favouritism**

Personal gifts must not be given to pupils or their families/carers. This could be misinterpreted as a gesture either to bribe or groom. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the relevant school's behaviour or rewards policy, recorded, and not based on favouritism.

Care should be taken when selecting children for specific activities, jobs, privileges and when pupils are excluded from an activity to avoid perceptions of favouritism or injustice. Methods of selection and exclusion should be subject to clear, fair and agreed criteria.

### **16.3 Exclusion**

Any exclusions must be in line with our Exclusions Policy.

## **17 Health and Safety**

All colleagues have a responsibility for the Health and Safety of themselves and others. They must ensure they comply with the Trust Health & Safety Policy and any associated risk assessments.

More information is available in the [Health and Safety Policy](#).

### **17.1 Risk Assessments**

Colleagues should ensure, where applicable, that the necessary risk assessments are implemented, and regular reviews are carried out to ensure they remain fit for purpose in line with the Health and Safety Policy.

### **17.2 Personal (adult) Medication**

Colleagues taking medication that may affect their ability to care for children should not work with pupils unless medical advice confirms that they are able to do so. Adult medication (including smoking cessation aids) on the premises must be securely stored and out of the reach of children.

## **18 Photography, Videos and Other Creative Arts**

Please refer to the individual school's guidance on e-safety, the use of images and the consent forms therein. Colleagues should have regard to the ICO CCTV code of practice and the guidance 'Taking Photographs in Schools'.

Many educational activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for displays, publicity, to celebrate achievement or, to provide evidence of the activity.

An image of a child is personal data, and it is, therefore, a requirement under Data Protection Legislation that explicit consent is obtained from the parent/carer of a child before any images are made such as those used for school web sites, notice boards, productions or other purposes, unless an alternative legal justification for processing this data is applicable.

Colleagues need to be aware of the potential for such images to be taken and/or 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. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.



Colleagues should remain sensitive to any pupil 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.

Colleagues should only use equipment provided or authorised by the relevant person in the Trust to make/take images and should not use personal equipment, mobile telephones or any other similar devices to make/take images.

## 19. Personal Property

- 19.1 Personal property of a sexually explicit nature or property which might be regarded as promoting radicalisation or otherwise inappropriate such as books, magazines, CDs, DVDs or such material on any electronic media including links to such material must not be brought onto or stored on DEMAT premises or on any Trust equipment.

## 20. Conduct Outside of Work

- 20.1 All Colleagues working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. Colleagues will not act in a way, either in or out of the workplace, that may bring the Trust or the teaching profession, into disrepute and/or compromise their position. Non-exhaustive examples of unacceptable behaviour are contained in our [Disciplinary Policy](#) (Disciplinary Rules).

Employees are required to notify their line manager immediately of any allegation/s of misconduct that are of a safeguarding nature made against them (or implicating them), by a child or adult in relation to any outside work or interest (whether paid or unpaid) and, of any arrest or criminal charge whether child related or not.

Where employees fail to do so, this will be treated as a serious breach of this Code and dealt with under our disciplinary procedure. Colleagues who are not employees, (e.g. volunteers, governors, trustees, consultants), should notify the DSL, Headteacher or Senior Manager.

## **APPENDIX 1 – The Seven Principles of Public Life (Nolan Principles)**

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, non-departmental public bodies (NDPBs), and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

### **1. Selflessness**

Holders of public office should act solely in terms of the public interest.

### **2. Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### **3. Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### **4. Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### **5. Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

### **6. Honesty**

Holders of public office should be truthful.

### **7. Leadership**

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

## APPENDIX 2 - DfE Teachers Standards (2012) Part 2

### Personal and Professional Conduct

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

**Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

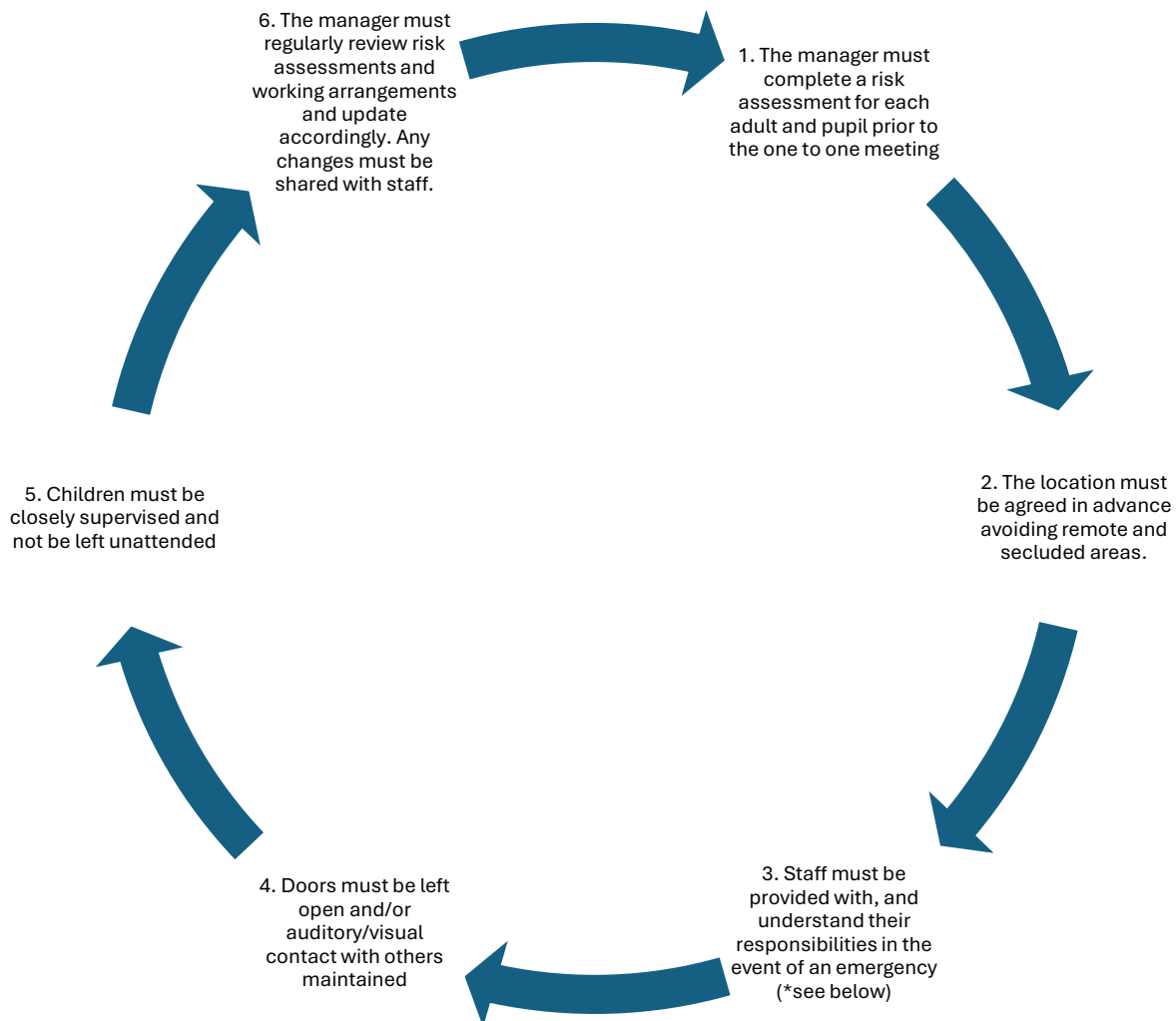
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions or showing tolerance of and respect for the rights of others.
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

**Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.**

**Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

### APPENDIX 3 - Working one to one with pupils

Consideration should be given as to whether one to one work is necessary or if there are alternatives which would avoid the need to work one to one. If there is a need, the following guidance should be followed.



\* In the event of an evacuation and invacuation the supervising adult has the responsibility to ensure the child/ren are accounted for and safe.



#### APPENDIX 4 – Physical Contact

What should we do?	What shouldn't we do?
<ul style="list-style-type: none"><li>✓ Physical contact must be appropriate to pupil's individual needs and any agreed care plan</li><li>✓ Where an incident occurs involving more than one child assistance should be sought.</li><li>✓ It should be in response to the pupils needs and of limited duration and should be appropriate given the age, stage of development, gender, ethnicity, culture and background of the pupil.</li><li>✓ Report any action which could be misinterpreted, to the DSL and record the details on CPOMS, and, if appropriate, place a copy on the pupil's file.</li><li>✓ If you offered comfort to a distressed child or had any physical contact with a pupil(s) report this to the DSL/ Headteacher and record on CPOMS.</li><li>✓ If you have a particular concern about the need to provide care and reassurance to a child, seek further support and advice from the DSL, Headteacher or Senior Manager, prior to initiating contact.</li><li>✓ Where feasible seek the pupil's permission before initiating contact.</li><li>✓ Listen, observe, and take note of the pupil's reaction and/or feelings.</li><li>✓ Remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.</li><li>✓ Remain self-aware at all times in order that contact is not threatening or intrusive or subject to misinterpretation.</li><li>✓ When supporting a pupil to undertake a task (for example in PE), make sure any contact is carried out in a safe and open environment, with the pupil's agreement and for the minimum time necessary.</li><li>✓ Keep parents/carers informed of the extent and nature of any physical contact.</li></ul>	<ul style="list-style-type: none"><li>✗ Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority.</li><li>✗ Never touch a child in a way that could be considered indecent.</li><li>✗ Apply unreasonable force for circumstances that do not warrant this. For example, it would be entirely inappropriate if the child was not at risk of injuring themselves or others.</li></ul>

## APPENDIX 5 – Transporting Pupils

What should we do?	What shouldn't we do?
<ul style="list-style-type: none"> <li>✓ Ensure driving behaviour is safe</li> <li>✓ The transport arrangements and vehicle must meet all legal requirements.</li> <li>✓ The vehicle must be roadworthy and appropriately insured</li> <li>✓ The maximum capacity of the vehicle must not be exceeded.</li> <li>✓ It is a legal requirement that all passengers wear seat belts, and the driver should ensure they do so.</li> <li>✓ Current legislation concerning the use of car seats for younger children must be followed.</li> <li>✓ The driver must adhere to all driving regulations</li> </ul>	<ul style="list-style-type: none"> <li>✗ Handheld devices and mobile phones must not be used whilst driving</li> <li>✗ 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.</li> </ul>